

# **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 # S385A100111**

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

Closing Date: JUL 06, 2010

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



\* Last Name: Phillips

Suffix:

Title: Director, Office of State and Federal Accountability

Organizational Affiliation:

Austin Independent School District

\* Telephone  
Number:

[REDACTED]

Fax Number:

[REDACTED]

\* Email:

[REDACTED]

**Application for Federal Assistance SF-424**

Version 02

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

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

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund Program

**13. Competition Identification Number:**

Title:

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

Austin, Texas in Travis County

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

Austin Independent School District's REACH: Supporting and Rewarding Success in the Classroom

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: TX-010, 021, 025

\* b. Program/Project: TX-010, 021, 025

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/1/2010

\* b. End Date: 8/30/2015

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

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

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 6/29/2010.

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Dr. \* First Name: Nancy

Middle Name:

\* Last Name: Phillips

Suffix:

Title: Director, Office of State and Federal Accountability

\* Telephone Number: [REDACTED]

Fax Number: [REDACTED]

\* Email: [REDACTED]

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Austin Independent School District

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 6/30/2010 To: 7/1/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 2.96%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Austin Independent School District

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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:** Nancy Phillips

**Title:** Director, State and Federal Accountabili

**Date Submitted:** 07/05/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Nancy Phillips Title: Director, State and Federal Accountabili Applicant: Austin Independent School District Date: 07/05/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7- 97)	

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

<b>APPLICANT'S ORGANIZATION</b>
---------------------------------

Austin Independent School District
------------------------------------

<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix: Dr.	First Name: Nancy	Middle Name:
Last Name: Phillips	Suffix:	
Title: Director, State and Federal Accountabili		

Signature:	Date:
_____	07/05/2010

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 : AISD TIF GEPA Statement

File : [AISD TIF GEPA Statement.pdf](#)

### **Section 427: General Education Provisions Act (GEPA) Notice**

The Austin Independent School District (AISD) does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services. AISD has always and will continue to ensure that students, teachers, and other programs beneficiaries with special needs are given equitable access and participation in federally funded programs. With regard to the Teacher Incentive Fund and the AISD REACH program, there are no activities or programs associated that will impede access or participation by any of the district's employees, students or other beneficiaries. Furthermore, the district is mandated to follow all requirements of GEPA Section 427 as evidenced by GA(Legal) Policy: Access to Programs, Services, and Activities.

ACCESS TO PROGRAMS, SERVICES, AND ACTIVITIES

GA  
(LEGAL)

NONDISCRIMINATION	No person shall, on the grounds of race, color, or national origin, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any District program or activity. <i>42 U.S.C. 2000d</i>
SOCIAL SECURITY NUMBERS	It shall be unlawful for the District to deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her Social Security number.
EXCEPTIONS	The above provision does not apply to: <ol style="list-style-type: none"><li>1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the Social Security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;</li><li>2. Any disclosure to a district maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or</li><li>3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within the District's jurisdiction.</li></ol>
STATEMENT OF USES	A district that requests disclosure of a Social Security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it. <i>5 U.S.C. 552(a)</i>
INDIVIDUALS WITH DISABILITIES	No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the District, or be subjected to discrimination by the District. Nor shall the District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. <i>42 U.S.C. 12132; 28 CFR 35.130(g)</i>
DEFINITION	A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District. <i>42 U.S.C. 12131(2); 28 CFR 35.104</i>

ACCESS TO PROGRAMS, SERVICES, AND ACTIVITIES

GA  
(LEGAL)

REASONABLE  
MODIFICATION

The District shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity. *28 CFR 35.130(b)(7)*

COMMUNICATIONS

The District shall take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individual with disabilities. *28 CFR 35.160*

AUXILIARY AIDS  
AND SERVICES

"Auxiliary aids and services" includes (1) qualified interpreters, notetakers, transcription services, written materials, assistive listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments, (2) qualified readers, taped texts, audio recordings, Brailled materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments, (3) acquisition or modification of equipment or devices, and (4) other similar services and actions. *28 CFR 35.104*

LIMITS OF REQUIRED  
MODIFICATION

The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that compliance with its responsibility to provide effective communication for individuals with disabilities would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Board after considering all resources available for use in funding and operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion. *28 CFR 35.164*

NOTICE

The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the Americans with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such manner as the Board and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA. *28 CFR 35.106*

ACCESS TO PROGRAMS, SERVICES, AND ACTIVITIES

GA  
(LEGAL)

COMPLIANCE  
COORDINATOR

The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of the ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under the ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. *28 CFR 35.107* [See DAA and GF]

RELIGIOUS FREEDOM

The District may not substantially burden a person's free exercise of religion, unless it is acting in furtherance of a compelling governmental interest and has used the least restrictive means of furthering that interest. *Civil Practice and Remedies Code 110.003* [See also DAA and FB]

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Mr. David Lussier

Address:

\* Street1: [REDACTED]  
Street2:  
\* City: [REDACTED]  
County: [REDACTED]  
\* State: [REDACTED]

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

Email Address:

[REDACTED]

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Non-Exempt Research Narrative  
File : Nonexempt Research Narrative\_KC.doc



## Nonexempt Research Narrative

### 1) Human Subjects Involvement and Characteristics:

Teachers and school leaders at participating schools and at matched non-participating comparison schools in the Austin Independent School District will be the subject of research to evaluate the effects of the program on outcomes related to student achievement, staff development, and staff retention. Approximately 6000 staff of all ages over 18 will be included in the research and program evaluation. All actively employed staff will be eligible for participation in research.

### 2) Sources of Materials:

Staff will be invited to participate in surveys and focus groups regarding the program, and data will include classroom observations to be used for research purposes only. Existing annual district surveys and staff retention data will be used for both research on program effects and for monitoring issues such as aggregate district trends in school climate, employee job satisfaction, and staff mobility. Existing student achievement data will be used to evaluate program effects on student achievement.

### 3) Recruitment and Informed Consent:

Staff at participating schools will be invited to participate in focus groups and interviews regarding the program. Staff will be informed by researchers of the voluntary nature of their participation, and will be assured of the confidential nature of reporting. Data will be reported in aggregate, summarized form such that no individual could be identified. Staff not wishing to participate in focus groups or interviews may decline to attend those opportunities. Staff at participating schools and at matched non-participating comparison schools will be invited to participate in surveys. Staff will be assured in writing (on the invitation to participate) of the confidentiality policies regarding survey data, and may decline to answer any or all items on the surveys. Staff at participating schools will be selected for classroom observations. At the time of scheduling, researchers will describe confidentiality policies; prior to classroom observations, teachers will receive documentation of confidentiality assurances. Research will be conducted by district staff, trained in the ethical rules of program evaluation and social science research; no Institutional Review Board is required for district program evaluation.

### 4) Potential Risks:

No physical or legal risks are associated with the research for this study. Potential psychological risks include the potential for stress associated with discussing or reporting what may be strong opinions regarding strategic compensation and/or changes in district policy and practice, and also may include stress associated with behavioral classroom observation. Social risks include the potential for uncomfortable disagreement with co-workers in a focus group setting. These risks are minimal and unlikely, particularly because participants are afforded the option to decline participation in focus groups, surveys, or interviews. In the unlikely event that staff experience stress due to

participation in the study, information regarding the district's Employee Assistance Program (which provides counseling support over a wide range of life issues) will be provided.

5) Protection Against Risk:

To minimize potential risks, participants will be informed in advance about the topics to be addressed in any focus group, interview, or survey, and will be provided the option whether to participate in any or all of the planned research opportunities. The risk of potential stress due to classroom observation will be minimized with confidentiality assurances, and with the strict confidentiality of data collection and storage procedures. No individual data will be reported, and all records will be maintained in a secure location accessible only to research staff.

6) Importance of the Knowledge to Be Gained:

The proposed research will inform knowledge about the ways in which strategic compensation may influence educator behaviors and perceptions, and how these ultimately influence staff retention and student achievement. The risks of participation in this research are no greater than those associated with any other program evaluation of a major district initiative. The benefits will inform future district policies and practices including tax rate increase elections, teacher salary structure, human resources recruiting practices, and leadership pathways for educators in the school system. Results of this research also will inform broader national research efforts to understand the relationships between strategic compensation, educator practice, and student outcomes.

# Project Narrative

## Project Abstract

Attachment 1:

Title: **AISD TIF Grant Abstract** Pages: **1** Uploaded File: **AISD TIF Grant Abstract.doc**

Austin Independent School District  
Teacher Incentive Fund Grant Application  
Main Competition  
July 2010

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The Austin Independent School District (AISD) is applying for a federal Teacher Incentive Fund (TIF) grant in order to expand its strategic compensation initiative, AISD REACH. This program, which has been piloted for the past three years, is aimed at recruiting, developing, and retaining high quality teachers and administrators in Austin, particularly at the district's high-needs schools.

The theory of action behind AISD REACH is that incentive programs in education must couple supports and rewards to accelerate academic improvement. To this end, REACH rewards gains in student achievement at the campus, team, and individual teacher levels. Additionally, REACH provides full-time mentors to novice teachers, who are most at risk of attrition. Mentoring also represents one of several leadership pathways in REACH that allows accomplished teachers to remain in the profession supporting the growth of their colleagues. The third component of REACH is targeted professional development in which teams of teachers collaborate to address a data-driven need on their campus, monitor the impact of their work, and present the results of their efforts to a juried panel of their peers. Finally, REACH targets incentives for teachers and administrators who choose to work in the district's most challenging campuses.

Taken together, AISD believes that this program, which has already yielded positive results, builds the capacity of Austin educators to better serve students, empowers them to support the growth of their colleagues, and challenges them to reach rigorous performance goals aligned with the district's goal of preparing all students to be college and career ready.

AISD's TIF proposal is specifically aimed at expanding AISD REACH, currently implemented at 15 schools, to include all schools in East Austin, an area comprised of 33 high-needs schools, where staff attrition rates and academic underperformance have been historically high.

Finally, AISD's TIF proposal has been developed in collaboration with teachers, administrators, the teachers' union, and the business community. To this end, this proposal is supported by Education Austin, the Austin Chamber of Commerce, and legislators from Austin's state and federal delegations.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **AISD TIF Program Narrative** Pages: **51** Uploaded File: **AISD TIF Program Narrative.doc**

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## Need for Project

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The Austin Independent School District (AISD) is a large urban school district in central Texas that serves 84,000 students at 115 schools. AISD is also a high-needs district, with 81 of its schools serving over 50 percent of students who qualify for free and reduced lunch.

With funding from TIF, AISD will focus its strategic compensation efforts at 33 high-needs schools that comprise three targeted K-12 feeder patterns in East Austin as well as four additional high needs schools for a total of 37 schools in the district. These are schools where persistent achievement gaps and high staff turnover are most prevalent in AISD. Improving the quality of education in East Austin is a key element of the AISD Strategic Plan, which requires the district to develop a plan to effectively serve East Austin schools and their communities (Action Item 1.22). East Austin is a community that faces many challenges, from the need to improve the physical infrastructure and expand job opportunities to improving health outcomes and graduation rates.

The three East Austin PreK-12 vertical teams include a total of 33 elementary, middle and high schools and serve approximately 19,000 students, representing 21.4 percent of AISD's students. Many of the schools in these East Austin feeder patterns have diverse student needs as they serve great numbers of students who are economically disadvantaged and face language barriers. Many of these East Austin schools also face great challenges due to a high degree of student mobility.

Between December 2009 and May 2010, AISD worked with stakeholders from East Austin schools, including parents, teachers, principals, AISD staff and community members, to identify priorities for East Austin schools and develop vertical team plans for East Austin school feeder patterns. The TIF grant will enable AISD to implement strategic compensation in East Austin

schools to address the **first** and **second** priorities that this group identified. These priorities include:

- **Educator Quality: Recruit, retain, staff and provide quality professional development to ensure the necessary supports for East Austin schools.**
- **Educational Program Quality/Signature Programs: Create signature programs to establish a college-ready culture.**
- Academic & Social Supports for Students: Develop and implement academic support and interventions for all students in East Austin schools.
- Literacy and Numeracy: Develop a Comprehensive Literacy and Numeracy Plan to ensure all students are on grade level, as they transition from elementary, middle, and high school.
- Attendance: Increase attendance among elementary, middle and high school for all student groups.

Table 1 provides an overview of the economic need in the proposed schools while Table 2 disaggregates the proposed TIF schools from the rest of the district. Table 1 illustrates the high need in the TIF campuses indicating that 32 of the proposed 37 schools serve 90 percent or more economically disadvantaged students.

Table 1: Economic Need

School	2009-2010 % Econ Disadvantaged	School	2009-2010 % Econ Disadvantaged
<b>HIGH SCHOOLS</b>		<b>MIDDLE SCHOOLS</b>	
Reagan	88.1	Pearce	96.1
Eastside	86.8	Burnet	94.5
Eastside Global	90.6	Mendez	94.1
Travis	78.7	Martin	94.8
LBJ	79.2	Garcia	95.5
Lanier	84.2	Webb	97.0
		Dobie	96.0
<b>ELEMENTARY SCHOOLS</b>			
Barrington	97.7	Norman	95.9
Andrews	97.6	Sims	97.5
Brown	95.0	Jordan	95.3
Graham	94.4	Harris	97.0
Allan	96.7	Pickle	98.5
Reilly	94.7	Pecan Springs	97.1
Walnut Creek	93.6	Allison	95.1
Sanchez	94.2	Brooke	96.9
Blanton	94.8	Hart	96.1
Zavala	95.4	Govalle	98.0
Overton	95.8	Winn	96.1
Ortega	96.9	Metz	95.1

Table 2 shows the district average of economically disadvantaged by school level and compares the average percentage for the proposed TIF schools versus the remaining district campuses, demonstrating the significant need in these schools and supporting the district’s focus on East Austin schools. Comparable schools for the purposes of this grant are the non-TIF schools in the district to illustrate the significant need for the 37 proposed schools.

Table 2: Mean Economically Disadvantaged for proposed TIF schools versus rest of district

School	2009-2010 % Econ Disadvantage
All AISD High Schools (HS) Mean	59.54
TIF HS Mean	84.62
Non-TIF HS Mean	44.49
All AISD Middle Schools (MS) Mean	66.36
TIF MS Mean	95.43
Non-TIF MS Mean	47.86
All AISD Elementary Schools (ES) Mean	71.67
TIF ES Mean	96.06
Non-TIF ES Mean	61.03
<b>District Average</b>	69.69
<b>District TIF Average</b>	94.08
<b>District Non-TIF Average</b>	56.95

In designing Austin’s performance based compensation system (PBCS), AISD will propose additional academic supports to eliminate persistent achievement gaps. Table 3 illustrates the achievement disparity between the TIF schools and the rest of the district. Secondary schools’ performances exemplify the largest gaps in all areas of the state assessment (TAKS) for all subjects while elementary schools struggle in both math and science. The data in Table 3 also indicate that these schools have the greatest need to recruit and retain effective teachers in math and science for all levels.

Table 3: Mean Academic Achievement for Proposed TIF schools versus rest of district

<b>School Level</b>	<b>2008-09 % Met Reading/ELA</b>	<b>2008-09 % Met Math</b>	<b>2008-09 % Met Science</b>	<b>2008-09 % Met SS</b>
All AISD High Schools (HS) Mean	86.15	68.69	70.23	91.08
TIF HS Mean	74.80	46.60	49.00	82.80
Non-TIF HS Mean	93.25	82.50	83.50	96.25
All AISD Middle Schools (MS) Mean	84.65	74.82	63.24	85.24
TIF MS Mean	74.43	62.71	47.43	75.29
Non-TIF MS Mean	91.80	83.30	74.30	92.20
All AISD Elementary Schools (ES) Mean	87.22	83.95	78.63	n/a
TIF ES Mean	82.88	79.67	71.38	n/a
Non-TIF ES Mean	89.15	85.85	81.85	n/a
<b>District Average</b>	86.58	80.51	74.99	87.77
<b>District TIF Average</b>	80.11	71.78	63.61	78.42
<b>District Non-TIF Average</b>	89.97	85.13	80.99	94.00

The proposed TIF schools also struggle with retaining effective teachers as indicated by Table 4. Over the past four years, the identified schools have lost 23 percent of their staff or more, which prevents the development of a strong collaborative structure. Additionally, another retention focus is the principalship in the proposed schools. Four out of the five high schools, five out of the seven middle schools, and twelve out of the twenty-five elementary schools have hired a new principal in the last three years.

Table 4: Retention Rates for TIF schools versus rest of the district

<b>School</b>	<b>Average Teacher Exp. 06-07 to 08-09</b>	<b>2008-09 to 2009-10 Teacher Retention %</b>
All AISD High Schools (HS) Mean	10.97	80.92
<b>TIF HS Mean</b>	<b>9.96</b>	<b>71.30</b>
Non-TIF HS Mean	11.38	86.70
All AISD Middle Schools (MS) Mean	10.63	81.45
<b>TIF MS Mean</b>	<b>8.92</b>	<b>79.63</b>
Non-TIF MS Mean	11.83	82.73
All AISD Elementary Schools (ES) Mean	10.42	85.34
<b>TIF ES Mean</b>	<b>8.97</b>	<b>83.42</b>
Non-TIF ES Mean	11.06	86.18
<b>District Average</b>	<b>10.52</b>	<b>84.05</b>
<b>District TIF Average</b>	<b>9.07</b>	<b>80.74</b>
<b>District Non-TIF Average</b>	<b>11.20</b>	<b>85.79</b>

In addition to the significant retention issue, most of the proposed TIF schools have high percentages of novice teachers who need considerable support to be successful. Table 5 shows that the TIF schools have a 27 percent or greater average of teachers in their first, second, or third year of experience

Table 5: Novice Teachers in TIF schools versus rest of the district

School	# Teachers 2009-10	# Teachers 0-2 Yr. Exp 09-10	% Tchrs 0-2 Yr. Exp 09-10
All AISD High Schools (HS) Mean	87	20	22.99%
TIF HS Mean	72	19	26.58%
Non-TIF HS Mean	96	20	20.83%
All AISD Middle Schools (MS) Mean	66	17	25.34%
TIF MS Mean	61	20	32.63%
Non-TIF MS Mean	70	14	20.70%
All AISD Elementary Schools (ES) Mean	44	9	21.43%
TIF ES Mean	41	12	27.84%
Non-TIF ES Mean	44	8	18.63%
<b>District Average</b>	53	12	22.32%
<b>District TIF Average</b>	50	14	28.54%
<b>District Non-TIF Average</b>	55	11	19.22%

Securing a TIF grant will enable a PBCS in nearly 33 percent of AISD schools: 5 of the 16 high schools; 7 of the 18 middle schools and 25 of the 79 elementary schools, and will serve a significant number of the economically disadvantaged students. The grant would allow the district to recruit and retain effective teachers in all subjects, especially in hard to staff subjects like math and science at all levels. Likewise, this program is aimed at recruiting and retaining high-quality principals at these campuses. This signature program will improve the likelihood that students will graduate college and career ready.

## Project Design

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*Austin, TX has developed an innovative approach to performance-based compensation and career advancement for teachers that rewards successful teachers who improve the achievement and growth of their students and who take on additional roles and responsibilities, such as mentoring new teachers.* – November 2009 White House Press Release

In 2004, after studying its high teacher turnover and low student performance, the Austin Independent School District (AISD) Board of Trustees voted to design and implement a Performance-Based Compensation System (known in AISD as Strategic Compensation, or REACH) for teachers and principals. As a result of that directive, the district spent the next two years studying these issues, consulting with national experts, and drawing lessons that eventually framed AISD REACH. These lessons included the importance of designing a PBCS in collaboration with teachers, administrators and other community stakeholders. Additionally, the importance of piloting a program before moving to scale became evident given the complexity of implementing PBCS programs. And finally, AISD learned that performance incentives alone do not improve teaching and learning in schools. Rewards must be coupled with targeted investments in the professional development of educators to accelerate improvements in teaching practice.

With the political will in place and a growing recognition that Austin needed to better compete for talent in a dynamic central Texas marketplace, the Board of Trustees took the next critical step in dedicating one penny (██████████) of the local Maintenance and Operations (M&O) Tax Rate annually to strategic compensation. This funding allowed AISD to begin designing its own PBCS pilot that the district implemented during the 2007-2008 School Year beginning at nine campuses. Perhaps most importantly, the design of AISD REACH was

developed through a unique collaboration between and among the administration, the teachers' union, and the business community. This collaboration was formalized through the creation of the AISD Strategic Compensation Steering Committee, which has continued to govern this program since its first year of implementation.

After three years of implementing the AISD REACH pilot, the district saw the opportunity to apply for a TIF grant as a chance to conduct a major program review that would help align a new version of REACH to lessons learned from the pilot, the new AISD Strategic Plan, and the U.S. Department of Education's "Four Assurances." A working group of internal and external stakeholders conducted this review and presented their design recommendations to the Strategic Compensation Steering Committee for approval.

Data gathered over the past three years of AISD REACH resulted in the following program changes, which have been incorporated into this "2.0" proposal:

- Goal setting will occur at the individual, team, and campus level.
- A single campus-wide measure has been replaced with multiple measures of a school's performance.
- Additional leadership pathways have been established to allow accomplished teachers to lead from the classroom.
- Targeted professional development that results in improved student achievement is being incentivized.
- Incentives for principals are more substantial to more effectively recruit and retain them at high-needs schools.
- REACH will now connect student achievement to teacher and principal evaluation in a more significant way.

Additionally, these mid-course corrections were designed to align the program with the four goals in the new AISD Strategic Plan adopted in January 2010:

- All students will perform at or above grade level.
- Achievement gaps among all student groups will be eliminated.
- All students will graduate ready for college, career, and life in a globally competitive economy.
- All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Finally, AISD REACH continues to reflect the U.S. Department of Education’s “Four Assurances” of school improvement:

- The use of benchmarked standards and assessments to prepare students for success.
- Recruiting and retaining effective teachers and principals.
- The use of assessment data to improve instruction and practices.
- Turning around the state’s lowest performing schools.

The new design of AISD REACH (version “2.0”) is one that continues to be supported by the administration, Education Austin (the teachers’ union), the Austin Chamber of Commerce, and legislators from Austin’s state and federal delegation, as noted in the attached letters of support.

### Program Summary

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AISD REACH is comprised of five program elements:

**1. Student Growth** - REACH rewards educators for improving the academic achievement of students at the campus, team, and individual levels. At the campus level, staff members identify four measures of improvement that assess both growth and overall achievement. This “basket of measures” allows each campus to tailor its focus to areas of high need and to gauge their

progress through a comprehensive set of measures. Similarly, at the team and individual levels, teachers—working in collaboration with their colleagues and administrators—conduct a thorough needs assessment and develop targets of student achievement that they will strive to achieve during the school year. These student learning objectives, or SLOs, have become a critical element of AISD REACH and require teachers to engage in analysis and deliberation around student data, which helps build their capacity to be data driven in their work. It also creates a level of ownership of the resulting SLOs, making it more likely that these growth targets will inform their subsequent instruction.

**2. Professional Growth** - Austin has recognized the need to nurture the energy and talent of its newest teachers. Through an intensive mentoring program, novice teachers at the proposed campuses receive full-time, experienced mentors who provide high-quality individualized professional development, guidance, and classroom support, as new teachers work to create an environment for student growth. Each REACH mentor works with a cohort of 10 mentees to provide this real-time support. Austin ISD is partnering with the New Teacher Center in the training and professional development of these mentors, which has further enhanced the quality of this program. Additionally, because research indicates that teachers do not improve their practice in isolation, REACH includes Professional Development Units (PDUs), a program in which teams of teachers identify an evidence-based problem of practice; follow an approved course of study to improve their ability to address this need; and document the impact of their professional development on student achievement. These teams of teachers then present their findings to a juried panel of their peers, who assess whether or not the impact of the team’s work meets a predefined level of impact. The professional growth strand of REACH engages teachers and principals in meaningful, challenging, and rewarding professional development, helping

them to make the critical link between effective instruction and student learning gains.□

**3. Leadership Pathways** – A key retention strategy in AISD REACH is providing opportunities for educators to advance their leadership roles in the district. Teachers can apply to become REACH mentors, who are master teachers who have been freed from their own teaching duties to work directly with novice teachers. Teachers may also choose to become SLO Facilitators, who guide their campus through the process of analyzing data, writing objectives, and setting targets. Finally, teachers may apply to become a PDU Facilitator and guide teams of teachers through the PDU process. In each of these roles, AISD is supporting new leadership roles for teachers that allow them to lead from the classroom and not away from it.

**4. Evaluation** - During the TIF planning year, AISD will develop a new rigorous, transparent, and fair system that will differentiate teacher and principal effectiveness and provide a more robust identification system for professional development. This system will incorporate at least two classroom observations, student achievement, and multiple rating categories to differentiate effectiveness.

**5. Hard to Staff and Recruitment and Retention** - This component of the initiative helps to recruit and retain highly skilled professionals for AISD's High-Needs schools by providing new-to-school stipends for teachers who are in their first to third year of service and by providing retention stipends for teachers who have served in an AISD REACH High-Needs school for three or more years. In addition, hard to staff positions will be identified for additional compensation.

Program Overview for Teachers

Strand	Program	Description	Compensation
<p style="text-align: center;"><b>Student Growth</b></p>	<p><b>Individual</b> Student Learning Objective</p>	<p>Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends.</p>	
	<p><b>Team</b> Student Learning Objective</p>	<p>Team Choice - Groups of teachers will write a team SLO based on all the students in a course using a common assessment. Core teachers must participate in a team SLO. Non-core teachers may choose to join a core team or may form their own. Teams work with campus administration to create an objective focused on an area of need, give a common pre-assessment to set a growth target, and systematically progress monitor student growth. Teams will post-test at the end of the year to determine if target is met.</p>	
		<p>Individual Choice - same as Individual SLO - this applies only to non-core teachers or core teachers without a team or by special circumstance.</p>	
	<p><b>Campus-wide</b> Objectives</p>	<p>Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4 1. TBD Value-added 2. Campus Choice of TAKS/STAAR measures 3. Campus Choice of College Readiness measures 4. Campus Choice (additional stipend for 4 out of 4)</p>	
<p style="text-align: center;"><b>Professional Growth</b></p>	<p>Professional Development Unit (optional)</p>	<p>Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One!</p>	
	<p>Mentoring</p>	<p>Novice teachers receive support in instruction, lesson planning, classroom management, and other challenges teachers face each day.</p>	
<p style="text-align: center;"><b>Leadership Pathways</b></p>	<p>Mentors</p>	<p>Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves.</p>	
	<p>SLO Facilitators</p>	<p>Campus staff who provide support for the SLO process. They also receive 4 substitute days.</p>	
	<p>PDU Facilitators</p>	<p>Teachers who oversee the PDU process</p>	
<p style="text-align: center;"><b>Evaluation</b></p>	<p>PDAS</p>	<p>PDAS with focus on student achievement using SLOs and ties to PD</p>	
<p style="text-align: center;"><b>Hard to Staff Recruitment and Retention</b></p>	<p>Years at School</p>	<p>Teachers who have been at the campus 1-3 or more years</p>	
		<p>Teachers who have been at the campus 4 or more years</p>	
	<p>Hard to Staff</p>	<p>Subjects - TBD</p>	

Program Overview for Principals

Strand	Program	Description	Compensation
Student Growth	Student Learning Objective Quality and Rigor	80% of Quality Assurance SLOs must meet standard	
	Campus-wide Objective	Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4 1. TBD Value-added 2. Campus Choice of TAKS/STAAR measures 3. Campus Choice of College Readiness measures 4. Campus Choice (additional stipend 4 out of 4)	
Professional Growth	Professional Development Unit (optional)	Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One!	
	National Board Certification	For school years 2012-2013 and beyond; covers registration fee	
Evaluation	Campus Based Administrator Evaluation	Evaluation of principals by Associate Superintendents including student achievement measures	
Hard to Staff Recruitment and Retention	Recruitment/Retention	Principals receive stipend for returning to campus	

## Planning Period

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In addition to yielding important outcome measures, AISD REACH has also cast a spotlight on the many systems AISD needs to refine and/or develop to more effectively support and manage educator quality. For example, an assessment of teacher capacity to use data to drive instruction revealed that many AISD educators—both new and veteran—had received little training and/or experience in this area. At present, AISD also lacks a Human Resources data management system that will allow the district to monitor a number of educator quality metrics in real time and link these to performance measures. TIF funding will provide the district with the resources needed to improve these systems during the planning period that AISD seeks.

During the planning year, AISD will further develop and finalize the REACH program in the following areas:

- Build capacity for goal setting using college and career readiness measures. AISD will employ National Center Educational Achievement's (NCEA) comprehensive college and career readiness system in the planning year. AISD will provide professional development around the system in the planning year as preparation for using these measures in the PBCS in year two.
- AISD will explore assessment system options for implementation in year two of the TIF grant. Currently, AISD has few options to measure student growth over time and requires a system that will provide valid and reliable assessments, assessment tools such as an item bank to support the construction of short cycle assessments, and reporting tools that would allow teachers to target interventions and collaboration.
- AISD requires a data management system that will connect data from the Human Resources and Payroll Offices with student achievement data in order to make more

purposeful human capital decisions. This system would allow teacher effectiveness to drive the deployment of teachers to high-needs campuses and would facilitate the payroll process for the incentives.

- Develop a value-added system based on the new state assessment, STAAR. Working with recognized assessment experts, AISD will develop statistical regression models at each grade level that will allow for campus value-added measures to be calculated.

- Create a teacher evaluation system that will differentiate teacher effectiveness and provide a more robust identification system for targeted professional development.

The current state system called the Professional Development Appraisal System (PDAS) does not differentiate teacher effectiveness and most teachers receive the “proficient” or “exceeds expectations” rating each year. The planning year would allow for the analysis of the current system and for the creation of a more explicit system including a clearer focus on student achievement. The new system will also utilize the tools from the National Center for Educational Achievement to identify teacher and campus progress toward meeting student achievement and college readiness goals, and will identify areas of need for professional development. Finally, the planning year would allow for the creation of training on the new evaluation systems for teachers and principals.

- Create a principal evaluation system that links student achievement outcomes with more comprehensive feedback generated through a 360 degree-style evaluation. AISD has elements of both models currently in place through the district’s internal evaluation instrument as well as through the Vanderbilt Assessment of Leadership in Education (VAL-ED). The planning year would allow for the creation of a system

that would integrate these two models into a comprehensive system to measure progress and identify needed areas of professional development. Finally, the planning year would also allow provide adequate time to train principals and associate superintendents on the new system.

- Train teachers at the new REACH campuses on the SLO target setting process. Staff will utilize the planning year to prepare teachers for the additional activities required for writing SLOs. Since it introduces new technology and systems, the planning year is vital to help teachers embed this practice on their campus.
- Pilot a more refined PDU process with teams of 3-5 teachers at all current REACH campuses. The planning year will allow further refinement of the Professional Development Unit process, especially the use of the scoring rubric and the payout process. A planning year will allow for a fuller implementation of PDUs to understand the impact on practice and student achievement.

### Student Growth

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REACH rewards educators for improving the academic achievement of students at the campus, team, and individual levels. The student growth component of the initiative rewards teachers for raising the academic achievement of their students through school-wide growth using multiple measures. Student growth will be measured through the development of student learning objectives (SLOs). Developing SLOs empowers teachers to use strategic planning and data analysis to identify their students' strengths at the beginning of the year and to determine the classroom instructional needs that will improve academic achievement throughout the year. In addition, campuses will create a “basket of measures,” utilizing multiple measure of student success that campus leadership will identify at the beginning of the year. These measures will

include campus ratings based on performance on the Texas Assessment of Knowledge and Skills (TAKS) test/State of Texas Assessment of Academic Readiness (STAAR).

**GUIDE FOR THE DEVELOPMENT OF STUDENT LEARNING OBJECTIVES**  
**Academic CIP Goals:**

<b>Needs Assessment/Rationale</b> What are the needs?	<b>Learning Content/Context and Student Group</b> What and who is targeted?	<b>Learning Objective</b> What will students learn?	<b>Outcome Assessment</b> How will you know whether they learned it?	<b>Student Growth Target</b> What is your goal for student achievement?
<b>Criteria:</b>				
<ul style="list-style-type: none"> <li>■ Campus data are reviewed for areas of strength and need (within subject area, within grade level, within student group, examining the Campus Improvement Plan (CIP), etc.)</li> <li>■ Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts/ skills/behavior)</li> </ul>	<ul style="list-style-type: none"> <li>■ Targets specific academic concepts, skills, or behaviors based on TEKS/TAKS objectives</li> <li>■ Targets the needs of the identified population</li> <li>■ Considers demonstrated strengths of identified population, as well as classroom &amp; school community</li> <li>■ Targets year-long (or semester-long) concepts, skills, or behaviors</li> <li>■ Supports goals of the Campus Improvement Plan (CIP)</li> <li>■ Content is challenging, complex, and progressively deepens core knowledge (rigorous)</li> </ul>	<ul style="list-style-type: none"> <li>■ Based on the identified student needs</li> <li>■ Supports goals of the CIP</li> <li>■ Is rigorous</li> <li>■ Is a good example of ongoing, reflexive practice</li> <li>■ Provides clear focus for instruction and assessment</li> <li>■ Is measurable</li> <li>■ Reflects strengths of students and school community</li> </ul>	<ul style="list-style-type: none"> <li>■ Aligns with the targeted learning content area</li> <li>■ Relationship with learning objective is apparent</li> <li>■ Has been demonstrated as reliable and valid</li> <li>■ Follows guidelines for appropriate assessments</li> <li>■ Grades 3-11 Core Content Areas can use a D2 TAKS Objective Level assessment for one SLO</li> <li>■ K to 2<sup>nd</sup> Grade can use DRA or TPRI for one SLO</li> <li>■ Administer Pre-test to all students until January 20, 2010.</li> </ul>	<ul style="list-style-type: none"> <li>■ Predicts performance based on past performance of students when available</li> <li>■ Is a rigorous expectation for students</li> <li>■ Is a rigorous expectation for teachers</li> <li>■ Use single target or multi-tiered target</li> <li>■ All Attachments are present (spreadsheet and assessments)</li> </ul>
<b>Rubric:</b> All Criteria listed above represents a 4 on the scoring rubric. Teachers must receive a 3 or 4 on the rubric in order for the SLO to receive final approval.				
<b>Guiding questions:</b>				
What <b>needs for all students</b> were identified? Based on what data? What <b>needs for student group(s)</b> were identified? What <b>strengths</b> were identified? Based on <b>what data</b> ?	What general <b>content area(s)</b> is/are targeted? What is/are the targeted <b>TEKS /TAKS Objective</b> ( <a href="http://www.tea.state.tx.us/teks/index.html">http://www.tea.state.tx.us/teks/index.html</a> )? What <b>student group</b> is targeted? What are the <b>strengths</b> of the group and school community?	What is the <b>Learning Objective (stated in a sentence)</b> ? How is it <b>based on student strengths and needs</b> ? How is it <b>connected to TEKS/IPG, TAKS Objective</b> ( <a href="http://www.austinschools.org/matrix">http://www.austinschools.org/matrix</a> )? Does it <b>support CIP goals</b> ?	What <b>assessment(s)</b> will be used to measure whether students met the objective? What <b>type of assessment</b> is it? (standardized, district-wide, teacher-made, D2 TAKS Objective Level, etc.) <b>Why</b> is this the best assessment for your SLO?	What, if any, <b>baseline data</b> do you have? What is the <b>number/ percentage</b> of students who will perform at the <b>target level</b> ? What is the <b>growth target</b> ? How was the <b>target</b> for the learning objective determined?
<b>Resources:</b>				
Needs Assessment Video Unpacking the Guide #1	Learning Content/Learning Objective Video Unpacking the Guide #2	Learning Content/Learning Objective Video Unpacking the Guide #2	Assessment Video Unpacking the Guide #3	Student Growth Target Video Unpacking the Guide #4

## GUIDE FOR THE DEVELOPMENT OF STUDENT LEARNING OBJECTIVES

**Student Learning Objective:**

### Ongoing Teacher Needs Assessment and Strategy Plan

<b>Strategies to be Used</b> What strategies will be implemented to accomplish the SLO?	<b>Teacher Professional Development to Support SLO</b> What learning opportunities will help you meet your SLO?	<b>Teacher Resources to support SLO</b> What are the materials or human capital needs?
<b>Criteria:</b>		
<ul style="list-style-type: none"> <li>■ Aligned with TEKS</li> <li>■ Aligned with Principles of Learning</li> <li>■ Follow research-based best practices</li> <li>■ Address content area(s) and student group(s) targeted by SLO</li> <li>■ Are relevant to students</li> <li>■ Include ongoing reflexive practice</li> </ul>	<ul style="list-style-type: none"> <li>■ Related to content area(s) or student group(s) targeted by SLO</li> </ul>	<ul style="list-style-type: none"> <li>■ Related to content area(s) or student group(s) targeted by SLO</li> </ul>
<b>Questions to be answered:</b>		
What strategies will you use to address the SLO?  How and when will you monitor progress towards the SLO during the year?   How and when will you involve your students, parents and community?	What learning opportunities could support this SLO? (i.e., What do you need to know?)  How can your professional learning community support you?  Is there a course offered at PDC ( <a href="https://pdaecampus.austinisd.org/login.html">https://pdaecampus.austinisd.org/login.html</a> ) or elsewhere?  Have you located a specific learning opportunity to address your need?  If so, is the opportunity available soon enough to help you meet your goal?	What other resources would help you meet your SLO? Please explain why/how.
<b>Resources:</b>		
Progress Monitoring Video Unpacking the Guide #6	Unpacking the Guide #5	Unpacking the Guide #5

APPROVAL		NEEDS REVISION	
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<i>Indicates expert use of data, rigorous goal-setting based on student and community strengths and needs, incorporates appropriate valid/reliable assessments, considers teacher's own prior performance, and demonstrates alignment with campus improvement goals.</i>	<i>Indicates good use of data and acceptable level of rigor for students, considers teacher's prior performance, and utilizes appropriate assessments, but is not aligned with broader campus goals and does not incorporate the strengths of students or the school community.</i>	<i>Suggests superficial use of data, is minimally rigorous for students and the teacher, uses related but unproven assessments, and does not incorporate the goals of the campus or the strengths of students or the school community.</i>	<i>Represents ineffective use of data, is not rigorous for students or the teacher, does not support the campus goals, utilizes inappropriate assessment, and does not consider strengths of students or the school community.</i>
<b>Needs Assessment/Rationale:</b> What are the needs?			
<ul style="list-style-type: none"> <li>■ Campus data are reviewed for areas of strength and need (within subject area, within grade level, within student group, examining the Campus Improvement Plan (CIP), etc.).</li> <li>■ Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts/skills/behavior).</li> </ul>	<ul style="list-style-type: none"> <li>■ Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts/skills/behavior).</li> <li>■ Campus needs and strengths are not incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>■ Classroom data are reviewed for areas of need, but needs of specific student groups are not examined in depth, and strengths are not identified.</li> <li>■ Campus needs and strengths are not incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>■ Classroom data are not used to identify student needs.</li> <li>■ Campus needs and strengths are not incorporated.</li> </ul>
<b>Learning Content/Context and Student Group:</b> What and who is targeted?			
<ul style="list-style-type: none"> <li>■ Targets specific academic concepts, skills, or behaviors based on TEKS/TAKS Objective</li> <li>■ Targets the needs of the identified population</li> <li>■ Considers demonstrated strengths of identified population, as well as classroom &amp; school community</li> <li>■ Targets year-long (or semester-long) concepts, skills, or behaviors</li> <li>■ Supports goals of the Campus Improvement Plan (CIP)</li> </ul>	<ul style="list-style-type: none"> <li>■ Targets specific academic concepts, skills, or behaviors based on TEKS/ TAKS Objective</li> <li>■ Targets the needs of the identified population.</li> <li>■ Considers demonstrated strengths of identified population, as well as classroom &amp; school community.</li> <li>■ Targets year-long (or semester-long) concepts, skills, or behaviors.</li> <li>■ CIP Goals are not incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>■ Targets specific academic concepts, skills, or behaviors based on TEKS/TAKS Objective</li> <li>■ Targets year-long (or semester-long) concepts, skills, or behaviors.</li> <li>■ Does not target the needs of all students in the identified population.</li> <li>■ Does not consider the strengths of the identified population, classroom, or school community.</li> <li>■ CIP Goals are not incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not target concepts, skills, or behaviors based on TEKS/TAKS Objective</li> <li>■ Does not target year-long (or semester-long) concepts, skills, or behaviors.</li> <li>■ Does not target the needs of all students in the identified population.</li> <li>■ Does not consider the strengths of the identified population, classroom, or school community.</li> <li>■ CIP Goals are not incorporated.</li> </ul>

<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<b>Learning Objective:</b> What will students learn?			
<ul style="list-style-type: none"> <li>■ Based on the identified student needs.</li> <li>■ Supports goals of the CIP.</li> <li>■ Is rigorous.</li> <li>■ Is a good example of ongoing, reflexive practice.</li> <li>■ Provides clear focus for instruction and assessment.</li> <li>■ Is measurable.</li> <li>■ Reflects strengths of students and school community.</li> </ul>	<ul style="list-style-type: none"> <li>■ Based on the identified student needs.</li> <li>■ Is rigorous.</li> <li>■ Is a good example of ongoing, reflexive practice.</li> <li>■ Provides clear focus for instruction and assessment.</li> <li>■ Is measurable.</li> <li>■ Reflects strengths of students and school community.</li> <li>■ Does not relate to goals of CIP.</li> </ul>	<ul style="list-style-type: none"> <li>■ Based on the identified student needs of some students.</li> <li>■ Provides clear focus for instruction and assessment.</li> <li>■ Is measurable.</li> <li>■ Does not reflect strengths of students and school community.</li> <li>■ Does not relate to goals of CIP.</li> <li>■ Is not rigorous.</li> <li>■ Is not a good example of ongoing, reflexive practice.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not consider student needs.</li> <li>■ Does not provide a clear focus for instruction.</li> <li>■ Is not measurable.</li> <li>■ Does not reflect strengths of students and school community.</li> <li>■ Does not relate to goals of CIP.</li> <li>■ Is not rigorous.</li> <li>■ Is not a good example of ongoing, reflexive practice.</li> </ul>
<b>Outcome Assessment:</b> How will you know whether they learned it?			
<ul style="list-style-type: none"> <li>■ Aligns with the targeted learning content area.</li> <li>■ Relationship with learning objective is apparent.</li> <li>■ Has been demonstrated as reliable and valid for targeted students.</li> <li>■ Follows guidelines for appropriate assessments.</li> </ul>	<ul style="list-style-type: none"> <li>■ Aligns with the targeted learning content area.</li> <li>■ Relationship with learning objective is apparent.</li> <li>■ Follows guidelines for appropriate assessments.</li> <li>■ Has not been demonstrated as reliable and valid for targeted students.</li> </ul>	<ul style="list-style-type: none"> <li>■ Aligns with the targeted learning content area.</li> <li>■ Relationship with learning objective is minimally apparent.</li> <li>■ Does not follow guidelines for appropriate assessments.</li> <li>■ Has not been demonstrated as reliable and valid for targeted students.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not align with the targeted learning content area.</li> <li>■ Does not follow guidelines for appropriate assessments.</li> <li>■ Has not been demonstrated as reliable and valid for targeted students.</li> </ul>
<b>Performance Target:</b> What is your goal for student achievement?			
<ul style="list-style-type: none"> <li>■ Predicts performance based on past performance of students when available.</li> <li>■ Is a rigorous expectation for students.</li> <li>■ Is a rigorous expectation for teachers, based on past performance.</li> </ul>	<ul style="list-style-type: none"> <li>■ Predicts performance based on past performance of students when available.</li> <li>■ Is a rigorous expectation for students.</li> <li>■ Does not “stretch” the teacher beyond past performance history.</li> </ul>	<ul style="list-style-type: none"> <li>■ Predicts performance based on past performance of students when available.</li> <li>■ Is not a rigorous expectation for students.</li> <li>■ Does not “stretch” the teacher beyond past performance history.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not utilize past performance of students when available.</li> <li>■ Is not a rigorous expectation for students.</li> <li>■ Does not “stretch” the teacher beyond past performance history.</li> </ul>
<b>Rigor:</b> How rigorous is your SLO?			
<ul style="list-style-type: none"> <li>■ Content is challenging, complex and progressively deepens knowledge of core content</li> <li>■ Content is thought-provoking requiring high thinking demand</li> <li>■ Requires analytical thinking and active use of knowledge</li> <li>■ Content is relevant to life/ experiences.</li> </ul>	<ul style="list-style-type: none"> <li>■ Content is challenging and complex for most, but not all, students.</li> <li>■ Requires analytical thinking.</li> <li>■ Content is relevant for most, but not all, students.</li> </ul>	<ul style="list-style-type: none"> <li>■ Content is challenging for some students.</li> <li>■ Does not require analytical thinking.</li> <li>■ Content is relevant for some students.</li> </ul>	<ul style="list-style-type: none"> <li>■ Content is not challenging.</li> <li>■ Does not require analytical thinking.</li> <li>■ Is not relevant to life and learning experiences.</li> </ul>

## Individual Student Learning Objectives (SLOs) [REDACTED]

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At REACH campuses, each teacher creates one individual student learning objective (SLO) for all students in a course or a targeted sub-population/group in a course. The process includes assessing student and campus needs; aligning campus, district, and state expectations; setting a yearlong/semester objective; giving a pre-assessment; and setting a student growth target. Growth is based on individual student progress, and teachers are asked to consider what resources and professional development are required to achieve the objective that has been set. To measure the success of the SLO, students are assessed at the beginning and end of the year/semester to determine growth. The assessments that teachers can use come from available district tests or are developed by groups of teachers under strict guidelines, including principal approval.

SLOs require principal approval at the beginning of the year and verification of results at the end of the year. Principals assist teachers with development of SLOs and assessments, and provide guidance throughout the year through formal and informal meetings. Principals will lead an approval team that will work with the SLO team to approve each individual and team SLO. Using a rating rubric, the team will provide an overall rubric rating and a rigor rating for each SLO. From this process, principals will request revisions for all SLOs that do not meet the acceptable standard of 3 or 4 on the rubric. The SLO team will review a sample of SLOs at each campus to ensure quality and to provide professional development. If principals meet an 80% quality assurance rate, they will receive a [REDACTED] stipend.

The purpose of SLOs is to encourage each teacher to engage in strategic planning and data analysis for their students' learning. SLOs also promote coordinating the goals of teachers with the aims of the whole campus. The end target is increased student learning.

### Team Student Learning Objectives - [REDACTED]

Core area teachers will write a team student learning objective (SLO) based on all of the students in a course, and non-core teachers may choose to join a core team, create their own team, or write an all student individual SLO. Teams will vary by campus and be determined by teachers and approved by the principal. Engaging in the same process as individual SLOs, each team will work with the campus administration to create an objective that will focus on a campus area of need and will follow the outlined process. The team SLO is designed to encourage collaboration and improve practice, resulting in improved student achievement.

### Campus-Wide Performance [REDACTED] or Teachers; [REDACTED] for Principals

In addition to having performance incentives at the individual and team levels, AISD REACH also has a complementary, campus-wide performance incentive aimed at focusing the work of all educators around common goals. During the first three years of the REACH pilot, this indicator was based on a state measure in Texas called, “comparable improvement.” Academic growth of the same students from one year to the next is measured for all schools in the state and each school’s growth is then compared to 40 other schools with similar demographics, with schools in the top quartile of growth receiving the award.

What AISD learned in using this metric as the basis for a campus-wide award is that it had a number of elements that ran counter to the attributes of a good incentive. For example, because of the relative nature of this measure, results varied greatly from year to year and there was no clear “sight-line” between the activities of teachers and the results being rewarded. Additionally, because this calculation is not released by the state until late November of the following the school year, there was a significant gap in timing between when the work occurred on campuses and when the awards were paid out.

With the aforementioned lessons in mind, AISD considered how to best create a campus-wide award that included clear targets of student growth that would serve to rally and focus the work of campus educators. We call this element of REACH a “basket of measures,” because it is comprised of four measures that are identified by the staff at each campus. Much like the individual and team student learning objectives (SLOs), this basket of measures would be unique to each participating campus and result from a careful needs assessment of student progress to develop rigorous targets. Additionally, because we believe that campus growth is difficult to measure with a single measure, this basket would include four goals that allow a campus to define progress comprehensively with both measures of growth and attainment. Finally, like the SLO process in which teachers must receive the approval from their principals, the targets in the basket, once developed, would have to be approved by a school’s Associate Superintendent.

**Table 4: Campus-Wide Awards**

<b>Campus-Wide Award</b>				
<i>Basket of Measures</i>				
	<b>Value-Added</b>	<b>STAAR Measures</b>	<b>College-Readiness Measures</b>	<b>Additional Indicator</b>
<b>TIF Schools</b>	(growth above students’ predicted score)	(i.e.,accountability ratings, percent commended, percent meeting standard)	(i.e., percent meeting state college-ready standard, percent of students enrolled in pre-AP class)	(i.e., graduation rate, attendance, dropout rate)

Campuses in AISD begin the goal setting process in the summer when teams of campus administrators and teacher-leaders attend summer institutes to review their data from the previous year and begin to develop a Campus Improvement Plan, or CIP. In some cases, these CIPs are revisited throughout the year during progress-monitoring. In other cases, these CIPs

have done little to inform campus work once established. The design of the basket of measures and the corresponding incentives will provide a new impetus for campus-wide measures to drive the work of the campus during the school year.

### *Value-Added Measures*

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The first category of measures in the basket is value-added. Recent changes in the state assessment system have complicated AISD's ability to use state generated formulas and measures to calculate growth. To this end, the district will be partnering with assessment experts to develop statistical regression models at each grade level that will allow for campus value-added measures to be calculated.

### *STAAR Measures*

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The State of Texas Assessments of Academic Readiness, or STAAR, will be the basis of the second measure in the basket. Campuses will identify an appropriate area of STAAR that they will target such as the percent of commended students or the percent of students meeting core content standards.

### *College Readiness Measures*

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College readiness is a key element of the AISD Strategic Plan and represents the third category of measures in the basket. Campuses will identify an area of college readiness to target such as the percent of students reaching the state college readiness standard on STAAR, the percent of students participating in dual-enrollment courses, the percent of students taking advanced level courses, or college and career scores on the state assessment identified by the National Center for Educational Achievement (NCEA).

### *Additional Indicator*

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The final category of measures in the basket allows campuses to target other areas of specific need. For example, campuses might choose to focus on student attendance, graduation rates, dropout rates, etc.; areas that directly affect student achievement.

### *Teacher and Principal Evaluation*

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As described in the planning year section, AISD will spend year one of the grant to analyze the current PDAS evaluation and its effectiveness to develop a more rigorous, fair, and transparent evaluation system linked to student achievement and professional development. The current Professional Development Appraisal System (PDAS) for teachers does not differentiate teacher effectiveness and most teachers receive the “proficient” or “exceeds expectations” rating each year similar to the findings reported in the New Teacher Project report, “The Widget

Effect.” AISD will use the planning year to assemble a working group that will analyze the current teacher evaluation system and propose changes to ensure that multiple classroom observations and student achievement outcomes play a significant role in a new evaluation system. The new system may also include the tools from the National Center for Educational Achievement to identify student achievement and college readiness as well as areas of need for professional development. Finally, the planning year would allow for the creation of training on the new evaluation system for teachers and principals.

Currently, principals are evaluated using an AISD campus administrator appraisal instrument. In 2009-2010, AISD also implemented the Vanderbilt Assessment of Leadership in Education (VAL-ED), which utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors that influence teacher performance and student learning. VAL-ED is only used to gather information about a principal’s professional development needs and not for evaluation. This instrument was developed with Wallace Foundation support by a team of Vanderbilt and University of Pennsylvania scholars and measures *core components* and *key processes* as defined by the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC). The planning year would AISD to link elements of both the current principal appraisal model with the more comprehensive assessment of performance that VAL-ED provides. As with the teacher evaluation system, this new system for principals would also include college readiness measures from NCEA and require significant training during the planning year.

### Professional Growth

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AISD’s PBCS’s theory of change is grounded in the notion that supporting teachers to improve their practice in the classroom will result in their reaching the expected student growth

targets and improving student performance overall. To this end, REACH offers a continuum of support to teachers and principals.

REACH recognizes the need to nurture the energy and talent of AISD's newest teachers. Through a mentoring program developed in partnership with the nationally recognized New Teacher Center, novice teachers at REACH campuses receive full-time experienced mentors who provide high-quality individualized professional development, guidance, and classroom support, as new teachers work to create an environment for student growth.

Additionally, REACH has designed and piloted a job-embedded professional development system, called Professional Development Units, which will be implemented in all of REACH's schools during the 2010-11 School Year including TAKE ONE!, a unique offering from the National Board for Professional Teaching Standards.

These professional growth components will be aligned with the Teacher and Principal Evaluation systems beginning in the 2011-12 School Year and are described in more detail in the subsequent sections.

## Mentoring

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REACH includes a mentoring component to teachers in their first, second, and third year of teaching. REACH's mentoring program nurtures the energy and talent of its newest teachers by providing them with full-release mentors: master teachers who have been freed from their own teaching duties to work directly with new teachers in their classrooms, observing instruction, collaborating on lesson plans, and offering guidance on the myriad of challenges teachers face each day. This type of dedicated support serves two purposes in that it provides recognition and career advancement for teacher leaders who are, themselves, reaching back to support the growth of their colleagues.

The New Teacher Center (NTC) trains all AISD REACH Mentors in practices that enhance the effectiveness of novice teachers. Research has shown that mentor-based induction is associated with positive gains in student achievement when mentor selectivity is high, mentors have the opportunity for professional development, and mentors meet with new teachers on a regular basis—key elements of the NTC induction model (Fletcher, Strong, and Villar, 2005).

The NTC trains the REACH Mentors through its Mentor Academy. The Mentor Academy is a professional development series consisting of eight, three-day sessions during Years 1 and 2, followed by three, two-day sessions in Year 3. Each Academy has a specific focus and promotes the collection and analysis of field-based data, and provides structured time for collaborative team planning. The Academies build a community of learners who support each other's growth as professional mentors.

In Year 1 mentors focus on:

1. Foundations in Mentoring & Formative Assessment Fundamental knowledge and skills necessary for those who support beginning teachers.
2. Coaching and Observation Strategies Processes and tools necessary for collecting in-class teaching and learning data through the lens of professional teaching standards; processes for collaboratively analyzing and using instructional data to improve new teacher instructional practice.
3. Analysis of Student Work Principles of adult learning and strategies for coaching new teachers as they analyze student work to guide instructional planning.
4. Planning and Designing Professional Development for New Teachers Strategies and tools that help bring new teachers together for meaningful and responsive professional learning.

In Year 2 the mentor training includes:

5. Coaching in Complex Situations Processes and tools for understanding complex coaching situations and building mentor capacity to support a variety of professional learning styles and needs; applications to current case of practice.
6. Mentoring for Equity Framework for mentoring beginning teachers on how race, language, and culture issues influence teaching and learning.
7. Extending Equity: Supporting Academic English Success Analysis of mentoring practice data for discovery of equity issues; supports for new teacher assessment of and teaching for academic language learning.
8. Teachers of Teachers Processes and tool for developing mentor leadership skills that advocate for and influence new teacher mentoring and induction programs.

Finally in Year 3, the mentors focus on:

9. Inquiry into Mentor Practice.
10. Inquiry Research and Collaboration.
11. Inquiry Colloquium.

NTC programs also improve teacher retention, which is another goal of REACH. New teachers and administrators are typically placed in the most difficult assignments. Table 5 shows the percent of teachers in their 1-3 year in REACH schools.

Without intensive induction support in place, many novice teachers leave schools, the district, or the profession. The cost of recruiting and retraining a replacement for each teacher who leaves the classroom is between \$17,000 and \$22,000 (National Commission on Teaching and America's Future, 2005) and suggests that effective teacher retention positively affects a district's bottom line. Furthermore, intensive induction programs not only dramatically decrease

new teacher attrition, but also support new teachers in becoming as effective as their more veteran colleagues. Induction is a cost-effective public investment, with each dollar spent yielding a return on investment of \$1.66 over a period of five years (Strong and Villar, 2007).

REACH will, therefore, build human capital and strengthen school communities. A high percentage of NTC mentors go on to assume leadership positions after their work as mentors, building the capacity of the district. Indeed, three REACH mentors have attended the NTC trainer academies, where they are certified to become mentor trainers in AISD. This not only builds human capital, but it will save the district money in training costs in future years because these trainers will partner with a NTC trainer to conduct the Mentor Academies, reducing the costs by half.

#### Professional Development Units (\$1500 Teachers and Principals)

REACH Professional Development Units are designed to support and reward teachers and principals who engage in specific, job-embedded professional development. The program is designed around the concept – frequently supported by teachers, principals, and researchers – that professional development should be developed by and tailored to small teacher teams to meet their identified needs; should include the sustained study of a topic that expands beyond a single conference session or seminar; and job-embedded with implementation of strategies in the classroom. Teacher teams complete PDUs in three phases:

1. **Study:** Identify a key training need, based on student data, for themselves and a team of at least two other teachers. Identify a pre-developed REACH PD plan or develop a set of materials, resources, and readings to study, discuss, and implement. This might include reviewing articles, researching journals, or other publications or attending workshops that specifically address the identified area of need.

2. **Implement:** Implement learned strategies in their classrooms, reflect on and document student impact, and track the time needed to accomplish tasks.
3. **Present:** Present what they learned and the impacts of their professional development on their classroom – including what the next steps are for continued improvement.

During the 2009-10 School Year, REACH piloted this concept on three campuses. On these campuses, there were nine campus teams that included 36 teachers, who were recruited and organized by three REACH PDU Facilitators. Over a four-month period, the teams identified their needs, studied strategies that will improve their practice and implemented those strategies. The final month was a reflective period during which they prepared and made presentations to a panel of reviewers, including the Director of Professional Development, the Executive Director of Educator Quality and the Principal of their school. The audience also included their peers who completed PDUs on their campus in addition to the PDU Facilitators. PDUs will be assessed by a team at the end of the year based on a rubric that focuses on student growth, individual reflections, and the process.

Another professional development unit that may be taken by teachers and principals is TAKE ONE!<sup>TM</sup>, which will also use student performance data and yearly teacher/principal performance data to identify the most closely aligned element of the National Board Certification process. TAKE ONE!<sup>TM</sup> is a unique offering from the National Board for Professional Teaching Standards (NBPTS) that provides a standards-based approach for improving teaching practice and links student learning to effective instruction. TAKE ONE!<sup>TM</sup> engages teachers in meaningful, challenging, and rewarding professional development, helping teachers and principals to make the critical link between effective instruction and student learning gains.

TAKE ONE!<sup>TM</sup> can also be used in a school-wide participation model, which stimulates the development of learning communities organized around professional teaching standards.

Teachers prepare and submit one pre-selected video portfolio entry from any of the current certificate areas of National Board Certification. A teacher can later transfer the score if he or she pursues National Board candidacy within two years. AISD believes that this program will increase the number of candidates who later pursue full National Board Certification.

### Principal National Board Certification

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The National Board for Professional Teaching Standards is launching a certificate area for principals. The district will utilize the TIF grant to provide fee support of up to \$5000 for principals who want to seek this advanced certification.

### Leadership Pathways

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AISD REACH provides opportunities for educators to advance their leadership roles in the district as REACH Mentors, SLO Facilitators, and PDU Facilitators.

**Mentors ( [REDACTED] plus 10 extra duty days)** Master teachers who have been freed from their own teaching duties to work directly with new teachers in their classrooms, observing instruction, collaborating on lesson plans, and offering guidance on the myriad of challenges teachers face each day. These mentor teachers embody the best practices of exceptional classrooms, improving student achievement, a willingness to reflect and refine their own practice, and the ability to support the professional development of their colleagues.

**Student Learning Objective Facilitators ( [REDACTED] )** In order to address the needs of eligible staff during the school year, teacher leaders on each campus will guide their campus through the SLO process of analyzing data, setting objectives, setting growth targets, and progress monitoring. Facilitators will work with the principal and SLO approval team to set campus

expectations and review finalized SLOs. Facilitators are provided with six substitute days to meet with teachers and review SLOs.

**Professional Development Unit Facilitators (██████)** The facilitators guide teams of teachers throughout the PDU process and meet as a team monthly to discuss what is going well, what is not, future needs, and what AISD needs to consider as this program moves to all REACH campuses. In addition to facilitating the PDU teams, the facilitators will participate in additional professional development around working with adult learners. Facilitators will receive substitute days to monitor PDU development, work with teams, and evaluate portfolios.

### Market Incentives: Recruitment to High-Need Schools and Hard-to-Staff Positions

AISD REACH will provide targeted incentives for educators to work at high-needs schools and additional incentives for specific, hard to staff positions. Teachers in their first three years at that school will receive an additional ██████ and teachers with four or more years of experience will receive an additional ██████. In both cases, experience is calculated at the same campus to incentivize the development of a cohesive staff. Principals will receive a retention stipend for returning to a campus that is based on the size of the school. Principals at schools with 0-40 teachers will receive ██████ principals at schools with 41-100 teachers will receive ██████ and principals at schools with 101 or more teachers will receive ██████.

### Adequacy of Support for the Proposed Project

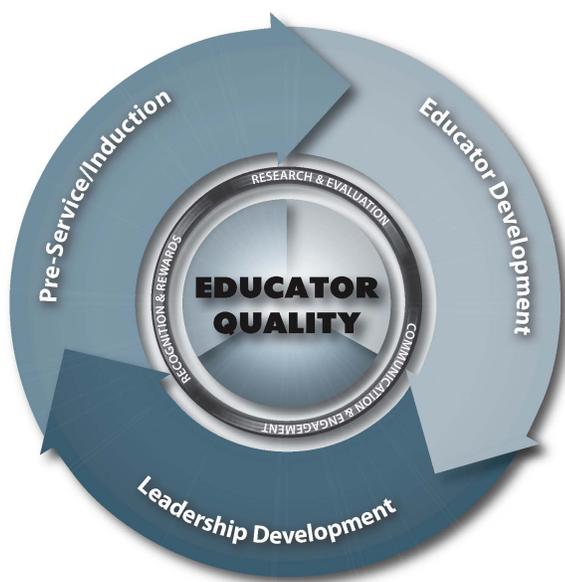
#### *Background*

As part of the reorganization of central office functions in AISD, the Office of Educator Quality (EQ) was formed at the end of 2009 to complement the Office of Human Resources in the Division of Human Capital. The EQ Office brought together three departments—

Professional Development, Leadership Development, and Strategic Compensation—that had a great deal of overlap in functions, but that had developed as separate areas of the organization. The goal of this reorganization was to create a more coherent and integrated approach to the district’s work of recruiting, developing, and retaining high quality teachers and administrators.

A key element in organizing the Office of Educator Quality’s focus was establishing a conceptual framework to ground its work. As seen in Figure 1, this conceptual framework is based on a continuum of practice that links the district’s efforts to improve teacher pre-service training through work to support leadership development of AISD staff.

*Figure 1*



EQ Frmwrk\_1b\_blue

Another significant element of this framework is that rather than approaching teachers and administrators separately, this model frames an integrated approach to both. Finally, the framework also highlights critical, cross-functional activities present in each area of Educator Quality: Research and evaluation, communication and engagement, and recognition and rewards.

Making this framework operational, staff developed mission and vision statements for the Office of Educator Quality that reflect both key aspects of this work and the imperative to support high quality teaching for all students in AISD.

**Office of Educator Quality Mission Statement:** The Office of Educator Quality positively impacts and supports recruitment, development, retention, and placement of effective teachers and administrators throughout Austin ISD.

**Office of Educator Quality Vision Statement:** Provide high-quality teaching for every student, in every classroom, every day in Austin ISD.

### *Managing AISD REACH*

The management of AISD REACH will continue to be led by staff from the Office of Educator Quality. While REACH has created the need for additional staff capacity that will expand with a TIF grant, it is critical that this work remain embedded within AISD's larger Educator Quality efforts to ensure an integrated systems response to the participating schools. To this end, the Executive Director for Educator Quality will be the senior staff person leading REACH. This individual reports to the AISD Chief Human Capital Officer and directs AISD's professional development and leadership development activities.

### *Operations*

In terms of the day-to-day management of operations, the Administrative Supervisor for Strategic Compensation, who reports to the Executive Director for Educator Quality, will serve as the staff lead. This supervisor will manage a "core team" of three individuals, who will support goal setting and professional development activities occurring at the 37 schools proposed in this application.

Additionally, because AISD has learned that a robust communications and engagement strategy is essential to the success of a PBCS, this grant will provide partial support (.75 FTE) for a staff member from the AISD Office of Planning and Community Relations, to manage these activities for REACH. Prior to each payout cycle, our communications staff member will develop a proactive communication plan to take us through the day-to-day activities leading up to the payouts. These communications activities will ensure full transparency of results and accuracy of payout amounts, and will allow us the opportunity to promote the appropriate messaging of what these payouts represent within the Austin community.

As additional staff capacity at the central office will be essential to the success of REACH, so too will a dedicated presence at the participating campuses. Three of the leadership pathways described in this grant—SLO Facilitators, PDU Facilitators, and REACH Mentors—will provide this support. The Student Learning Objective (SLO) Facilitators are staff who have been carefully selected and trained to support their colleagues in analyzing data from multiple assessments, establishing growth targets aligned to campus and district goals, and using this information to inform practice in the classroom. Larger campuses, such as high schools, may have as many as five SLO Facilitators with no campus having less than two SLO Facilitators.

Professional Development Unit (PDU) Facilitators will work with teams of teachers at each campus to identify an evidence-based need, identify the appropriate professional development to address this need, and monitor the impact of this training on student achievement. In piloting a smaller version of this program during the 2009-2010 School Year, AISD learned how important it was for a trained facilitator to bring focus to the group during this year-long activity. Each PDU Facilitator will work with up to two teams of 4-5 teachers.

Finally, REACH Mentors provide critical campus-based capacity as they each work with a cohort of ten novice teachers. In this role, mentors not only provide high-quality support to improve the instruction of their mentees, they also serve as a critical conduit of information to and from REACH program staff as well as campus administration.

### *Steering Committee*

One of the hallmarks of REACH has been the degree to which this program has been designed and governed by a diverse group of stakeholders. The Strategic Compensation Steering Committee has been the most visible manifestation of this collaboration with membership comprised of teachers, principals, central office administrators, parents, and members of the business community. This governance model will continue to provide stewardship of the REACH expansion under a TIF grant. The Steering Committee will meet once a month and be staffed by the Office of Educator Quality. Agendas will focus on the status of REACH, problem-solving emerging issues, and creating long-term plans to bring this program to scale.

### *Teacher Advisory Group*

While REACH will have a constant feedback loop with campuses through staff assigned to support the program, REACH will also convene a Teacher Advisory Group comprised of representatives from each REACH campus to monitor the status of the program and problem-solve issues. This group will also serve as means of two-way communication between the program and participating campuses. The Teacher Advisory Group will meet bi-monthly throughout the school year.

### *Principal Advisory Group*

Critical to the success of REACH on campuses is the role of the principal. During the first three years of the REACH pilot, participating principals came together once a month to provide

staff with an update on the program, receive training, problem-solve, and share best practices. With an expansion of the program under TIF, this Principal Advisory Group will continue to meet once a month.

### *Technical Support*

For the past three years, AISD has worked with Augenblick, Palaich, and Associates (APA) during the design and implementation of REACH. Having helped to develop Denver ProComp as well as having worked on issues of school finance and educator quality around the nation, APA was well positioned to provide technical support to Austin ISD in its strategic compensation efforts. As AISD's capacity to manage this work has grown, the district has had to rely less on external support for REACH. However, the district believes that with the expansion and refinement of the pilot under TIF, the district will still require a level of technical support in the immediate future to help ensure program effectiveness. This support will include providing short and long term cost models based on REACH trend data, maintaining a focus on key issues as the district moves to scale, and ensuring that AISD remains connected to other best practices around the nation in the area of strategic compensation.

### *Program Evaluation*

AISD Program Evaluation staff will be collecting and analyzing formative and summative data on REACH through its expansion under TIF. Researchers from this office will attend Steering Committee, Teacher Advisory Committee, and Principal Advisory Committee meetings to both gather additional data and to inform the deliberations of each group with their findings.

### *Implementation Timeline and Milestones*

In order to build capacity to serve the expansion of REACH under TIF, the chart in Table 6 illustrates the phasing in of the program during the five years of the grant including key academic milestones. Key milestones during the planning year will include:

- The development of enhanced evaluations for teachers and principals that place a greater emphasis on student achievement and professional development.
- The release of Requests for Proposals (RFPs) for an assessment system and data management system, which will result in the district selecting vendors and initiating training around these systems.
- Training and implementation of the NCEA college and career readiness metrics.
- Preparation and engagement of campuses that will be joining REACH in year two of implementation.
- Determining a process for identifying hard to staff positions tied to a market analysis of hiring in preparation for related stipends in year two of the program.

Table 6 – Timeline and Milestones

	Year One (Planning Year)	Year Two	Year Three	Year Four	Year Five
Number of Schools	13	27	37	37	37
Percent Meeting Standard Reading/ELA High School	75%	79%	83%	87%	90%
Percent Meeting Standard Math High School	47%	57%	72%	82%	90%
Percent Meeting Standard Science High School	49%	57%	72%	82%	90%
Percent Meeting Standard Social Studies High School	83%	88%	93%	96%	98%
Percent Meeting Standard Reading/ELA Middle School	74%	79%	83%	87%	90%
Percent Meeting Standard Math Middle School	63%	70%	80%	85%	90%
Percent Meeting Standard Science Middle School	47%	57%	72%	82%	90%
Percent Meeting Standard Social Studies Middle School	75%	82%	88%	94%	98%
Percent Meeting Standard Reading Elementary School	83%	85%	89%	93%	98%
Percent Meeting Standard Math Elementary School	80%	83%	85%	88%	90%
Percent Meeting Standard Science Middle School	71%	76%	82%	86%	90%
Retention Rate	80%	82%	84%	88%	90%

### Fiscal Sustainability

AISD REACH is funded through local, state and, in the future, potentially, federal funding. The Board of Trustees provided initial funding for the AISD REACH, dedicating one penny of the Maintenance and Operations (M&O) Tax Rate, worth [REDACTED] annually. Subsequently,

state funds have been acquired for the mentoring aspects of the initiative. During the second and third years of the pilot, [REDACTED] and [REDACTED] respectively, the Texas District Awards for Teacher Excellence (DATE) funds covered much of the cost of expanding the pilot. AISD anticipates that the state will continue to provide funding for REACH through DATE at approximately [REDACTED] per year.

Over the next five years, AISD will continue to seek additional sources of outside funding, particularly from the foundation community and private sector. AISD plans to engage in a dialogue with funders in its own community, such as the Michael and Susan Dell Foundation and the Austin Public Schools Foundation. Its leaders will also engage with national foundations that have funded this type of work in urban schools, such as the Broad Foundation and the Bill and Melinda Gates Foundation.

Another potential funding source for ongoing operations is additional legislative-authorized and voter-approved pennies from the M&O tax rate. AISD will continue to engage in conversations with the Austin community about additional local funding dedicated to REACH tied to the results of the comprehensive program evaluation.

### **Quality of Local Evaluation**

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The AISD Department of Program Evaluation is conducting a rigorous, longitudinal evaluation of REACH. This evaluation focuses both on formative questions (e.g., how to improve the program elements and the manner in which they are implemented) and summative evaluation (e.g., what are the outcomes of the program, and how well did the program meet its objectives).

## Internal Evaluation Scope and Method

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The REACH evaluation will be conducted by the AISD Department of Program Evaluation (DPE). The evaluation team will be led by Lisa Schmitt, Ph.D. and will include Karen Cornetto, Ph.D. and Lindsay Lamb, Ph.D.

### **Program Description**

AISD REACH will provide incentives to teachers, instructional coaches, assistant principals, school counselors, Project ADVANCE facilitators, and principals for:

- student growth by awarding stipends to individuals whose students meet approved student learning objectives (SLOs), to teams of staff whose students meet approved SLOs, and to all eligible staff at schools where students meet at least 3 of 4 approved campus goals;
- professional growth by awarding participants who effectively engage with a group of colleagues in study and reflection for an area of need, and implement strategies to improve practice and student achievement (called Professional Development Units, or PDUs); and
- additional support and incentives for teachers, including intensive novice teacher mentoring for teachers in their first through third year of the profession and stipends for teachers and principals based on their years in a hard to staff campus or position.

The program also provides leadership pathways for educators who assume additional responsibilities and receive stipends to support novice teachers as well as the SLO or PDU processes for their campus, and directly ties the job performance evaluations of teachers and principals with student growth and multiple observation-based assessments.

Considering the program elements, specific academic and retention outcomes were developed based on the AISD Strategic Plan, as identified in Table 6.

### Purpose of Evaluation

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To accomplish the evaluation objectives for REACH 2.0, DPE staff will document the pilot implementation over time and describe the progress of the pilot towards key program goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas will be examined, and outcomes for pilot schools will be compared with those for similar non-pilot schools, to determine whether AISD REACH 2.0 demonstrates evidence of accomplishing its primary objectives. Results of statistical analyses will be provided to document the areas in which REACH 2.0 participants do or do not outperform their comparison school peers. In addition, data will be collected to meet the requirements of the TIF grant.

### Evaluation Questions

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Evaluation questions include, but are not limited to, the following:

- Do pilot schools outperform their comparison school peers on the state assessment, in terms of passing percentages, Comparable Improvement ranking (elementary and middle only), and student growth from year to year?
- Do pilot schools outperform their comparison school peers on assessment, college readiness, and other measures included in the four campus-specific goals?
- Are SLO stipends awarded to the teachers (or teams) whose students perform the best on state assessments (in terms of both passing percentages and growth)?
- Do teachers at schools with recruitment and retention stipends return to their campuses at greater rates than do those at non-pilot comparison schools with similar student needs?

- Do retention rates for teachers in hard to staff positions (e.g., science and math) improve at pilot schools relative to those of their comparison schools?
- Are novice teachers with Reach 2.0 mentors more satisfied with their jobs, more likely to return to their schools, and more likely to be effective teachers (based on value-added and observation-based measures) than their peers at non-pilot comparison schools without Reach 2.0 mentors?
- What challenges are associated with the program implementation, including the training of campus SLO and PDU experts, the development of team SLOs and campus goals, the development of a new value-added system, and the implementation of PDUs?
- To what extent do teachers and principals understand and embrace the value-added measure of student growth?
- To what extent does the value-added measure correspond with observation-based assessments?
- To what extent do teachers and principals understand and embrace the new method of job evaluation?
- What program changes are recommended for the coming school year?

### Evaluation Objectives

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DPE staff will perform the following tasks:

- Collect and analyze data from all stakeholders, including pilot participants and program staff, to determine whether the program is accomplishing its objectives.

- Provide ongoing formative feedback for program staff and stakeholders such as the Strategic Compensation Steering Committee, AISD Board of Trustees, and the District Advisory Council.

### Fiscal Considerations

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The current evaluation will examine the influence of program elements within the context of policy implications for teacher recruitment and retention strategies in AISD and their relative cost to the district. Should results demonstrate improvement as a result of the pilot, cost-benefit analyses will examine the cost per percentage point of improvement in teacher retention and student performance. In addition, evaluation results will be used to garner additional grant funding to support future program expansion.

### Data Collection

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Perceptions of the impact of the program on staff and student performance will be collected from participants throughout each school year in the form of surveys. Focus groups will be conducted in years 1, 3, and 4 of implementation. Classroom observations will be conducted during the planning year prior to program's implementation and in years 2 and 4 of program implementation to examine changes in educator practices over time. District human resources data and student performance data will be used to evaluate the relationships among program elements and activities, educator recruitment and retention, and student performance.

### Data Analyses

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Data analysis procedures will include summaries of survey responses in key areas of interest such as Data Use, Professional Learning Communities, Reflective Practice, Teacher Self-Efficacy, School Climate, Attachment to School and the Profession, and Job Satisfaction. These factors will be included in statistical models of program effects. Focus group data will be

examined for themes and summarized for formative evaluation purposes. Correlations, regressions, repeated-measures designs, and other appropriate analyses such as path models and/or multi-level models will be performed to examine the possible relationships between and among factors such as SLO performance, student achievement, teacher value-added, classroom observation data, number of years in pilot, novice teacher status, hard to staff status, amount and type of mentoring received, and teacher retention at pilot versus comparison schools.

### Reporting

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A series of evaluation reports will be published as data become available and will identify successes, challenges, and recommendations for the pilot. Data will be submitted to fulfill TIF grant requirements as appropriate.

## Bibliography

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Weisberg, Susan Sexton, Jennifer Mulhern, and David Keeling. (2009). "The Widget Effect: Our National Failure to Acknowledge and Act on Teacher Differences." Washington D.C.: New Teacher Project.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **AISD TIF High Needs Documentation** Pages: **1** Uploaded File: **AISD\_TIF\_High Needs Documentation.doc**

High-Need Schools Documentation

<b>SchoolNum</b>	<b>School</b>	<b>2009-2010 % Qualified for Free or Reduced Lunch</b>
006	<b>Reagan</b>	88.1
132	<b>Reilly</b>	94.7
157	<b>Winn</b>	96.1
109	<b>Brown</b>	95.0
159	<b>Graham</b>	94.4
164	<b>Pickle</b>	98.5
055	<b>Dobie</b>	96.0
053	<b>Webb</b>	97.0
163	<b>Hart</b>	96.1
141	<b>Walnut Creek</b>	93.6
149	<b>Barrington</b>	97.7
020	<b>Eastside Global</b>	90.6
019	<b>Eastside</b>	86.8
126	<b>Ortega</b>	96.9
142	<b>Allan</b>	96.7
145	<b>Zavala</b>	95.4
116	<b>Govalle</b>	98.0
108	<b>Brooke</b>	96.9
124	<b>Metz</b>	95.1
101	<b>Allison</b>	95.1
127	<b>Sanchez</b>	94.2
051	<b>Martin</b>	94.8
139	<b>Sims</b>	97.5
150	<b>Norman</b>	95.9
129	<b>Pecan Springs</b>	97.1
106	<b>Blanton</b>	94.8
102	<b>Andrews</b>	97.6
189	<b>Overton</b>	95.8
118	<b>Harris</b>	97.0
048	<b>Pearce</b>	96.1
178	<b>Jordan</b>	95.3
056	<b>Garcia</b>	95.5
014	<b>LBJ</b>	79.2
058	<b>Mendez</b>	94.1
046	<b>Burnet</b>	94.5
007	<b>Travis</b>	78.7

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **AISD TIF Letters of Support** Pages: **5** Uploaded File: **AISD TIF Letters of Support.pdf**



316 West 12th Street

Austin, Texas 78701

(512) 472-1124

June 29, 2010

Secretary Arne Duncan  
United States Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202

Dear Secretary Duncan-

On behalf of Education Austin, I am writing in strong support of the Teacher Incentive Fund (TIF) proposal submitted by the Austin Independent School District (AISD). Education Austin is the local teacher and school employee union in AISD, and is affiliated with both the National Education Association (NEA) and the American Federation of Teachers (AFT) and their respective state affiliates.

I am pleased to offer our union's support for this proposal and to inform you that the district's strategic compensation plan is the result of years of labor-management collaboration on the development of systems of teacher support and compensation. Our union and district are about to enter the fourth year of a pilot project called AISD REACH, an initiative that has put our district on the cutting edge of using support and compensation to improve teacher practice and increase student achievement outcomes.

We began this work with a shared understanding of the research that shows teacher effectiveness to be a key driver of student success. We also agreed that rewards alone are merely an afterthought without strong teacher professional development and coaching, paired with quality campus leadership and access to student achievement data and training for teachers on how to use this data. Teacher effectiveness must be supported and measured through mentoring, induction, professional support and valid teacher evaluation systems that track teacher qualifications and student outcomes on a broad set of measures. AISD and Education Austin, in conjunction with local business leaders, parents and school administrators, have designed and implemented a teacher and principal strategic compensation system that we believe to be a model for our state and nation.

Austin is a diverse city with thousands of very high-needs students who will benefit from the refinement and expansion of a comprehensive system of teacher support that focuses resources on building the capacity of our classroom teachers and on deploying, developing, and retaining and compensating strong teachers in our neediest schools. We are well down the path of providing support and compensation to teachers that supports student growth and success and we are excited about the prospect of building upon our current model to reach more high-needs students and campuses.

For the benefit of our teachers and of our students and community, Education Austin, urges you to fully fund the AISD TIF proposal.

Sincerely,

*Louis Malfaro*  
President, Education Austin

*Affiliated with the Texas State Teachers Association and the Texas American Federation of Teachers*

# Austin Independent School District



Meria Joel Carstarphen, Ed.D.  
Superintendent

June 25, 2010

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

Dear Secretary Duncan,

On behalf of the Austin Independent School District, I am pleased to offer our application for the Teacher Incentive Fund. With the use of this grant, we will increase and refine our current efforts in defining an effective performance based compensation system that will ultimately benefit the academic performance of students at our highest-needs schools. Through a system of supports and rewards for educators, we will improve the recruitment and retention of high-quality staff and strengthen the capacity of campus educators to focus on data-driven needs.

An important factor in the development of Austin's strategic compensation efforts has been the engagement and collaboration we have facilitated between and among teachers, administrators, Education Austin, and the Chamber of Commerce. These efforts have strengthened the quality of the program and created ownership and accountability for its results.

When I joined the Austin Independent School District, one of my first areas of concern was to focus on East Austin, an area of high poverty, persistent achievement gaps, and overall academic underperformance. A TIF grant will allow Austin to provide new supports and incentives to attract, develop, and retain high quality educators for our students in East Austin who need them the most.

After piloting strategic compensation efforts for the past three years in Austin, we have learned that we must be as focused on building the capacity of our educators to be successful for students as we are in incentivizing their results. By coupling both of these elements in our TIF proposal and ensuring that our plan is responsive to the needs of our schools, we believe this grant can dramatically improve teaching and learning in our district.

Sincerely,

Meria Joel Carstarphen

MJC/dl



Drew Scheberle  
SVP, Education/Talent Development  
Austin Chamber of Commerce  
210 Barton Springs Road, Suite 400  
Austin, TX 78704

June 28, 2010

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

Dear Secretary Duncan,

On behalf of the 2,200 employer members of the Greater Austin Chamber of Commerce, I write to endorse the Austin ISD application for Teacher Incentive Funds.

I have reviewed the Austin ISD proposal and Chamber volunteers have made important recommendations which have been incorporated into the structure of the Austin ISD pilot. We are excited that the TIF funds, if awarded, will help Austin further pilot the strategic compensation approach, fine-tune certain elements related to strengthening alignment with the district strategic plan and accelerate student achievement gains.

Austin ISD has done an excellent job of evaluating the success and areas for improvement. Like most company strategic compensation initiatives, REACH has created the types of positive disruptions in data systems, evaluation systems, assessment systems, professional development, hiring and team-building one would anticipate.

This proposal – and the Chamber's involvement – builds on four years of significant engagement.

In 2006, the Austin Chamber Board reached agreement with the superintendent and Board of Trustees to pilot the strategic compensation now named REACH. This necessitated a four-penny local property tax rate increase per \$100 valuation. The Chamber formed a Task Force, comprised of senior HR and other executives from Austin's largest employers, to report back to the Board on the implementation of Austin ISD's pilot.

The Task Force has included senior executive representation from Dell, AMD, Freescale, Seton Family of Hospitals, Samsung, Newgistics, vCFO, as well as corporate attorneys and experts in internal marketing. The Chamber has representation as well on the Austin ISD internal steering committee, which includes an important partnership of teachers, principals, administrators, Trustees and the workplace representative.

I will be out of the country through July 21. However, should you have questions, please direct them to the Chamber's Task Force Chair for Strategic Compensation, Ellen Wood, CEO for vCFO ([ewood@vcfo.com](mailto:ewood@vcfo.com)).

Thank you.

Sincerely,

A handwritten signature in black ink that reads "Drew Scheberle".

Drew Scheberle  
Senior Vice President, Education/Talent Development  
Austin Chamber of Commerce



June 21, 2010

To whom it may concern,

It is my pleasure to write a letter of recommendation for the Austin Independent School District's (AISD) Teacher Incentive Fund grant application. I have personally worked with many of AISD's program and district leaders, enjoyed several visits to the District to observe program implementation, and have seen multiple ways in which the District is committed to improving the learning of students across the city.

Since 2008, the New Teacher Center has partnered with colleagues within AISD in launching a comprehensive induction program that draws upon a corps of AISD's experienced teachers who have become mentors to new teachers within the district. Targeted and intensive professional development for new teachers is a crucial component of the District's human capital strategy. Furthermore, the AISD experienced teachers who have temporarily been released from their classroom duties in their role as full-time mentors have also enjoyed the opportunity to receive intensive professional development that has enabled continuous improvement in their teaching practice and leadership training as well. In this way, AISD's induction program demonstrates the District's commitment to communities of practice, high quality professional development, and teachers' opportunities for professional growth.

AISD has implemented the New Teacher Center induction model with rigor and fidelity to the core tenets of the program. Moreover, in only two years of program implementation, AISD's induction work has produced impressive impact results. Following the completion of year two, focus groups revealed widespread appreciation for the commitment, support, and expertise of mentors. Educators praised the mentors for their work not only with new teachers, but also with teachers campus-wide. New teachers reported their mentors had substantially influenced their ability to be successful and, in some cases, influenced their decision to stay at the same school for the coming school year. They also discussed the many ways their mentors had provided instructional strategies encouraged their collaboration and integration with more experienced peers, and offered necessary emotional support.

I am encouraged by the results of AISD's new teacher induction program and I am confident that the results stem from thoughtful implementation of the New Teacher Center program, committed teachers and district leaders, and dedication to the goal of creating a holistic and effective human capital development system for teachers

[www.newteachercenter.org](http://www.newteachercenter.org)

and leaders throughout the District. For these reasons, I give my highest recommendation to the Austin Independent School District in their application for a Teacher Incentive Fund Grant.

If you have any questions, please do not hesitate to contact me at (831) 600-2221.

Regards,



Ellen Moir

[www.newteachercenter.org](http://www.newteachercenter.org)

Phone: 831.600.2221 | Fax: 831.427.9077 | [www.newteachercenter.org](http://www.newteachercenter.org) | 25 First Street, Suite 400, San Francisco, CA 94105

# Project Narrative

## Other Attachments

Attachment 1:

Title: **AISD TIF Resumes** Pages: **10** Uploaded File: **AISD TIF Resumes.pdf**

# David F. Lussier

## Professional Experience

- 2009-Present                      Austin Independent School District                      Austin, TX  
**Executive Director, Office of Educator Quality**
- Led the design of a new, integrated office that oversees professional development, leadership development, and strategic compensation
  - Directing a model of tiered professional development for teachers and administrators
  - Defining a model of teaching practice that is aligned to the district's expectations for student outcomes
  - Continued to refine the use of multiple measures to assess the work of campus educators
- 2006-2009                      Austin Independent School District                      Austin, TX  
**Special Assistant to the Superintendent & Director of Strategic Compensation**
- Led the development and implementation Austin ISD's Strategic Compensation Initiative, aimed at recruiting, retaining, and recognizing exemplary teachers and principals
  - Piloted a system of growth targets used to measure the performance of educators
  - Managed the implementation of a multi-year pilot that has expanded from nine to fifteen schools
  - Built partnerships with educators, administrators, teachers' associations, parents, and the business community
  - Secured grant funds totally more than \$6 million to support Strategic Compensation
  - Developed a comprehensive evaluation plan comprising internal as well as independent research
- 2003-2005                      National Board for Professional Teaching Standards                      Arlington, VA  
**Advisor to the President & Director of Research**
- Provided the President of NBPTS with policy and political advice to advance the mission of the organization
  - Drafted speeches and public comments for the President and Board Chair
  - Developed strategic collaborations with national, state and local organizations
  - Served as an organizational spokesperson and had extensive contact with the media
  - Directed the NBPTS research program including nearly \$6 million in federally funded research on the impact of National Board Certification on teaching and learning throughout the country
- 2001-2003                      National Board for Professional Teaching Standards                      Arlington, VA  
**Manager, Education Reform Initiatives**
- Developed strategies to engage National Board Certified Teachers (NBCTs) in education reform projects and to expand their professional influence
  - Positioned the National Board as a leading voice on issues of teacher quality across the country.
  - Coordinated a policy forum on teacher quality at the National Press Club that included many of the nation's top educators
  - Assisted in message and policy development for the office of the president
- 2000-2001                      The White House                      Washington, DC  
**Associate Director of Domestic Policy**
- Appointed by President Clinton to be one of fifteen White House Fellows for 2000-2001. Served as an Associate Director of Domestic Policy at the White House, focusing on education policy
  - Worked in conjunction with the White House press office and speechwriters to prepare press papers and remarks for presidential events
  - Tracked and analyzed education issues nationwide that were included in weekly domestic reports for President Clinton
  - Advanced President Clinton's budget and legislative priorities by working with Congress and the U.S. Department of Education on the FY2002 budget negotiations
  - Retained position after the 2000 election and joined President Bush's domestic policy team, reporting to the President's Domestic Policy Advisor
  - Contributed to the development of the *No Child Left Behind Act* (NCLB), focusing on accountability provisions
  - Worked with the Chief of Staff's office, the Office of Management and Budget, and the U.S. Department of Education to develop executive actions and reports

1999-2000                      Massachusetts Department of Education                      Malden, MA

**Massachusetts Teacher of the Year**

- Selected to represent the 70,000 public school teachers in the state of Massachusetts as a spokesperson for teaching excellence
- Spoke at colleges and universities, conducted professional development workshops for school districts, and represented the voice of teachers in education policy, particularly with regard to assessment/accountability, teacher preparation, and professional development
- Established the Exemplary Educators Corps, a working group of award-winning teachers from around the state whose mission is to shape policy and strengthen the teaching profession
- Provided commentary to print and television media on education issues

1994-2000                      Andover High School                      Andover, MA

**Social Studies Teacher**

- Taught twelfth grade Advanced Placement United States History and ninth grade World Civilizations
- Designed and taught World Studies, a team-taught, interdisciplinary course in History and World Literature
- Faculty advisor for Washington *Close-up*, a program that immerses students in government and Constitutional studies
- Faculty advisor for Students Against Driving Drunk (S. A. D. D.)

1992-1994                      Quincy High School                      Quincy, MA

**Social Studies Teacher**

- Taught eleventh grade Advanced Placement United States History, World Civilizations and Modern European History
- Faculty advisor for the Washington *Close-up* program. Co-designed classroom curriculum and community service components that complemented this program of governmental studies

**Education**                      2005-Present                      Harvard University                      Cambridge, MA  
**Doctor of Education**  
Urban Superintendents Program (Expected in June 2011)

2005-2006                      Harvard University                      Cambridge, MA  
**Master of Education**  
Education Policy and Management

1991-1992                      Boston University                      Boston, MA  
**Master of Arts in Teaching**  
Social Studies Education  
Massachusetts Teacher Certification: Grades 9-12 in History

1987-1991                      University of Massachusetts at Lowell                      Lowell, MA  
**Bachelor of Arts**  
History  
Graduated Cum Laude

**Publications**                      "Supporting and Rewarding Accomplished Teaching," *Theory into Practice*, 8/2010  
"Better Math Classes through Videotape," Letter to the Editor, *Education Week*, 4/30/2003  
"Support Board-Certified Teachers," Letter to the Editor, *The Northern Virginia Journal*, 2/13/2002  
"Teacher Board Sets Balance," Letter to the Editor, *Education Week*, 11/21/2001  
"Taking the Measure of the MCAS Exams," Op-Ed, *The Boston Globe*, 6/2/2000

**Awards/  
Honors**                      Recipient of John E. Stevens Trust Fellowship, Harvard Graduate School of Education  
UMASS Lowell, Francis Cabot Lowell Young Alumni Award for Arts and Sciences (2001)

Massachusetts Teacher of the Year (2000)  
National Board Certification (1999) AYA-Social Studies / History

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# Laura Wadlington Baker

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## **PROFESSIONAL HIGHLIGHTS**

### **Austin Independent School District-Austin, TX**

2008-present

Office of Educator Quality

Senior Associate for Teacher Development

- Manage and train twenty three full-release mentors at fourteen elementary, middle and high schools
- Develop lesson plans for and coordinate AISD REACH's National Board Take One! program
- Manage several state-funded grants

### **Austin Independent School District-Austin, TX**

2007-2008

Lanier High School

Strategic Compensation Full-Release Mentor

- Mentored nine first-and second-year math teachers

### **Austin Independent School District-Austin, TX**

2002-2004

Murchison Middle School

Teacher, seventh grade math

- Elected to a two-year term on the Campus Advisory Committee
- Mentored and coached student teachers from The University of Texas

### **Gaston County School District-Gastonia, NC**

1995-2002

Holbrook Middle School

Teacher, sixth grade, all core subjects

- Semi-finalist for Gaston County Teacher of the Year, 2000
- Served as sixth-grade level representative on Site Based Management Team
- Mentored and coached student teachers from Belmont University
- Selected as sixth-grade level chairperson
- Coached gifted students for state Odyssey of the mind competition

### **Austin Independent School District- Austin, TX**

1993-1995

Harris Elementary School

Teacher, third and fourth grades, all core subjects

- Served as clubs chairperson. Designed and implemented new school-wide program, which organized 800 students and 60 staff members into 30 clubs.
- Designated as teacher representative for community outreach program which matched at-risk students and their families with the appropriate resources from the community.

### **Britannica Learning Center- Burlingame, CA**

1991-1993

Associate Director

- Marketed a diagnostic and prescriptive tutoring for kindergarten through high school students.
- Created individualized math, reading and SAT preparation programs.
- Monitored and adjusted students' curriculum according to development.
- Hired, supervised and trained instructors.

### **Fresno Unified School District-Fresno, CA**

1988-1991

Birney Elementary School

Teacher, fourth and fifth grades, all core subjects

- Designated as teacher representative on district-wide task force studying recent implementation of year-round schools.
- Coached track and field, basketball and math teams

## **EDUCATION**

### **University of Texas at Austin**

Master of Education, Curriculum and Instruction, 1992

Bachelor of Science, 1987

## **CERTIFICATION**

Pre-Advanced Placement

Gifted and Talented

National Board Certification-Early Adolescence Math



## PROFILE

Educational professional with unique blend of educational and technological experience interested in managing a strategic compensation program. Thirteen years of experience in education including teaching and central office administration.

## EXPERIENCE

### **Senior Associate, Student Learning and Assessment, Austin ISD, Austin, Tx – 2007-Present**

Manage and Implement student learning objectives at 15 pilot schools including developing and delivering professional development to eligible staff. Evaluate effectiveness of training and refine as needed. Ensure quality of teacher developed objectives and assessments. Create payout lists and final yearly data for presentation for student learning objectives. Assist with the development of meeting agendas and presentation of materials at meetings. Engage internal and external stakeholders with regards to pilot program. Staff steering committee, teacher advisory group, and pilot principal's meetings. Assist with hiring of mentors through screening and interviews. Coordinate pilot efforts with curriculum department. Participate in program goal setting and implementation. Assisted with development of Professional Development Units. Presented at National Governor's Association conference, Rhode Island and New York Teacher's Unions conference, and TIF conference for the Department of Education. Written DATE Grants for 2008-2009 and 2009-2011. Created film honoring Austin Educators for Salute event. Convened working group for development of student learning objective guidelines for assistant principals, librarians, and instructional coaches/specialists.

### **Teacher, Austin ISD, Austin, Tx – 1996-2007**

Department Chair and Teacher at Anderson High School. Responsible for budgeting and scheduling as well as managing eighteen diverse personalities. Taught English III AP/IB, English II pre-AP/IB, English III, English IV, English II, Word Power, and Filmmaking. Became a National Board Certified Teacher in 2005 and was honored as a campus and district semi-finalist Teacher of the Year. Presented at the Texas Education Theater Association in 2007 on "Artist as Teacher, Teacher as Artist" based on my experiences at the 3 week institute Teaching Shakespeare Through Performance at the Globe Theatre in London. Presented for the district for various professional development days such as Connecting Curriculum and Assessment through Differentiated Instruction, Best Practices/Data Analysis, and Instructional Planning Guides. Mentored new teachers and national board candidates. Participated in curriculum writing for my campus, the district, and for Harcourt Brace. Sponsored after school clubs and organizations. Attended numerous professional development courses; i.e. International Baccalaureate, Advanced Placement, Gifted and Talented, and Master Teacher's Summer Institute.

### **Customer Care Representative, Del Webb Sun City, Georgetown, Tx – 1996**

Processed phone calls regarding home maintenance. Scheduled repairs and managed paperwork.

### **Substitute Teacher, Austin ISD, Austin, Tx– 1995-1996**

Served as a substitute teacher in a long-term position at Harris Elementary in Bilingual Kindergarten and Bilingual 5th grade.

### **Administrative Assistant, Austin Bio Med, Austin, Tx – 1994-1995**

Responsible for conducting business for two plasma labs and an apartment complex.

## EDUCATION

University of Texas, Austin – Bachelors of Arts, 1994

# Lisa Noelle Terry Schmitt, Ph.D.



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## Education

The University of Texas at Austin, 1996-2001

**Doctor of Philosophy in Social, Developmental, and Personality Psychology**, 2001

Dissertation: "Exploring the Potential Components of Prejudice Toward Certain Stigmatized Others"

Dissertation Chair: Professor Guy J. Manaster, Ph.D.

**Masters Equivalent**, 1998

The University of Texas at Austin, 1993-1996

**Bachelor of Arts** with majors in Psychology & Sociology

With High Honors, May 1996

## Educational Research Employment

Administrative Supervisor/Evaluation Analyst, Austin Independent School District (September 2001 – present)

Supervise a team that studies teacher quality and teacher retention, responds to research and evaluation requests from the Superintendent and his/her Cabinet, and evaluates the AISD REACH strategic compensation pilot program. The team also develops, administers, and reports results of districtwide surveys of students, staff, and parents to monitor district initiatives including the district strategic plan, grant objectives, and school climate. Previous duties include supervising the External Research proposal/review process for AISD, editing all 2005-2006 Program Evaluation reports prior to publication, and evaluating district programs related to State Compensatory Education and Title IV Safe and Drug Free Schools and Communities grants.

Graduate Research Assistant, Academic Computing and Information Technology Services, University of Texas at Austin (June 2000 – October 2000) – Developed, pilot tested, and administered an Information Technology survey to a large sample (3,500) of all university students. The study serves as a basis for a large-scale longitudinal study of all incoming freshmen.

Program Evaluator, University of Texas at Austin (June 1999 – November 1999)

Conducted a program evaluation through the Center for Teaching Effectiveness at U.T. to determine the effectiveness of the Graduate Professional Development Program. Developed an Internet questionnaire and a database to be used by the Office of Graduate Studies in the future. This was a preliminary analysis of the program and will be used for future revisions to the curriculum and also for informing departmental programs of professional development.

## Teaching Employment

Adjunct Professor, Regents Online Degree Program, Tennessee (Spring 2004 – Spring 2007)

Currently teaching (remotely from Austin) undergraduate **Physiological Psychology, Learning & Memory**, and **Sociology of Deviant Behavior** for an online degree program collaboration among universities and community colleges in Tennessee. Duties include preparing and grading assignments, explaining course material, and monitoring discussion.

Adjunct Professor, St. Edward's University, Austin, Texas (Spring 2001 – Fall 2004)

Taught undergraduate **Introduction to Business Statistics w/Computer Lab** and **Cross-Cultural Psychology** for a fast-paced adult bachelor's degree program. Duties include developing course curriculum, lecturing, preparing homework assignments, grading exams, projects, and assignments, and meeting with students outside of class for additional instruction.

Teaching Assistant, The University of Texas at Austin (January 1998 – December 2000)

- **Introduction to Statistics** (6 semesters) – Assisted in test construction, curriculum development, and lecturing. Held review sessions and met with undergraduate and graduate students outside of class for one-on-one instruction.
- **Measurement and Evaluation** (1 semester, Graduate Level) – Assisted in test construction. Held review sessions and conducted individual tutoring of graduate students outside of class.
- **Child and Adolescent Social and Cognitive Development** (3 semesters, Graduate Level) – Assisted in curriculum development, lecturing, and facilitation of discussions.
- **Adolescent Development** (2 semesters) – Assisted in test construction, curriculum development, lecturing, and facilitation of discussion.
- **Psychological Foundations of Education** (1 semester) – Assisted in curriculum development, lecturing, facilitation of discussion, and test construction.

### Journal and Newsletter Publications

Cornetto, K., Schmitt, L., & Baker, L. (2010, Winter). Getting results for new teachers in Austin by REACHing out. *New Teacher Center Reflections*, 12 (1), 4-6. Retrieved from <http://www.newteachercenter.org/newsletters/ReflectionsW10.pdf>

Schmitt, L., & Whitsett, M. (2008). Using evaluation data to strike a balance between stakeholders and accountability systems. *New Directions for Evaluation*, 117, 47-58.

Neff, K., & Terry-Schmitt, L. (2002). Youths' attributions for power-related sex differences: Nature, nurture, or God? *Cognitive Development*, 17, 1185-1202.

Terry, L. (2001). Exploring the potential components of prejudice toward certain stigmatized others. Doctoral dissertation, University of Texas at Austin.

### Austin Independent School District Publications

Schmitt, L., & Lamb, L. (2010). Summary of the 2009-2010 AISD Central Office Work Environment Survey by Division (DPE Publication No. 09.37). Austin, TX: Austin Independent School District.

Schmitt, L., & Lamb, L. (2010). Summary of the 2009-2010 Central Office Work Environment Survey (DPE Publication No. 09.28). Austin, TX: Austin Independent School District.

Cornetto, K.M. & Schmitt, L., Malerba, K., & Herrera, A.W. (2010). AISD Reach Year 2 Evaluation Report II, 2008-2009. (DPE Publication No.8.97) Austin, TX: Austin Independent School District.

Schmitt, L., & Lamb, L. (2010). Staff Climate Survey Results: Summary for 2007-2008 through 2009-2010 (DPE Publication No. 09.27). Austin, TX: Austin Independent School District.

Doolittle, M., Schmitt, L., & Garland, M. (2009). 2009 ACT and SAT Test Results (DPE Publication No. 09.03). Austin, TX: Austin Independent School District.

Schmitt, L., & Cornetto, K.M., & Lamb, L. (2009). Middle School Level Report Summary of Research. (DPE Publication No.8.88) Austin, TX: Austin Independent School District.

Schmitt, L., Cornetto, K.M., & Lamb, L. (2009). Elementary School Level Report Summary of Research. (DPE Publication No.8.87) Austin, TX: Austin Independent School District.

Schmitt, L., Cornetto, K.M., & Lamb, L. (2009). High School Level Report Summary of Research. (DPE Publication No.8.86) Austin, TX: Austin Independent School District.

Schmitt, L., Cornetto, K.M., Lamb, L., & Imes, A. (2009). AISD Reach Evaluation Report I, 2008-2009. (DPE Publication No. 08.53) Austin, TX: Austin Independent School District.

- Cornetto, K.M. & Schmitt, L. (2009). 2008-2009 Student Climate Survey Results . (DPE Publication No. 08.49) Austin, TX: Austin Independent School District.
- Lamb, L., & Schmitt, L. (2009). 2008-2009 Work Environment Survey for Food Services, Transportation, Service Center, and Warehouse (DPE Publication No. 08.47). Austin, TX: Austin Independent School District.
- Schmitt, L., & Cornetto, K.M. (2009). 2008-2009 Parent Survey Results. (DPE Publication No. 08.38) Austin, TX: Austin Independent School District.
- Imes, A., & Schmitt, L. (2009). Summary of the 2006-2007 through 2008-2009 Central Office Work Environment Survey (DPE Publication No. 08.31). Austin, TX: Austin Independent School District.
- Imes, A., Schmitt, L., & Cornetto, K.M. (2009). Staff Climate Survey Results: Summary for 2006-2007 through 2008-2009. (DPE Publication No. 08.30) Austin, TX: Austin Independent School District.
- Schmitt, L., Cornetto, K.M., Malerba, C., Ware, A., Bush-Richards, A., & Imes, A. (2008). Strategic Compensation Initiative REACH Pilot 2007-2008 Evaluation Report. (DPE Publication No. 07.86) Austin, TX: Austin Independent School District.
- Schmitt, L., & Carney, D. (2008). Elementary, Middle, and High School Level Performance Reports (DPE Publication Nos. 07.75, 07.76, 07.77). Austin, TX: Austin Independent School District.
- Cornetto, K.M. & Schmitt, L. (2008). Austin Independent School District Teacher Retention Report I: Results of the 2007-2008 Austin ISD Teacher Survey. (DPE Publication No. 07.47) Austin, TX: Austin Independent School District
- Cornetto, K.M. & Schmitt, L. (2008). Results of the 2007-2008 Austin ISD Teacher Survey for Strategic Compensation and Comparison Schools. (DPE Publication No. 07.46) Austin, TX: Austin Independent School District.
- Schmitt, L. (2008). Johnston High School 2006-07 Enrollment History E-Team Report (DPE Publication No. 07.37). Austin, TX: Austin Independent School District.
- Schmitt, L., & Bush-Richards, A. (2008). 2007-2008 District Parent Survey Report (DPE Publication No. 07.34). Austin, TX: Austin Independent School District.
- Schmitt, L. (2008). E-Team Report: E-Team Report: Fine Arts Credits and Postsecondary Enrollment Rates (DPE Publication No. 07.33). Austin, TX: Austin Independent School District.
- Schmitt, L., Malerba, C., Cornetto, K.M., & Bush-Richards, A. (2008). Strategic Compensation Interim Report 2: Teacher Focus Group Summary, Spring 2008. (DPE Publication No. 07.32) Austin, TX: Austin Independent School District.
- Bush-Richards, A, Cornetto, K.M., & Schmitt, L. (2008). Central Office Work Environment Survey Summary, 2007-08. (DPE Publication No. 07.31) Austin, TX: Austin Independent School District.
- Schmitt, L. (2008). E-Team Report: Four Numbers: For every 10 new freshmen in AISD, how many graduate, enroll in postsecondary institutions, and graduate from postsecondary school? (DPE Publication No. 07.30). Austin, TX: Austin Independent School District.
- Bush-Richards, A., & Schmitt, L. (2008). Middle School Best Practices Literature Review. (DPE Publication No. 07.17). Austin, TX: Austin Independent School District.
- Malerba, C., Schmitt, L., & Bush-Richards, A. (2008). Strategic Compensation Interim Report 1: Principal Focus Group Summary, Fall 2007. (DPE Publication No. 07.15). Austin, TX: Austin Independent School District.

- Schmitt, L. (2007). Higher Education Readiness Component E-Team Report. (DPE Publication No. 07.14). Austin, TX: Austin Independent School District.
- Schmitt, L., & Bush-Richards, A. (2007). Comparison of Graduation and Promotion Figures E-Team Report. (DPE Publication No. 07.11). Austin, TX: Austin Independent School District.
- Schmitt, L. (2007). Middle School NCLB Transfer TAKS E-Team Report. (DPE Publication No. 07.10). Austin, TX: Austin Independent School District.
- Cornetto, K.M. & Schmitt, L. (2007). 2006-2007 Districtwide Survey Results Summary. (DPE Publication No. 06.46) Austin, TX: Austin Independent School District.
- Schmitt, L. (2007). LEP Science and Economic Status E-Team Report: English Language Learner Series: Question 3. (DPE Publication No. 06.28). Austin, TX: Austin Independent School District.
- Cornetto, K.M. & Schmitt, L. (2007). Results of the AISD High School Exit Survey Class of 2007. (DPE Publication No. 06.19) Austin, TX: Austin Independent School District.
- Cornetto, K.M. & Schmitt, L. (2007). 2006-2007 AISD Student Climate Survey Results: District Report. (DPE Publication No. 06.20) Austin, TX: Austin Independent School District.
- Cornetto, K.M. & Schmitt, L. (2007). Summary of the 2005-06 & 2006-07 AISD Central Office Work Environment Survey. Austin, TX: Austin Independent School District.
- Cornetto, K.M. & Schmitt, L. (2007). Summary of 2004-2005 through 2006-2007 AISD Staff Climate Survey Results. (DPE Publication No. 06.04) Austin, TX: Austin Independent School District.
- Schmitt, L. (2006). Climate and Achievement in AISD. (DPE Publication No. 06.02). Austin, TX: Austin Independent School District.
- Schmitt, L. (2006). Results of the AISD High School Exit Survey, Classes of 2003 to 2006. Available on the Austin Independent School District web site at [www.austinisd.org/inside/accountability/evaluation/reports.phtml](http://www.austinisd.org/inside/accountability/evaluation/reports.phtml).
- Schmitt, L. (2006). Summary of 2005-2006 AISD Student Climate Survey. Available on the Austin Independent School District web site at [www.austinisd.org/inside/accountability/evaluation/reports.phtml](http://www.austinisd.org/inside/accountability/evaluation/reports.phtml).
- Schmitt, L. (2006). Summary of 2005-2006 AISD Parent Survey. Available on the Austin Independent School District web site at [www.austinisd.org/inside/accountability/evaluation/reports.phtml](http://www.austinisd.org/inside/accountability/evaluation/reports.phtml).
- Schmitt, L. (2005). Results of the AISD High School Exit Survey. Available on the Austin Independent School District web site at [www.austinisd.org/inside/accountability/evaluation/reports.phtml](http://www.austinisd.org/inside/accountability/evaluation/reports.phtml).
- Schmitt, L. (2005). Summary of 2004-2005 AISD Student Climate Survey. Available on the Austin Independent School District web site at [www.austinisd.org/inside/accountability/evaluation/reports.phtml](http://www.austinisd.org/inside/accountability/evaluation/reports.phtml).
- Schmitt, L. (2005). Summary of 2004-2005 AISD Parent Survey. Available on the Austin Independent School District web site at [www.austinisd.org/inside/accountability/evaluation/reports.phtml](http://www.austinisd.org/inside/accountability/evaluation/reports.phtml).
- Schmitt, L. (Ed.). (2004). Safe schools for all: a report from the Community Safety Task Force of the Austin Independent School District. Available on the Austin Independent School District Web site at [http://www.austinisd.org/inside/docs/cstf\\_report\\_20040504.pdf](http://www.austinisd.org/inside/docs/cstf_report_20040504.pdf).
- Schmitt, L. (2003). State Compensatory Education Evaluation Report, 2001-2002: Improving Together, Decreasing the Gap. (OPE Publication No. 01.18). Austin, TX: Austin Independent School District.

### **Conference Presentations**

Schmitt, L. (2007, February). Climate and Achievement in a Large Urban District. Paper submitted to Southwest Educational Regional Association, San Antonio, Texas.

Neff, K. & Terry, L. (2001, June). Adolescents' and young adults' perceptions of gender inequality. Paper presented at the 31<sup>st</sup> annual meeting of the Jean Piaget Society, Berkeley, California.

Harrist, A., Bradley, D., Powdrill, L., Terry, L., & Barrett, D. (1999, April). You can't say, "You can't play!" Poster presented at Society for Research in Child Development, Albuquerque, N.M.

### **Specialized Skills**

Proficiency in data analysis using SPSS, SAS EG, and Excel

Proficiency in online survey development using Cvent, WebSurveyor, and Survey Monkey

### **Special Service**

Austin ISD Teacher Incentive Fund working group, 2009-10

Austin ISD Strategic Compensation working group, 2006-07

Austin ISD Strategic Plan Task Force district staff team, 2006-07

Austin ISD Community Safety Task Force district staff team, 2003-04

Austin ISD Title IV Safe and Drug Free Schools and Communities Advisory Council, 2001-02

Graduate Student Representative, Department of Educational Psychology Faculty Search Committee, 2000

### **Awards and Honors**

Phi Beta Kappa

Bernice and Saul Manaster Fellowship

Alexander Caswell Ellis Fellowship

Joseph L. Henderson and Katherine D. Henderson Scholarship

Robert C. Byrd Scholarship

Hogg Scholarship

### **References Available Upon Request**

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **AISD TIF Budget Narrative\_Federal and Non Federal** Pages: **79** Uploaded File: **AISD TIF Budget Narrative\_Federal and Non Federal.doc**

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

**Year One: Federal Funds**

<p><b><i>(Line 1) Personnel:</i></b> The following requested personnel will all be employees of the PBCS. These positions are outlined in the management plan described in the proposal.</p>	<p>% FTE</p>	<p>Base Salary</p>	<p>Total</p>
<p><b><i>Other Personnel Expenses:</i></b> REACH predicts that teachers will need either substitutes for time out of class for professional development. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.</p>	<p>Number of Personnel</p>	<p>Cost per hour</p>	<p>Total</p>
<p><i>Teachers will be trained to serve in leadership roles. They will be paid \$25/hour for the training (to be provided by the REACH core team.</i></p> <p>Teachers who serve as SLO facilitators (average 3 per school - 33 schools). During 2010-11 they will attend 5 days of training.</p> <p>Teachers who will serve as professional development units facilitators. They will attend 5 days of training.</p>	<p>■ ■ ■</p>	<p>■ ■ ■</p>	<p>■ ■ ■</p>
<p><b>Total Other Personnel</b></p>			<p>■ ■</p>

<p><b><i>(Line 2) Fringe</i></b></p>	<p>Rate</p>	<p>Total</p>
<p><i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.</p>	<p>15%</p>	<p>■ ■</p>

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>(Line 3) Travel: Travel expenses include the average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night for three nights, local transportation of [REDACTED] and per diem of [REDACTED]</b>	<b>Number of trips</b>	<b>Amount per Trip</b>	<b>Total</b>
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for REACH’s grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (REACH Coordinator and 2 other key personnel)	[REDACTED]	[REDACTED]
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (REACH Coordinator and 1 other key staff member)	[REDACTED]	[REDACTED]
<b>Total Conference Travel</b>			[REDACTED]

<b>Local Travel: Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Austin ISD currently reimburses its employees at \$.50 per mile for use of their private vehicles for district business; REACH will use the same formula.</b>	<b>Miles</b>	<b>Rate</b>	<b>Total</b>
<i>REACH Staff Travel:</i> The REACH staff members are expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.	6,000	[REDACTED]	[REDACTED]
<b>Local Travel Total</b>			[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Travel for Professional Development: REACH intends to make funds available to district leaders, teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their supervisor and will be directly related to areas of professional growth the teacher or principal has identified.</b>	<b>Number of Trips</b>	<b>Cost Per Trip</b>	<b>Total</b>
<i>In-State Conference:</i> Registration █ Travel █ Hotel █/night (two nights), Per diem █/day (for two days)	2	█	█
<i>Austin Area Conference:</i> Registration █ Travel █, Per diem █	2	█	█
<i>National Conference:</i> Registration █, Airfare █ Hotel Room █ night for three nights, local transportation of █, per diem of █ day (for three days)	2	█	█
<b>Professional Development Travel Total</b>			█

<b>Total Travel</b>	█
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<b>(Line 4) Equipment: Consistent AISD’s policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.</b>	<b>Number of Items</b>	<b>Cost per Unit</b>	<b>Total</b>
<i>Laptop Computers:</i> Laptop computers are necessary to supply the needs of 2 new employees; laptops will be necessary given the high mobility of all REACH staff	4	█	█

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Laptop Computers and Laptop Docking Stations:</i> These will allow personnel to dock their laptops in the REACH office, giving them immediate access to office hardware such as desktop printers	4	██████	██████
<b>Equipment Total</b>			██████

<b>(Line 5) Supplies: Consistent with AISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than ██████ or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than ██████ per unit.</b>	<b>Number of Items</b>	<b>Cost per Unit</b>	<b>Total</b>
<i>Books for Professional Development Book Studies:</i> REACH will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others	200	████	██████
<b>Supply Total</b>			██████

<b>(Line 6) Contractual</b>		<b>Timing of Costs</b>	<b>Total</b>
<i>Third-party facilitation:</i> REACH will contract with consultants who will provide guidance and strategic planning to insure the core elements of the PBCS are well-designed and fiscally sustainable during the planning year.		Throughout the school year	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Data Systems:</i> REACH will contract with NCEA to provide comprehensive college and career readiness system in order to provide.		Throughout the year	██████████
<i>Data Systems:</i> REACH will contract with a district provider to build and maintain programs and facilities for data collection and reporting for REACH grant activities as described in pages x-xx of the proposal.		Throughout the year	██████████
<i>Mentor training:</i> REACH will begin to train the new mentors needed to support the new teachers at the additional schools		Jul-11	██████████
<i>Teacher and Principal Evaluation Development:</i> REACH will contract with a consultant to develop a rigorous, transparent, and fair evaluation systems for teachers and principals.		Beginning of the program	██████████
<b>Contractual Total</b>			██████████

<b><i>Other Expenses</i></b>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others.	██████████
<i>Food:</i> REACH will serve snacks and a light luncheon during the 36 meetings (teacher advisory, principal advisory and steering committee) that will take place during the planning period. It estimates that snacks will cost ██████████ per person, lunch will cost ██████████ per person and dinner will cost ██████████ per person. Each committee meeting will include 25 participants and the facilitators as well as members of the REACH staff.	██████████
<b>Other Total</b>	██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<b>Total Direct Costs</b>	<b>[REDACTED]</b>
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<b>Total Indirect Costs</b>	<b>[REDACTED]</b>
<b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b>	

<b>Total Year One Costs</b>	<b>[REDACTED]</b>
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Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

3. Campus Choice of College Readiness measures			
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Teacher Student Growth Award Total</b>			██████████
Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development.	428	██████████	██████████
<b>Teacher Professional Growth Award Total</b>			██████████
Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves.	40	██████████	██████████
Mentors who have successful evaluations will receive an additional stipend.	40	██████████	██████████
Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract.	40	██████████	██████████
Mentors receive half of campus-wide award if the school achieves.	18	██████████	██████████
Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item).	67	██████████	██████████
*Teachers: Teachers who oversee the Take One process (which is an example of a PDU)	25	██████████	██████████

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

Teachers: Teachers who oversee the PDU process	25		
<b>Total Teacher Leadership Pathways Awards</b>			
Teachers: Teachers who have been at the campus 1-3 or more years	640		
Teachers: Teachers who have been at the campus 4 or more years	1239		
<b>Total Hard-to-Staff Awards</b>			
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>			
<b>Number of Staff</b>		<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of "met standard." (see page x of proposal)	27		
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4	8		
1. TBD Value-added		if 3 measures met	
2. Campus Choice of TAKS/STAAR measures	9		
3. Campus Choice of College Readiness measures		if all 4 measures met	
4. Campus Choice (additional stipend for 4 out of 4)			

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Principal Student Growth Award</b>			
Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional)	27		
<b>Principal Professional Growth Award Total</b>			
Principals: on campuses with less than 40 teachers	3		
Principals: on campuses with between 41 and 100 teachers	21		
Principals: on campuses with over 100 teachers	3		
<b>Principal Hard-to-staff campus awards</b>			
<b>Total Principal Awards</b>			

<b>Other Personnel Expenses:</b>	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
REACH predicts that teachers will need either substitutes for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.			
<i>Substitutes:</i> These substitutes will be made available to: Teachers who serve as SLO facilitators (4 per facilitator)	67		
Teachers whose professional development units require them to attend events such as conferences and workshops during school hours	200		

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Total Other Personnel</b>	\$ [REDACTED]
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<b>Total Personnel</b>	\$ [REDACTED]
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<i>(Line 2) Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.	15%	\$ [REDACTED]

<i>(Line 3) Travel: Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$200 per night for three nights, local transportation of \$100, and per diem of \$70</i>	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for REACH's grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (REACH Coordinator and 2 other key personnel)	[REDACTED]	[REDACTED]
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (REACH Coordinator and 1 other key staff member)	[REDACTED]	[REDACTED]
<b>Total Conference Travel</b>			[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<b>Local Travel: Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Austin ISD currently reimburses its employees at \$.50 per mile for use of their private vehicles for district business; REACH will use the same formula.</b>	<b>Miles</b>	<b>Rate</b>	<b>Total</b>
<i>REACH Staff Travel:</i> The REACH 5 staff members are expected to travel extensively (about 4,000 miles/per year) among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.	██████	██████	██████
<b>Local Travel Total</b>			██████

<b>*Travel for Professional Development: REACH intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their supervisor and will be directly related to areas of professional growth the teacher or principal has identified.</b>	<b>Number of Trips</b>	<b>Cost Per Trip</b>	<b>Total</b>
<i>In-State Conference:</i> Registration ██████ Travel ██████, Hotel \$85/night (two nights), Per diem ██████/day (for two days)	100	██████	██████
<i>Austin Area Conference:</i> Registration ██████ Travel ██████, Per diem ██████	50	██████	██████
<i>National Conference:</i> Registration ██████, Airfare ██████ Hotel Room ██████ night for three nights, local transportation of ██████, per diem of ██████ day (for three days)	30	██████	██████
<b>Professional Development Travel Total</b>			██████

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Total Travel</b>	██████████
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<b>(Line 4) Equipment: Consistent AISD’s policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.</b>	<b>Number of Items</b>	<b>Cost per Unit</b>	<b>Total</b>
<i>Laptop Computers:</i> Laptop computers are necessary to supply the needs of x new employees; laptops will be necessary given the high mobility of all REACH staff	2	██████████	██████████
<i>Laptop Computers and Laptop Docking Stations:</i> These will allow personnel to dock their laptops in the REACH office, giving them immediate access to office hardware such as desktop printers	2	██████████	██████████
<b>Equipment Total</b>			██████████

<b>(Line 6) Contractual</b>		<b>Timing of Costs</b>	<b>Total</b>
<i>Third-party facilitation:</i> REACH will contract with consultants who will provide guidance and facilitated discussions to insure the core elements of the PBCS are well-designed and fiscally sustainable during the planning year.		Throughout the school year	██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Student Assessment System:</i> REACH will contract with NCEA to provide college readiness measures. It will also contract with a vendor, yet to be determined that will provide an assessment solution that will insure teachers have access to strong, reliable measures.		Throughout the year	██████████
<i>Data Systems:</i> REACH will contract with a district provider to build and maintain programs and facilities for data collection and reporting for REACH grant activities as described in pages x-xx of the proposal.		Throughout the year	██████████
<i>Teacher and Principal Evaluation Development:</i> REACH will contract with a consultant to develop a rigorous, transparent, and fair evaluation systems for teachers and principals.		Beginning of the program	██████████
<b>Contractual Total</b>			██████████

<i>Other Expenses</i>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others.	██████████
<i>*Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ ██████ per candidate)	██████████
<i>Food:</i> REACH will serve snacks and a light luncheon during the x steering committee meetings that will take place during the planning period. It estimates that snacks will cost ██████ per person, lunch will cost ██████ per person and dinner will cost ██████ per person. Each committee meeting will include 25 participants and the facilitators as well as members of the REACH staff.	██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<b>Other Total</b>	

<b>Total Direct Costs</b>	
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<b>Total Indirect Costs</b>	
<b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b>	

<b>Total Year Two Costs</b>	
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Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

**Year Three: Federal Funds**

<b>(Line 1) Personnel: Differentiated Compensation and Incentives</b>	<b>Number of Staff receiving stipend</b>	<b>Amount of Award</b>	<b>Total</b>
<p>Teachers: Individual Student Learning Objectives -</p> <p>Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. AISD estimates that 60% of 1,892 participants will reach their targets.</p>	1135.2	██████	██████████
<p>Teachers: Team Student Learning Objectives - Groups of teachers will write a team SLO based on all the students in a course using a common assessment. Core teachers must participate in a team SLO. Non-core teachers may choose to join a core team or may form their own. Teams work with campus administration to create an objective focused on an area of need, give a common pre-assessment to set a growth target, and systematically progress monitor student growth. Teams will post-test at the end of the year to determine if target is met. AISD estimates that 80% of 1,892 participants will reach their targets.</p>	1513.6	██████	██████████
<p>Teachers: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4</p> <p>AISD estimates that 50% of participants will meet 3 <u>or</u> 4 targets (between 50-70%) will reach their targets.</p> <p>1. TBD Value-added</p> <p>2. Campus Choice of TAKS/STAAR measures</p>	473  473	██████  ██████	██████████  ██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

3. Campus Choice of College Readiness measures			
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Teacher Student Growth Award Total</b>			
Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development.	437		
<b>Teacher Professional Growth Award Total</b>			
Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves.	53		
Mentors who have successful evaluations will receive an additional stipend.	53		
Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract.	53		
Mentors receive half of campus-wide award if the school achieves.	25		
Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item).	105		
*Teachers: Teachers who oversee the Take One process (which is an example of a PDU)	30		

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

Teachers: Teachers who oversee the PDU process	30	██████	██████
<b>Total Teacher Leadership Pathways Awards</b>			██████
Teachers: Teachers who have been at the campus 1-3 or more years	530	██████	██████
Teachers: Teachers who have been at the campus 4 or more years	1362	██████	██████
<b>Total Hard-to-Staff Awards</b>			██████
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>	<b>Number of Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of “met standard.” (see page x of proposal)	37	██████	██████
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4	14	██████	██████
1. TBD Value-added		if 3 measures met	
2. Campus Choice of TAKS/STAAR measures	14	██████	██████
3. Campus Choice of College Readiness measures		if all 4 measures met	
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Principal Student Growth Award</b>			<b>\$349,000</b>

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional)	37	██████	██████
<b>Principal Professional Growth Award Total</b>			██████
Principals: on campuses with less than 40 teachers	11	██████	██████
Principals: on campuses with between 41 and 100 teachers	23	██████	██████
Principals: on campuses with over 100 teachers	3	██████	██████
<b>Principal Hard-to-staff campus awards</b>			██████
<b>Total Principal Awards</b>			██████

<i>Other Personnel Expenses:</i> REACH predicts that teachers will need either substitutes for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
<i>Substitutes:</i> These substitutes will be made available to: Teachers who serve as SLO facilitators (4 per facilitator)	105	█ █ █	█ █ █
Teachers whose professional development units require them to attend events such as conferences and workshops during school hours	200	█ █	█ █

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Total Other Personnel</b>	\$ [REDACTED]
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<b>Total Personnel</b>	\$ [REDACTED]
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<i>(Line 2) Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker’s Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.	15%	\$ [REDACTED]

<b>(Line 3) Travel: Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$200 per night for three nights, local transportation of \$100, and per diem of \$70</b>	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for REACH’s grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (REACH Coordinator and 2 other key personnel)	[REDACTED]	[REDACTED]
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (REACH Coordinator and 1 other key staff member)	[REDACTED]	[REDACTED]
<b>Total Conference Travel</b>			[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><b>Local Travel:</b> Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Austin ISD currently reimburses its employees at [REDACTED] per mile for use of their private vehicles for district business; REACH will use the same formula.</p>	<p><b>Miles</b></p>	<p><b>Rate</b></p>	<p><b>Total</b></p>
<p><i>REACH Staff Travel:</i> The REACH 5 staff members are expected to travel extensively (about 4,000 miles/per year) among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.</p>	<p>20,000</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p><b>Local Travel Total</b></p>			<p>[REDACTED]</p>

<p><b>*Travel for Professional Development:</b> REACH intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their supervisor and will be directly related to areas of professional growth the teacher or principal has identified.</p>	<p><b>Number of Trips</b></p>	<p><b>Cost Per Trip</b></p>	<p><b>Total</b></p>
<p><i>In-State Conference:</i> Registration [REDACTED] Travel [REDACTED] Hotel [REDACTED]/night (two nights), Per diem [REDACTED] day (for two days)</p>	<p>100</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p><i>Austin Area Conference:</i> Registration [REDACTED] Travel [REDACTED], Per diem [REDACTED]</p>	<p>100</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p><i>National Conference:</i> Registration [REDACTED] Airfare [REDACTED] Hotel Room [REDACTED] night for three nights, local transportation of [REDACTED], per diem of [REDACTED] day (for three days)</p>	<p>40</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p><b>Professional Development Travel Total</b></p>			<p>[REDACTED]</p>

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Total Travel</b>	\$ [REDACTED]
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<i>(Line 6) Contractual</i>		<b>Timing of Costs</b>	<b>Total</b>
<i>Third-party facilitation:</i> REACH will contract with consultants who will provide guidance and facilitated discussions to insure the core elements of the PBCS are well-designed and fiscally sustainable during the planning year.		Throughout the school year	[REDACTED]
<i>Data Systems:</i> REACH will contract with a district provider to build and maintain programs and facilities for data collection and reporting for REACH grant activities as described in pages x-xx of the proposal.		Throughout the year	[REDACTED]
<b>Contractual Total</b>			[REDACTED]

<i>Other Expenses</i>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others.	[REDACTED]
<i>*Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ [REDACTED] per candidate)	[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<p><i>Food:</i> REACH will serve snacks and a light luncheon during the x steering committee meetings that will take place during the planning period. It estimates that snacks will cost [REDACTED] per person, lunch will cost [REDACTED] per person and dinner will cost [REDACTED] per person. Each committee meeting will include 25 participants and the facilitators as well as members of the REACH staff.</p>	<p>[REDACTED]</p>
<b>Other Total</b>	<p>[REDACTED]</p>

<b>Total Direct Costs</b>	<p>[REDACTED]</p>
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<p><b>Total Indirect Costs</b>  <b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b></p>	<p>[REDACTED]</p>
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<b>Total Year Three Federal Costs</b>	<p>[REDACTED]</p>
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Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

**Year Four Federal Costs**

<b>(Line 1) Personnel: Differentiated Compensation and Incentives</b>	<b>Number of Staff receiving stipend</b>	<b>Amount of Award</b>	<b>Total</b>
<p>Teachers: Individual Student Learning Objectives -</p> <p>Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. AISD estimates that 60% of 1,692 participants will reach their targets.</p>	1015.2	██████	██████
<p>Teachers: Team Student Learning Objectives - Groups of teachers will write a team SLO based on all the students in a course using a common assessment. Core teachers must participate in a team SLO. Non-core teachers may choose to join a core team or may form their own. Teams work with campus administration to create an objective focused on an area of need, give a common pre-assessment to set a growth target, and systematically progress monitor student growth. Teams will post-test at the end of the year to determine if target is met. AISD estimates that 80% of 1,692 participants will reach their targets.</p>	1353.6	██████	██████
<p>Teachers: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4</p> <p>AISD estimates that 50% of participants will meet 3 <u>or</u> 4 targets (between 50-70%) will reach their targets.</p> <p>1. TBD Value-added</p>	423	\$██████	██████
	423	██████	██████

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

2. Campus Choice of TAKS/STAAR measures			
3. Campus Choice of College Readiness measures			
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Teacher Student Growth Award Total</b>			██████████
Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development.	██████████	██████████	██████████
<b>Teacher Professional Growth Award Total</b>			██████████
Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves.	45	██████████	██████████
Mentors who have successful evaluations will receive an additional stipend.	45	██████████	██████████
Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract.	45	██████████	██████████
Mentors receive half of campus-wide award if the school achieves.	20	██████████	██████████
Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item).	105	██████████	██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

*Teachers: Teachers who oversee the Take One process (which is an example of a PDU)	30	██████	██████
Teachers: Teachers who oversee the PDU process	30	██████	██████
<b>Total Teacher Leadership Pathways Awards</b>			██████████
Teachers: Teachers who have been at the campus 1-3 or more years	450	██████	██████
Teachers: Teachers who have been at the campus 4 or more years	1242	██████	██████████
*Teachers: Hard-to-Staff subjects to be determined in Year One of Grant award		██████	█
<b>Total Hard-to-Staff Awards</b>			██████████
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>	<b>Number of Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of “met standard.” (see page x of proposal)	31	██████	██████
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4	12	██████	██████
1. TBD Value-added		if 3 measures met	
2. Campus Choice of TAKS/STAAR measures	10	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

3. Campus Choice of College Readiness measures		if all 4 measures met	
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Principal Student Growth Award</b>			████████
Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional)	31	████████	████████
<b>Principal Professional Growth Award Total</b>			████████
Principals: on campuses with less than 40 teachers	5	████████	████████
Principals: on campuses with between 41 and 100 teachers	23	████████	████████
Principals: on campuses with over 100 teachers	3	████████	████████
<b>Principal Hard-to-staff campus awards</b>			████████
<b>Total Principal Awards</b>			████████

<b>Other Personnel Expenses:</b> REACH predicts that teachers will need either substitutes for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
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Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Substitutes:</i> These substitutes will be made available to: Teachers who serve as SLO facilitators (4 per facilitator)	105	█ █	█	█
Teachers whose professional development units require them to attend events such as conferences and workshops during school hours	200	█ █	█	█
<b>Total Other Personnel</b>			█	█

<b>Total Personnel</b>	█	█
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<i>(Line 2) Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.	15%	█

<i>(Line 3) Travel:</i> Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$200 per night for three nights, local transportation of \$100, and per diem of \$70	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for REACH's grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (REACH Coordinator and 2 other key personnel)	█	█

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.</p>	<p>2 (REACH Coordinator and 1 other key staff member)</p>	<p>██████</p>	<p>██████</p>
<b>Total Conference Travel</b>			<p>██████</p>

<p><b>Local Travel:</b> Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Austin ISD currently reimburses its employees at ██████ per mile for use of their private vehicles for district business; REACH will use the same formula.</p>	<p>Miles</p>	<p>Rate</p>	<p>Total</p>
<p><i>REACH Staff Travel:</i> The REACH 5 staff members are expected to travel extensively (about 4,000 miles/per year) among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.</p>	<p>20,000</p>	<p>██████</p>	<p>██████</p>
<b>Local Travel Total</b>			<p>██████</p>

<p><b>*Travel for Professional Development:</b> REACH intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their supervisor and will be directly related to areas of professional growth the teacher or principal has identified.</p>	<p>Number of Trips</p>	<p>Cost Per Trip</p>	<p>Total</p>
<p><i>In-State Conference:</i> Registration ██████ Travel ██████ Hotel ██████/night (two nights), Per diem ██████/day (for two days)</p>	<p>100</p>	<p>██████</p>	<p>██████</p>

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Austin Area Conference:</i> Registration [REDACTED] Travel [REDACTED], Per diem [REDACTED]6	100	\$ [REDACTED]	[REDACTED]
<i>National Conference:</i> Registration [REDACTED], Airfare [REDACTED], Hotel Room \$200/night for three nights, local transportation of [REDACTED] per diem of \$72/ day (for three days)	40	[REDACTED]	[REDACTED]
<b>Professional Development Travel Total</b>			[REDACTED]

<b>Total Travel</b>	[REDACTED]
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<i>(Line 6) Contractual</i>		<b>Timing of Costs</b>	<b>Total</b>
<i>Third-party facilitation:</i> REACH will contract with consultants who will provide guidance and facilitated discussions to insure the core elements of the PBCS are well-designed and fiscally sustainable during the planning year.		Throughout the school year	[REDACTED]
<i>Data Systems:</i> REACH will contract with a district provider to build and maintain programs and facilities for data collection and reporting for REACH grant activities as described in pages x-xx of the proposal.		Throughout the year	[REDACTED]
<b>Contractual Total</b>			[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Other Expenses</b>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others.	██████
<i>*Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ ██████ per candidate)	██████
<i>Food:</i> REACH will serve snacks and a light luncheon during the x steering committee meetings that will take place during the planning period. It estimates that snacks will cost ██████ per person, lunch will cost ██████ per person and dinner will cost ██████ per person. Each committee meeting will include 25 participants and the facilitators as well as members of the REACH staff.	██████
<b>Other Total</b>	██████

<b>Total Direct Costs</b>	██████████
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<b>Total Indirect Costs</b>	██████████
<b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b>	

<b>Total Year Four Federal Costs</b>	██████████
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Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

**Year Five Federal Costs**

<b>(Line 1) Personnel: Differentiated Compensation and Incentives</b>	<b>Number of Staff receiving stipend</b>	<b>Amount of Award</b>	<b>Total</b>
<p>Teachers: Individual Student Learning Objectives - Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. AISD estimates that 60% of 500 participants will reach their targets.</p>	300	██████	██████
<p>Teachers: Team Student Learning Objectives - Groups of teachers will write a team SLO based on all the students in a course using a common assessment. Core teachers must participate in a team SLO. Non-core teachers may choose to join a core team or may form their own. Teams work with campus administration to create an objective focused on an area of need, give a common pre-assessment to set a growth target, and systematically progress monitor student growth. Teams will post-test at the end of the year to determine if target is met. AISD estimates that 80% of 500 participants will reach their targets.</p>	400	██████	██████
<p>Teachers: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4 AISD estimates that 50% of participants will meet 3 <u>or</u> 4 targets (between 50-70%) will reach their targets.</p>	125	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

1. TBD Value-added	125	██████	██████
2. Campus Choice of TAKS/STAAR measures			
3. Campus Choice of College Readiness measures			
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Teacher Student Growth Award Total</b>			██████
Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development.	70	\$██████	██████
<b>Teacher Professional Growth Award Total</b>			██████
Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves.	8	██████	██████
Mentors who have successful evaluations will receive an additional stipend.	8	██████	██████
Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract.	8	██████	██████
Mentors receive half of campus-wide award if the school achieves.	8	██████	██████
Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item).	20	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

*Teachers: Teachers who oversee the Take One process (which is an example of a PDU).	5	██████	██████
Teachers: Teachers who oversee and provide direction to the PDU process.	5	██████	██████
<b>Total Teacher Leadership Pathways Awards.</b>			██████
Teachers: Teachers who have been at the campus 1-3 or more years.	80	██████	██████
Teachers: Teachers who have been at the campus 4 or more years.	420	██████	██████
<b>Total Hard-to-Staff Awards</b>			██████

<b>Total Teacher Incentives</b>			██████
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>	<b>Number of Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of “met standard.”	8	██████	██████
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4. 1. TBD Value-added 2. Campus Choice of TAKS/STAAR measures	3	██████ if 3 measures met	██████
	5	██████	██████

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

3. Campus Choice of College Readiness measures		if all 4 measures met	
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Principal Student Growth Award</b>			██████████
Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional).	8	██████████	██████████
<b>Principal Professional Growth Award Total</b>			██████████
Principals: on campuses with less than 40 teachers will receive a differentiated stipend.	4	██████████	██████████
Principals: on campuses with between 41 and 100 teachers will receive a differentiated stipend.	4	██████████	██████████
Principals: on campuses with over 100 teachers will receive a differentiated stipend.	1	██████████	██████████
<b>Principal Hard-to-staff campus awards</b>			██████████
<b>Total Principal Awards</b>			██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<b>Other Personnel Expenses:</b> REACH predicts that teachers will need either substitutes for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
<i>Substitutes:</i> These substitutes will be made available to:  Teachers who serve as SLO facilitators (4 per facilitator).	80	█ █	\$ █
Teachers whose professional development units require them to attend events such as conferences and workshops during school hours.	30	\$ █	\$ █
<b>Total Other Personnel</b>			\$ █

<b>Total Personnel</b>	\$ █
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<b>(Line 2) Fringe</b>	<b>Rate</b>	<b>Total</b>
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.	15%	\$ █

<b>(Line 3) Travel:</b> Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$200 per night for three nights, local transportation of \$100, and per diem of \$70	<b>Number of trips</b>	<b>Amount per Trip</b>	<b>Total</b>
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Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for REACH's grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (REACH Coordinator and 2 other key personnel)	██████	██████
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (REACH Coordinator and 1 other key staff member)	██████	██████
<b>Total Conference Travel</b>			██████

<i>(Line 6) Contractual</i>		<b>Timing of Costs</b>	<b>Total</b>
<i>Third-party facilitation:</i> REACH will contract with consultants who will provide guidance and facilitated discussions to insure the core elements of the PBCS are well-designed and fiscally sustainable during the planning year.		Throughout the school year	██████
<b>Contractual Total</b>			██████

<i>Other Expenses</i>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others. will receive a differentiate stipend. This will be paid for with local M&O funds.	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ \$355 per candidate) will receive a differentiated stipend.	██████████
<b>Other Total</b>	██████████

<b>Total Direct Costs</b>	██████████
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<b>Total Indirect Costs</b>	██████████
<b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b>	

<b>Total Year Five Federal Funds Costs</b>	██████████
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**Year One: Non-Federal Funds**

<b>(Line 1) Personnel: The following requested personnel will all be employees of the PBCS. These positions are outlined in the management plan described in the proposal.</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
<i>Executive Director of Educator Quality</i> (1): Ensures alignment of REACH to AISD’s overall Strategic and Educator Quality plans. This position will be paid for with local M&O funds.	30%	██████████	██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><i>REACH Administrative Supervisor (1):</i> Manages and provides direction to the PBCS. This position will be paid for with local M&amp;O funds.</p>	<p>100%</p>	<p>██████</p>	<p>██████</p>
<p><i>SLO Team (3):</i> Provide training to teachers and principals to create high-quality, rigorous SLOs. These positions will be paid for with local M&amp;O funds.</p>	<p>100%</p>	<p>██████</p>	<p>██████</p>
<p><i>*Mentor Coordinator:</i> (1) Oversee Mentor training, development, and processes to ensure high-quality mentoring. This position will be paid with Title II funding.</p>	<p>100%</p>	<p>██████</p>	<p>██████</p>
<p><i>*Communications (1):</i> A staff member from the Office of Planning and Communications will assist the REACH program with its messaging to internal and external audiences. This position will be paid for with local M&amp;O funds.</p>	<p>50%</p>	<p>██████</p>	<p>██████</p>
<p><i>*Evaluation Analyst I (2):</i> This position will begin the first year of implementation and will be responsible for collecting and analyzing survey, classroom observation, and focus group data, for researching program effects, and providing formative feedback. Sample qualifications are provided.</p>	<p>100%</p>	<p>██████</p>	<p>██████</p>
<p><i>*Evaluation Analyst II (2):</i> This position will begin the first year of implementation and will be responsible for collecting and analyzing survey, coordinating a team of researchers to classroom observations and focus groups, researching program effects, providing formative feedback, and providing reports to the granting agency as required.</p>	<p>100%</p>	<p>██████</p>	<p>██████</p>
<b>Total Personnel Salaries</b>			<p>\$ ██████</p>

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Total Personnel</b>	<b>\$</b>	██████████
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<i>(Line 2) Fringe</i>	<b>Rate</b>	<b>Total</b>
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker’s Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.	15%	\$ ██████████

<i>(Line 5) Supplies: Consistent with AISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than ██████████ or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than ██████████ per unit.</i>	<b>Number of Items</b>	<b>Cost per Unit</b>	<b>Total</b>
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the REACH office. will receive a differentiate stipend. This will be paid for with local M&O funds.			██████████
<i>Copies:</i> Copies of numerous documents will need to be made for the continuing operation of the REACH office. will receive a differentiate stipend. This will be paid for with local M&O funds.	200,000	██████████	██████████
<b>Supply Total</b>			<b>\$ ██████████</b>

<i>(Line 6) Contractual</i>	<b>Timing of Costs</b>	<b>Total</b>

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><i>Mentor training:</i> REACH will begin to train the new mentors needed to support the new teachers at the additional schools. The Beginning Teachers and Induction Mentoring (BTIM) state grant and Applied Materials (a private company in Austin) will pay for this training.</p>		<p>Throughout the year.</p>	<p>██████████</p>
<b>Contractual Total</b>			<p>██████████</p>

<b><i>Other Expenses</i></b>	<b>Total</b>
<p><i>Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ ██████ per candidate) will receive a differentiate stipend. This stipend will be paid for with local M&amp;O funds.</p>	<p>██████████</p>
<b>Other Total</b>	<p>██████████</p>

<b>Total Direct Costs</b>	<p>██████████</p>
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<b>Total Indirect Costs</b> <b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b>	<p>██████████</p>
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<b>Total Year Two Non-Federal Funds Costs</b>	<p>██████████</p>
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Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

**Year Two Non-Federal Funds**

<b>(Line 1) Personnel: The following requested personnel will all be employees of the PBCS. These positions are outlined in the management plan described in detail in the proposal.</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
<i>Executive Director of Educator Quality</i> (1): Ensures alignment of REACH to AISD’s overall Strategic and Educator Quality plans. This position will be paid for with local M&O funds.	30%	████████	████████
<i>REACH Administrative Supervisor</i> (1): Manages and provides direction to the PBCS. This position will be paid for with local M&O funds.	100%	████████	████████
<i>SLO Team</i> (3): Provide training to teachers and principals to create high-quality, rigorous SLOs. These positions will be paid for with local M&O funds.	100%	████████	████████
<i>*Mentor Coordinator</i> : (1) Oversee Mentor training, development, and processes to ensure high-quality mentoring. This position will be paid with Title II funding.	100%	████████	████████
<i>*Communications</i> (1): A staff member from the Office of Planning and Communications will assist the REACH program with its messaging to internal and external audiences. This position will be paid for with local M&O funds.	50%	████████	████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><i>*Evaluation Analyst I (2):</i> This position will begin the first year of implementation and will be responsible for collecting and analyzing survey, classroom observation, and focus group data, for researching program effects, and providing formative feedback. Sample qualifications are provided.</p>	100%	██████	██████
<p><i>*Evaluation Analyst II (2):</i> This position will begin the first year of implementation and will be responsible for collecting and analyzing survey, coordinating a team of researchers to classroom observations and focus groups, researching program effects, providing formative feedback, and providing reports to the granting agency as required.</p>	100%	██████	██████
<b>Total Personnel Salaries</b>			\$ ██████
<p><b><i>(Line 1) Personnel: Differentiated Compensation and Incentives</i></b></p>	<p><b>Number of Staff receiving stipend</b></p>	<p><b>Amount of Award</b></p>	<p><b>Total</b></p>
<p>Teachers: Individual Student Learning Objectives - Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. AISD estimates that 60% of 400 participants will reach their targets. This will be funded with the DATE Grant from the state of Texas</p>	240	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p>Teachers: Team Student Learning Objectives - Groups of teachers will write a team SLO based on all the students in a course using a common assessment. Core teachers must participate in a team SLO. Non-core teachers may choose to join a core team or may form their own. Teams work with campus administration to create an objective focused on an area of need, give a common pre-assessment to set a growth target, and systematically progress monitor student growth. Teams will post-test at the end of the year to determine if target is met. AISD estimates that 80% of 400 participants will reach their targets. This will be funded with the DATE Grant from the state of Texas</p>	<p>320</p>	<p>██████████</p>	<p>██████████</p>
<p>Teachers: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4 AISD estimates that 50% of participants will meet 3 <u>or</u> 4 targets (between 50-70%) will reach their targets. This will be funded with the DATE Grant from the state of Texas.</p> <ol style="list-style-type: none"> <li>1. TBD Value-added</li> <li>2. Campus Choice of TAKS/STAAR measures</li> <li>3. Campus Choice of College Readiness measures</li> <li>4. Campus Choice (additional stipend for 4 out of 4)</li> </ol>	<p>100</p>	<p>██████████ if 3 measures met</p>	<p>██████████</p>
	<p>100</p>	<p>██████████ if all 4 measures met</p>	<p>██████████</p>
<p><b>Teacher Student Growth Award Total</b></p>			<p>██████████</p>

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development. This will be funded with the DATE Grant from the state of Texas.	70	██████████	██████████
<b>Teacher Professional Growth Award Total</b>			██████████
Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves. This position will be paid for with local M&O funds.	6	██████████	██████████
Mentors who have successful evaluations will receive an additional stipend. This stipend will be paid for with local M&O funds.	6	██████████	██████████
Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. This stipend will be paid for with local M&O funds.	6	██████████	██████████
Mentors receive half of campus-wide award if the school achieves. This stipend will be paid for with local M&O funds.	6	██████████	██████████
Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item). This will be paid for with local M&O funds.	14	██████████	██████████
*Teachers: Teachers who oversee the Take One process (which is an example of a PDU). This position will be paid for with local M&O funds.	5	██████████	██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

Teachers: Teachers who oversee and provide direction to the PDU process. This position will be paid for with local M&O funds.	5	██████	██████
<b>Total Teacher Leadership Pathways Awards.</b>			██████████
Teachers: Teachers who have been at the campus 1-3 or more years. This stipend will be paid for with local M&O funds.	60	██████	██████
Teachers: Teachers who have been at the campus 4 or more years. This stipend will be paid for with local M&O funds.	340	██████	██████████
*Teachers: Hard-to-Staff subjects to be determined in Year One of Grant award. These will be identified in the planning year and will be paid with funds to be determined.		██████	█
<b>Total Hard-to-Staff Awards</b>			██████████
<b>Total Teacher Incentives</b>			██████████
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>	<b>Number of Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of “met standard.” This stipend will be paid for with local M&O funds.	6	██████	██████
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4. This stipend will be paid for with local M&O funds. This position will be paid for with local M&O funds.	1	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

1. TBD Value-added		if 3 measures met	
2. Campus Choice of TAKS/STAAR measures	5	██████	██████
3. Campus Choice of College Readiness measures		if all 4 measures met	
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Principal Student Growth Award</b>			██████
Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional). This stipend will be paid for with local M&O funds.	6	██████	██████
<b>Principal Professional Growth Award Total</b>			██████
Principals: on campuses with less than 40 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	1	██████	██████
Principals: on campuses with between 41 and 100 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	4	██████	██████
Principals: on campuses with over 100 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	1	██████	██████
<b>Principal Hard-to-staff campus awards</b>			██████
<b>Total Principal Awards</b>			██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Other Personnel Expenses:</i> REACH predicts that teachers will need either substitute for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
<i>Substitutes:</i> These substitutes will be made available to:  Teachers who serve as SLO facilitators (4 per facilitator). This will be paid with the DATE grant.  Teachers whose professional development units require them to attend events such as conferences and workshops during school hours. This will be paid with the DATE grant.	14	█ █	█ █
	30	█ █	█ █
<b>Total Other Personnel</b>			\$ █

<b>Total Personnel</b>	\$ █
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<i>(Line 2) Fringe</i>	<b>Rate</b>	<b>Total</b>
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.	15%	\$ █

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<b>(Line 5) Supplies: Consistent with AISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than [REDACTED] or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than [REDACTED] per unit.</b>	<b>Number of Items</b>	<b>Cost per Unit</b>	<b>Total</b>
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the REACH office. Will receive a differentiate stipend. This will be paid for with local M&O funds.			[REDACTED]
<i>Copies:</i> Copies of numerous documents will need to be made for the continuing operation of the REACH office will receive a differentiated stipend. This will be paid for with local M&O funds.	200,000	[REDACTED]	[REDACTED]
<i>Books for Professional Development Book Studies:</i> REACH will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others. Will receive a differentiate stipend. This will be paid for with local M&O funds.	400	[REDACTED]	[REDACTED]
<b>Supply Total</b>			[REDACTED]

<b>(Line 6) Contractual</b>		<b>Timing of Costs</b>	<b>Total</b>
<i>Mentor training:</i> REACH will begin to train the new mentors needed to support the new teachers at the additional schools. The Beginning Teachers and Induction Mentoring (BTIM) state grant and Applied Materials (a private company in Austin) will pay for this training.		Throughout the year.	[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Contractual Total</b>	[REDACTED]
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<i><b>Other Expenses</b></i>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others who will receive a differentiated stipend. This will be paid for with local M&O funds.	[REDACTED]
<i>Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ \$355 per candidate) will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	[REDACTED]
<b>Other Total</b>	[REDACTED]

<b>Total Direct Costs</b>	[REDACTED]
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<b>Total Indirect Costs</b>	[REDACTED]
<b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b>	

<b>Total Year Two Non-Federal Funds Costs</b>	[REDACTED]
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Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

**Year Three: Non-Federal Funds**

<b>(Line 1) Personnel: The following requested personnel will all be employees of the PBCS. These positions are outlined in the management plan described in the proposal.</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
<i>Executive Director of Educator Quality</i> (1): Ensures alignment of REACH to AISD’s overall Strategic and Educator Quality plans. This position will be paid for with local M&O funds.	30%	██████	██████
<i>REACH Administrative Supervisor</i> (1): Manages and provides direction to the PBCS. This position will be paid for with local M&O funds.	100%	██████	██████
<i>SLO Team</i> (3): Provide training to teachers and principals to create high-quality, rigorous SLOs. These positions will be paid for with local M&O funds.	100%	██████	██████
<i>*Mentor Coordinator</i> : (1) Oversee Mentor training, development, and processes to ensure high-quality mentoring. This position will be paid with Title II funding.	100%	\$ ██████	██████
<i>Communications</i> (1): A staff member from the Office of Planning and Communications will assist the REACH program with its messaging to internal and external audiences. This position will be paid for with local M&O funds.	50%	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p>*<i>Evaluation Analyst I</i> (2): This position will be responsible for collecting and analyzing survey, classroom observation, and focus group data, for researching program effects, and providing formative feedback. Sample qualifications are provided.</p>	<p>100%</p>	<p>██████</p>	<p>██████</p>
<p>*<i>Evaluation Analyst II</i> (2): This position will be responsible for collecting and analyzing survey, coordinating a team of researchers to classroom observations and focus groups, researching program effects, providing formative feedback, and providing reports to the granting agency as required.</p>	<p>100%</p>	<p>██████</p>	<p>██████</p>
<b>Total Personnel Salaries</b>			<p>\$ ██████</p>
<p><b>(Line 1) Personnel: Differentiated Compensation and Incentives</b></p>	<p><b>Number of Staff receiving stipend</b></p>	<p><b>Amount of Award</b></p>	<p><b>Total</b></p>
<p>Teachers: Individual Student Learning Objectives - Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. AISD estimates that 60% of 500 participants will reach their targets. This will be funded with the DATE Grant from the state of Texas.</p>	<p>300</p>	<p>██████</p>	<p>██████</p>



Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p>Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development. This will be funded with the DATE Grant from the state of Texas.</p>	70	██████	██████
<b>Teacher Professional Growth Award Total</b>			██████
<p>Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves. This position will be paid for with local M&amp;O funds.</p>	8	██████	██████
<p>Mentors who have successful evaluations will receive an additional stipend. This stipend will be paid for with local M&amp;O funds.</p>	8	██████	██████
<p>Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. This stipend will be paid for with local M&amp;O funds.</p>	8	██████	██████
<p>Mentors receive half of campus-wide award if the school achieves. This stipend will be paid for with local M&amp;O funds.</p>	8	██████	██████
<p>Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item). This will be paid for with local M&amp;O funds.</p>	20	██████	██████
<p>*Teachers: Teachers who oversee the Take One process (which is an example of a PDU). This position will be paid for with local M&amp;O funds.</p>	5	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

Teachers: Teachers who oversee and provide direction to the PDU process. This position will be paid for with local M&O funds.	5	██████	██████
<b>Total Teacher Leadership Pathways Awards.</b>			██████████
Teachers: Teachers who have been at the campus 1-3 or more years. This stipend will be paid for with local M&O funds.	80	██████	██████
Teachers: Teachers who have been at the campus 4 or more years. This stipend will be paid for with local M&O funds.	420	██████	██████████
*Teachers: Hard-to-Staff subjects to be determined in Year One of Grant award. These will be identified in the planning year and will be paid with funds to be determined.		██████	█
<b>Total Hard-to-Staff Awards</b>			██████████
<b>Total Teacher Incentives</b>			██████████
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>	<b>Number of Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of “met standard.” This stipend will be paid for with local M&O funds.	10	██████	██████
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4. This stipend will be paid for with local M&O funds. This position will be paid for with local M&O funds.	3	\$██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

1. TBD Value-added		if 3 measures met	
2. Campus Choice of TAKS/STAAR measures	5	██████	██████
3. Campus Choice of College Readiness measures		if all 4 measures met	
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Principal Student Growth Award</b>			██████
Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional). This stipend will be paid for with local M&O funds.	10	██████	██████
<b>Principal Professional Growth Award Total</b>			██████
Principals: on campuses with less than 40 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	4	██████	██████
Principals: on campuses with between 41 and 100 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	4	██████	██████
Principals: on campuses with over 100 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	1	██████	██████
<b>Principal Hard-to-staff campus awards</b>			██████
<b>Total Principal Awards</b>			██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Other Personnel Expenses:</i> REACH predicts that teachers will need either substitute for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
<p><i>Substitutes:</i> These substitutes will be made available to:</p> <p>Teachers who serve as SLO facilitators (4 per facilitator). This will be paid with the DATE grant.</p> <p>Teachers whose professional development units require them to attend events such as conferences and workshops during school hours. This will be paid with the DATE grant.</p>	80	█	█
	30	█	█
<b>Total Other Personnel</b>			\$ █

<b>Total Personnel</b>	\$ █
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<i>(Line 2) Fringe</i>	<b>Rate</b>	<b>Total</b>
<p><i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.</p>	15%	\$ █

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>(Line 5) Supplies: Consistent with AISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than [REDACTED] or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than [REDACTED] per unit.</i>	Number of Items	Cost per Unit	Total
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the REACH office. Will receive a differentiate stipend. This will be paid for with local M&O funds.			[REDACTED]
<i>Copies:</i> Copies of numerous documents will need to be made for the continuing operation of the REACH office. Will receive a differentiate stipend. This will be paid for with local M&O funds.	200,000	[REDACTED]	[REDACTED]
<i>Books for Professional Development Book Studies:</i> REACH will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others. This will be paid for with local M&O funds.	400	[REDACTED]	[REDACTED]
<b>Supply Total</b>			[REDACTED]

<i>(Line 6) Contractual</i>		Timing of Costs	Total
<i>Mentor training:</i> REACH will begin to train the new mentors needed to support the new teachers at the additional schools. The Beginning Teachers and Induction Mentoring (BTIM) state grant and Applied Materials (a private company in Austin) will pay for this training.		Throughout the year.	[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Contractual Total</b>	██████████
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<i><b>Other Expenses</b></i>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others who will receive a differentiate stipend. This will be paid for with local M&O funds.	██████████
<i>Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ ██████ per candidate) This stipend will be paid for with local M&O funds.	██████████
<b>Other Total</b>	██████████

<b>Total Direct Costs</b>	██████████
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<b>Total Indirect Costs</b>	██████████
<b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency</b>	

<b>Total Year Three Non-Federal Funds Costs</b>	██████████
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Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

**Year Four: Non-Federal Funds**

<b>(Line 1) Personnel: The following requested personnel will all be employees of the PBCS. These positions are outlined in the management plan described in the proposal.</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
<i>Executive Director of Educator Quality</i> (1): Ensures alignment of REACH to AISD’s overall Strategic and Educator Quality plans. This position will be paid for with local M&O funds.	30%	██████	██████
<i>REACH Administrative Supervisor</i> (1): Manages and provides direction to the PBCS. This position will be paid for with local M&O funds.	100%	██████	██████
<i>SLO Team</i> (3): Provide training to teachers and principals to create high-quality, rigorous SLOs. These positions will be paid for with local M&O funds.	100%	██████	██████
<i>*Mentor Coordinator</i> : (1) Oversee Mentor training, development, and processes to ensure high-quality mentoring. This position will be paid with Title II funding.	100%	██████	██████
<i>Communications</i> (1): A staff member from the Office of Planning and Communications will assist the REACH program with its messaging to internal and external audiences. This position will be paid for with local M&O funds.	50%	██████	██████
<i>*Evaluation Analyst I</i> (2): This position will be responsible for collecting and analyzing survey, classroom observation, and focus group data, for researching program effects, and providing formative feedback. Sample qualifications are provided.	100%	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p>*<i>Evaluation Analyst II</i> (2): This position will be responsible for collecting and analyzing survey, coordinating a team of researchers to classroom observations and focus groups, researching program effects, providing formative feedback, and providing reports to the granting agency as required.</p>	<p>100%</p>	<p>██████████</p>	<p>██████████</p>
<b>Total Personnel Salaries</b>			<p>\$ ██████████</p>
<p><b>(Line 1) Personnel: Differentiated Compensation and Incentives</b></p>	<p><b>Number of Staff receiving stipend</b></p>	<p><b>Amount of Award</b></p>	<p><b>Total</b></p>
<p>Teachers: Individual Student Learning Objectives - Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. AISD estimates that 60% of 700 participants will reach their targets. This will be funded with the DATE Grant from the state of Texas.</p>	<p>420</p>	<p>██████████</p>	<p>██████████</p>



Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development. This will be funded with the DATE Grant from the state of Texas.	70	██████	██████
<b>Teacher Professional Growth Award Total</b>			██████
Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves. This position will be paid for with local M&O funds.	16	██████	██████
Mentors who have successful evaluations will receive an additional stipend. This stipend will be paid for with local M&O funds.	16	██████	██████
Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. This stipend will be paid for with local M&O funds.	16	██████	██████
Mentors receive half of campus-wide award if the school achieves. This stipend will be paid for with local M&O funds.	12	██████	██████
Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item). This will be paid for with local M&O funds.	20	██████	██████
*Teachers: Teachers who oversee the Take One process (which is an example of a PDU). This position will be paid for with local M&O funds.	5	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

Teachers: Teachers who oversee and provide direction to the PDU process. This position will be paid for with local M&O funds.	5	██████	██████
<b>Total Teacher Leadership Pathways Awards.</b>			██████████
Teachers: Teachers who have been at the campus 1-3 or more years. This stipend will be paid for with local M&O funds.	160	██████	██████
Teachers: Teachers who have been at the campus 4 or more years. This stipend will be paid for with local M&O funds.	540	██████	██████████
*Teachers: Hard-to-Staff subjects to be determined in Year One of Grant award. These will be identified in the planning year and will be paid with funds to be determined.		██████	█
<b>Total Hard-to-Staff Awards</b>			██████████
<b>Total Teacher Incentives</b>			██████████
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>	<b>Number of Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of "met standard." This stipend will be paid for with local M&O funds.	16	██████	██████
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4. This stipend will be paid for with local M&O funds. This position will be paid for with local M&O funds.	6	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

1. TBD Value-added		if 3 measures met	
2. Campus Choice of TAKS/STAAR measures	8	████████	████████
3. Campus Choice of College Readiness measures		if all 4 measures met	
4. Campus Choice (additional stipend for 4 out of 4)			
<b>Principal Student Growth Award</b>			\$ ██████████
Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional). This stipend will be paid for with local M&O funds.	16	████████	████████
<b>Principal Professional Growth Award Total</b>			████████
Principals: on campuses with less than 40 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	12	████████	████████
Principals: on campuses with between 41 and 100 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	4	████████	████████
Principals: on campuses with over 100 teachers will receive a differentiate stipend. This stipend will be paid for with local M&O funds.	1	████████	████████
<b>Principal Hard-to-staff campus awards</b>			████████
<b>Total Principal Awards</b>			████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Other Personnel Expenses:</i> REACH predicts that teachers will need either substitute for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development.	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
<p><i>Substitutes:</i> These substitutes will be made available to:</p> <p>Teachers who serve as SLO facilitators (4 per facilitator). This will be paid with the DATE grant.</p> <p>Teachers whose professional development units require them to attend events such as conferences and workshops during school hours. This will be paid with the DATE grant.</p>	80	█	█
	30	█	█
<b>Total Other Personnel</b>			\$ █

<b>Total Personnel</b>	\$ █
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<i>(Line 2) Fringe</i>	<b>Rate</b>	<b>Total</b>
<p><i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay.</p>	15%	\$ █

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>(Line 5) Supplies: Consistent with AISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than \$1,000, or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than \$1,000 per unit.</b>	<b>Number of Items</b>	<b>Cost per Unit</b>	<b>Total</b>
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the REACH office. This will be paid for with local M&O funds.			██████████
<i>Copies:</i> Copies of numerous documents will need to be made for the continuing operation of the REACH office. This will be paid for with local M&O funds.	200,000	██████████	██████████
<i>Books for Professional Development Book Studies:</i> REACH will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others. This will be paid for with local M&O funds.	400	██████████	██████████
<b>Supply Total</b>			██████████

<b>(Line 6) Contractual</b>		<b>Timing of Costs</b>	<b>Total</b>
<i>Mentor training:</i> REACH will begin to train the new mentors needed to support the new teachers at the additional schools. The Beginning Teachers and Induction Mentoring (BTIM) state grant and Applied Materials (a private company in Austin) will pay for this training.		Throughout the year.	██████████

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<b>Contractual Total</b>	██████████
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<i><b>Other Expenses</b></i>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others. This will be paid for with local M&O funds.	██████████
<i>Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ ██████ per candidate) This stipend will be paid for with local M&O funds.	██████████
<b>Other Total</b>	██████████

<b>Total Direct Costs</b>	██████████
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<b>Total Indirect Costs</b>	██████████
<b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b>	

<b>Total Year Four Non-Federal Funds Costs</b>	██████████
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Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

**Year Five: Non-Federal Funds**

<b>(Line 1) Personnel: The following requested personnel will all be employees of the PBCS. These positions are outlined in the management plan described in detail in the proposal.</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
<i>Executive Director of Educator Quality</i> (1): Ensures alignment of REACH to AISD’s overall Strategic and Educator Quality plans. This position will be paid for with local M&O funds.	30%	██████	██████
<i>REACH Administrative Supervisor</i> (1): Manages and provides direction to the PBCS. This position will be paid for with local M&O funds.	100%	██████	██████
<i>SLO Team</i> (3): Provide training to teachers and principals to create high-quality, rigorous SLOs. These positions will be paid for with local M&O funds.	100%	██████	██████
<i>*Mentor Coordinator</i> : (1) Oversee Mentor training, development, and processes to ensure high-quality mentoring. This position will be paid with Title II funding.	100%	██████	██████
<i>Communications</i> (1): A staff member from the Office of Planning and Communications will assist the REACH program with its messaging to internal and external audiences. This position will be paid for with local M&O funds.	50%	██████	██████
<i>*Evaluation Analyst I</i> (2): This position will be responsible for collecting and analyzing survey, classroom observation, and focus group data, for researching program effects, and providing formative feedback. Sample qualifications are provided. This position will be paid for with local M&O funds.	100%	██████	██████

Budget Narrative: U.S. Department of Education Funds  
 Austin Independent School District

<p>*<i>Evaluation Analyst II</i> (2): This position will be responsible for collecting and analyzing survey, coordinating a team of researchers to classroom observations and focus groups, researching program effects, providing formative feedback, and providing reports to the granting agency as required. This position will be paid for with local M&amp;O funds.</p>	<p>100%</p>	<p>██████████</p>	<p>██████████</p>
<b>Total Personnel Salaries</b>			<p>\$ ██████████</p>
<p><b>(Line 1) Personnel: Differentiated Compensation and Incentives</b></p>	<p><b>Number of Staff receiving stipend</b></p>	<p><b>Amount of Award</b></p>	<p><b>Total</b></p>
<p>Teachers: Individual Student Learning Objectives -                   Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. AISD estimates that 60% of 1,892 participants will reach their targets. This will be funded with the DATE Grant from the state of Texas.</p>	<p>1135.2</p>	<p>██████████</p>	<p>██████████</p>

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p>Teachers: Team Student Learning Objectives - Groups of teachers will write a team SLO based on all the students in a course using a common assessment. Core teachers must participate in a team SLO. Non-core teachers may choose to join a core team or may form their own. Teams work with campus administration to create an objective focused on an area of need, give a common pre-assessment to set a growth target, and systematically progress monitor student growth. Teams will post-test at the end of the year to determine if target is met. AISD estimates that 80% of 1,892 participants will reach their targets. This will be funded with the DATE Grant from the state of Texas.</p>	1513.6	██████████	██████████
<p>Teachers: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4 AISD estimates that 50% of participants will meet 3 <u>or</u> 4 targets (between 50-70%) will reach their targets. This will be funded with the DATE Grant from the state of Texas.</p> <ol style="list-style-type: none"> <li>1. TBD Value-added</li> <li>2. Campus Choice of TAKS/STAAR measures</li> <li>3. Campus Choice of College Readiness measures</li> <li>4. Campus Choice (additional stipend for 4 out of 4)</li> </ol>	473	\$██████████	██████████
<p><b>Teacher Student Growth Award Total</b></p>			██████████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

Teachers: Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! AISD estimates that 23% of teachers will successfully complete this professional development. This will be funded with the DATE Grant from the state of Texas.	437	██████	██████
<b>Teacher Professional Growth Award Total</b>			██████
Teachers: Master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract. Mentors receive half of campus-wide award if the school achieves.	53	██████	██████
Mentors who have successful evaluations will receive an additional stipend.	53	██████	██████
Teachers: Salaries of master teachers who have been freed from their own teaching duties to work directly with new teachers. Mentors are on a 197 day contract.	53	██████	██████
Mentors receive half of campus-wide award if the school achieves. This will be funded with the DATE Grant from the state of Texas.	25	██████	██████
Teachers: Campus staff who provide support for the SLO process. They also receive 4 substitute days (in a subsequent line item).	105	██████	██████
*Teachers: Teachers who oversee the Take One process (which is an example of a PDU)	30	██████	██████
Teachers: Teachers who oversee the PDU process	30	██████	██████

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<b>Total Teacher Leadership Pathways Awards (This stipend will be paid for with local M&amp;O funds).</b>			[REDACTED]
Teachers: Teachers who have been at the campus 1-3 or more years	530	[REDACTED]	[REDACTED]
Teachers: Teachers who have been at the campus 4 or more years	1362	[REDACTED]	[REDACTED]
*Teachers: Hard-to-Staff subjects to be determined in Year One of Grant award		[REDACTED]	1
<b>Total Hard-to-Staff Awards (This stipend will be paid for with local M&amp;O funds.)</b>			[REDACTED]
<b>Personnel: Differentiated Compensation and Incentives for Principals</b>	<b>Number of Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Principals: Principal sets up approval team, meets with teachers, completes approval forms, meets all deadlines, attend principal meetings. They also must insure that 80% of SLOs on their campus reach a Quality Assurance of "met standard." This will be funded with the DATE Grant from the state of Texas.	39	[REDACTED]	[REDACTED]
Principals: Campus Basket of Measures approved by Associate Superintendent - 4 measures - Campus must meet 3 out of 4 measures to qualify for a stipend. This will be funded with the DATE Grant from the state of Texas.	14	[REDACTED]	[REDACTED]
1. TBD Value-added		if 3 measures met	
2. Campus Choice of TAKS/STAAR measures	14	[REDACTED]	[REDACTED]
3. Campus Choice of College Readiness measures		if all 4 measures met	

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

4. Campus Choice (additional stipend for 4 out of 4)			
<b>Principal Student Growth Award</b>			██████████
Principals: Groups of principals or leadership team may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Principals will present findings in end of year report. Principals can choose to create an original PDU, from a menu of options, or participate in Take One! (Optional). This stipend will be paid for with local M&O funds.	39	██████████	██████████
<b>Principal Professional Growth Award Total</b>			██████████
Principals: on campuses with less than 40 teachers	13	██████████	██████████
Principals: on campuses with between 41 and 100 teachers	23	██████████	██████████
Principals: on campuses with over 100 teachers	3	██████████	██████████
<b>Principal Hard-to-staff campus awards</b>			██████████
<b>Total Principal Awards</b>			██████████

<b>Other Personnel Expenses:</b> REACH predicts that teachers will need either substitutes for time out of class for professional. Such substitute time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend AISD onsite professional development. This stipend will be paid for with local M&O funds.	<b>Number of Personnel</b>	<b>Cost per Day</b>	<b>Total</b>
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Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Substitutes:</i> These substitutes will be made available to:			
Teachers who serve as SLO facilitators (4 per facilitator)	105	\$ [REDACTED]	\$ [REDACTED]
Teachers whose professional development units require them to attend events such as conferences and workshops during school hours	200	\$ [REDACTED]	\$ [REDACTED]
<b>Total Other Personnel</b>			\$ [REDACTED]

<b>Total Personnel</b>	\$ [REDACTED]
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<i>(Line 2) Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. REACH will pay fringe on incentive pay as well as on salaries and extra-duty pay. This stipend will be paid for with a combination of local M&O funds and DATE grant funds.	15%	\$ [REDACTED]

<b><i>(Line 3) Travel:</i> Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$200 per night for three nights, local transportation of \$100, and per diem of \$70</b>	<b>Number of trips</b>	<b>Amount per Trip</b>	<b>Total</b>
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Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><b>Local Travel:</b> Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Austin ISD currently reimburses its employees at [REDACTED] per mile for use of their private vehicles for district business; REACH will use the same formula.</p>	Miles	Rate	Total
<p><i>REACH Staff Travel:</i> The REACH 5 staff members are expected to travel extensively (about 4,000 miles/per year) among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims. This stipend will be paid for with local M&amp;O funds.</p>	20,000	[REDACTED]	[REDACTED]
<b>Local Travel Total</b>			[REDACTED]

<p><b>*Travel for Professional Development:</b> REACH intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their supervisor and will be directly related to areas of professional growth the teacher or principal has identified.</p>	Number of Trips	Cost Per Trip	Total
<p><i>In-State Conference:</i> Registration [REDACTED] Travel [REDACTED] Hotel [REDACTED]/night (two nights), Per diem [REDACTED]6/day (for two days). This stipend will be paid for with local M&amp;O funds.</p>	100	[REDACTED]	[REDACTED]
<p><i>Austin Area Conference:</i> Registration [REDACTED] Travel [REDACTED], Per diem [REDACTED]. This stipend will be paid for with local M&amp;O funds.</p>	100	[REDACTED]	[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><i>National Conference:</i> Registration [REDACTED], Airfare [REDACTED] Hotel Room [REDACTED] night for three nights, local transportation of [REDACTED] per diem of [REDACTED] day (for three days). This stipend will be paid for with local M&amp;O funds.</p>	40	[REDACTED]	[REDACTED]
<b>Professional Development Travel Total</b>			[REDACTED]

<b>Total Travel</b>	[REDACTED]
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<p><b><i>(Line 5) Supplies:</i> Consistent with AISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than [REDACTED] or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than [REDACTED] per unit.</b></p>	Number of Items	Cost per Unit	Total
<p><i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the REACH office. This stipend will be paid for with local M&amp;O funds.</p>			[REDACTED]
<p><i>Copies:</i> Copies of numerous documents will need to be made for the continuing operation of the REACH office. This stipend will be paid for with local M&amp;O funds.</p>	200,000	[REDACTED]	[REDACTED]

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<i>Books for Professional Development Book Studies:</i> REACH will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others. This stipend will be paid for with local M&O funds.	550	█	█
<b>Supply Total</b>			█

<i>(Line 6) Contractual</i>		<b>Timing of Costs</b>	<b>Total</b>
<i>Mentor training:</i> REACH will begin to train the new mentors needed to support the new teachers at the additional schools. The Beginning Teachers and Induction Mentoring (BTIM) state grant and Applied Materials (a private company in Austin) will pay for this training.		Throughout the year.	█
<i>Data Systems:</i> REACH will contract with a district provider to build and maintain programs and facilities for data collection and reporting for REACH grant activities. This stipend will be paid for with local M&O funds.		Throughout the year	█
<b>Contractual Total</b>			█

<b>Other Expenses</b>	<b>Total</b>
<i>Printing:</i> REACH will need to print material including overviews for teachers and principals for the incentive system, the evaluation procedure, and the SLO guidelines, among others. This stipend will be paid for with local M&O funds.	█

Budget Narrative: U.S. Department of Education Funds  
Austin Independent School District

<p><i>*Fees:</i> National Board for Professional Teacher Standards fees for Take One. (100 candidates @ █████ per candidate). This stipend will be paid for with local M&amp;O funds.</p>	<p>█████</p>
<p><i>Food:</i> REACH will serve snacks and a light luncheon during the 36 steering committee, teacher and principal advisory meetings that will take place during the planning period. It estimates that snacks will cost █████ per person, lunch will cost █████ per person and dinner will cost █████ per person. Each committee meeting will include 25 participants and the facilitators as well as members of the REACH staff. This stipend will be paid for with local M&amp;O funds.</p>	<p>█████</p>
<p><b>Other Total</b></p>	<p>█████</p>

<p><b>Total Direct Costs</b></p>	<p>██████████</p>
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<p><b>Total Indirect Costs</b> <b>(2.963% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)</b></p>	<p>██████████</p>
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<p><b>Total Year Five Costs</b></p>	<p>██████████</p>
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