

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 # S385A100116

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: Stone

Suffix:

Title: Investment Partner

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

CFDA 84.385A

Title:

Teacher Incentive Funding

13. Competition Identification Number:

Title:

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

New Orleans, Orleans Parish

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

Implementing a Performance Based Compensation System to Improve Teacher and Administrator Capacity and Student Achievement.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: LA-002

* b. Program/Project: LA-002

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

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

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

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

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

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: * First Name: Michael

Middle Name:

* Last Name: Stone

Suffix:

Title: Investment Partner

* 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:
 New Schools for New Orleans

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	█	█	█	█	█	█
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

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

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

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

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

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

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

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 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:
 New Schools for New Orleans

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

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: Michael Stone

Title: Investment Partner

Date Submitted: 07/03/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): NONE Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NONE Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Michael Stone Title: Investment Partner Applicant: New Schools for New Orleans Date: 07/03/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

New Schools for New Orleans

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:	First Name: Michael	Middle Name:
Last Name: Stone		Suffix:
Title: Investment Partner		

Signature:	Date:
_____	07/03/2010

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 : NOLA TIF GEPA Statement 6-30-10

File : [NOLA TIF GEPA Statement 6-30-10.pdf](#)

GEPA Section 427 Requirement – Statement

Applicant proposes to take the following steps to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs:

1. The program will be open to all teachers and administrators.
2. Teachers and administrators will be invited to participate in any professional development modules that are part of the overall program.
3. Materials and curriculum will be developed in print, online and A-V, so that those with hearing or reading impairment will be able to access all materials.
4. Special training will be provided to teachers or other participants where other barriers exist, such as difficulty with the English language.
5. In order to overcome transportation barriers, the program allows for facilitators to provide materials via email or the internet.
6. Communicating the NOLA TIF grant objectives and activities widely and promoting the program with a tagline stating that this NOLA TIF grant seeks to ensure that teachers, administrators and students from underrepresented groups are served by the program.
7. Utilizing male consultants and trainers to ensure male role models are present and available.
8. Incorporating diverse and multicultural aspects into the facilitated activities or workshops to appeal to audiences of diverse races, origins and colors.
9. Personal interaction of applicant, contractors, and facilitation/consultancy contractor staff and partners with persons of color encouraging their participation in program activities.
10. Hosting all events in locations and facilities that are accessible to persons with disabilities.
11. Promoting all events with the tagline stating that facilities are accessible to persons with disabilities and requesting participants who need accommodations to notify staff and providing contact information to do so.
12. Incorporating veteran teachers in activities such as designing programming and activities and other areas so that teachers with numerous years of experience in teaching can embed the value of their experience in current program design and activities. We anticipate that the inclusion of these teachers will provide a valuable resource to the objectives of this grant.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Michael Stone

Address:

* Street1: [REDACTED]
 Street2: [REDACTED]
 * City: [REDACTED]
 County:
 * 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) #: 2

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : NOLA TIF Human Subjects Research Exemption
 File : [NOLA TIF Human Subjects Research Exemption Statement.pdf](#)



Human Subjects Research Exemption Statement

The project collects program identifying data on teachers and administrators to determine the effectiveness of program components and to provide the basis for calculation of performance awards. This data will not put teachers or administrators at risk. The evaluation process is exempt under exemption # 2 because it uses evaluation and survey procedures without collecting or reporting any student identifiers and teacher and principal identifiers used in the course of project evaluation will not put these individuals at risk.

Project Narrative

Project Abstract

Attachment 1:

Title: **NOLA TIF Abstract** Pages: **1** Uploaded File: **NOLA TIF Abstract.pdf**

Teacher Incentive Funding

CFDA 84.385

ABSTRACT

New Schools for New Orleans (NSNO), a nonprofit organization, is applying for the MAIN Teacher Incentive Fund grant. Twenty-nine high-need New Orleans schools will participate in the proposed program through a collaboration between NSNO, the Recovery School District (RSD), and three Charter Management Organizations which manage thirteen Type 5 charter schools. Each of these schools has its own LEA status. The proposed program, "NOLA TIF" meets all Absolute Priorities required by TIF and fulfills all three Competitive Preference Priorities. Eight schools have completed TIF Core Elements; 21 others will complete them during Planning in Year 1.

The purpose of NOLA TIF is to embed a PBCS in participating schools, which together reach over 12,400 (about 30%) of public school students in New Orleans. The goals of NOLA TIF are to: (a) Improve the capacity of partner schools to implement a comprehensive performance-based compensation system for teachers and principals using the NOLA TIF system; (b) increase the percent of effective teachers, principals and assistant principals in schools in partner schools; (c) increase student achievement; and (d) improve each school's ability to recruit and retain effective teachers, principals and assistant principals.

Program partners agreed to sustain the program by providing matching funds on an increasing share each program year; by Year 6, all schools will provide 100% of the costs of sustaining the program. Evaluation will be conducted by a credentialed external evaluator and team, providing both summative and formative data.

Project Narrative

Application Narrative

Attachment 1:

Title: **NOLA TIF GRANT NARRATIVE** Pages: **64** Uploaded File: **NOLA TIF GRANT NARRATIVE.pdf**

NOLA TIF APPLICATION for MAIN TIF Funding

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Introduction

New Schools for New Orleans (NSNO) (www.newschoolsforneworleans.org) is proud to submit this application for Teacher Incentive Funding (TIF) for the MAIN TIF program in collaboration with the New Orleans Recovery School District (RSD) (an LEA), and three New Orleans Charter Management Organizations. The project goals of TIF are highly aligned with NSNO's mission. As a nonprofit organization committed to a vision of education excellence for every child in New Orleans, NSNO has been a leader in creating and building market-driven education reform in New Orleans since 2006. NSNO supports high standards of teacher excellence and actively recruits teacher and leader talent to the city. Through its initiatives, NSNO has helped to dramatically increase the number of high-performing schools in the city and established the opportunity for the growth of high-quality charter networks that have attracted talented teachers and leaders.

NSNO submits this application for TIF funding to implement the New Orleans Teacher Incentive Fund Program ("NOLA TIF") in twenty-nine (29) high-need schools in New Orleans, LA. NOLA TIF will develop its own unique market-driven approach to a Performance Based Compensation System (PBCS) using elements of the National Institute for Excellence in Teaching's (NIET) Teacher Advancement Program (TAP). NSNO has not applied for TIF funding in the past (*Competitive Preference Priority 6*).

This grant application and its proposed program closely align with LA's overarching statewide human capital strategy to dramatically increase student achievement by ensuring that every child is taught by an effective teacher and every teacher is supported by an effective leader. The state's singular focus on the critical roles that

teacher and leaders play in improving education outcomes for its children is outlined in the *Louisiana Education Reform Plan*, the state's blueprint for advancing reform statewide and its Race to the Top (R2T) application, filed June 1, 2010.

Background

The fifth anniversary of Hurricane Katrina coincides with a turning point in New Orleans' extraordinary school reform juggernaut. The gains to date have been stunning. What was arguably the nation's most atrocious public school system has been replaced by a polycentric "system of schools" that is improving student achievement at three times the state rate. Now comes the time to consolidate the changes and to prove that they are sustainable. That means accelerating the pace of reform and bringing the best teacher and principal recruitment, development and retention practices to scale.

Now more than ever, New Orleans has the potential to become the national model for educating students at greatest risk of failure. Many of the city's improvements have been driven by NSNO and the state's creation of the LA Recovery School District (RSD) in 2003. The RSD was created to transform the state's academically unacceptable schools. The first state in the nation to create such a district, LA became recognized nationally as a model for accountability and high expectations, standards and curriculum, school turnaround, transformation and education results.

In August 2005 came Hurricanes Katrina and Rita, and the physical devastation of New Orleans. With the entire Orleans Parish School system flood-damaged and dismantled, families and community leaders had a clean slate and began rebuilding one of the worst school districts in the country from the ground up. As physically devastating as they were, these storms presented an opportunity for the state to solidify

its commitment to improving student outcomes and to expand its reform efforts. The RSD grew overnight to include nearly every school in New Orleans and the results have been nothing short of amazing. Based on the work of the RSD and the New Orleans education reform community, the city now leads the nation in successful reform, with more than sixty percent of its students attending charter schools, and dramatic improvements in student achievement. For the first time since high-stakes testing began, more than half of fourth graders in New Orleans are scoring at basic grade level or above, no small achievement given where these scores began. New Orleans RSD is unique in the US in terms of its market-driven reform environment. Sixteen of the schools included in this grant are operated directly by the RSD, and thirteen schools are operated by three Charter Management Organizations (CMO). NOLA TIF presents a uniform approach to implementing a PBCS across all these schools, while simultaneously honoring individual approaches for each school to build its own culture and capacity.

All NOLA TIF partners are relentlessly committed to improving education for every child in the city by building teacher and leader capacity. They are strategically positioned to serve over 12,000 high need students in high-need neighborhoods throughout the city. By implementing NOLA TIF from 2010-2015, these schools aggregately and systematically will build a critical mass of highly effective teachers and leaders who will drive student achievement in one of the nation's highest-need student populations. New Orleans implementing the NOLA TIF PBCS in a market-driven reform environment can provide a performance-based model for other US districts considering PBCS as part of their reform measures to improve long-term education outcomes for

their youth and communities.

Priorities

NSNO's grant application must meet three absolute priorities; NSNO begins this application by briefly discussing how the proposed program meets these priorities.

Absolute Priority 1: Differentiated Levels of Compensation for Effective Teachers

and Principals. The proposed NOLA TIF program provides differentiated rewards to teachers and principals based on their effectiveness, measured by student growth data and classroom observations. NOLA TIF also includes roles for master and mentor teachers who receive additional compensation based on accepting additional responsibilities.

Absolute Priority 2: Fiscal Sustainability of the Performance-based

Compensation Plan. Each NOLA TIF partner has signed an MOU indicating that it commits to provide matching funding on an increasing scale over the five-year funding period. By Year 6 of the program, 100% of all costs of sustaining the program will be funded by each partner.

Absolute Priority 3: Comprehensive Approach to Performance Based

Compensation System (PBCS): NOLA TIF provides an integrated system to implement a PBCS through a multi-faceted, aligned approach. It is specifically designed to strengthen the educator workforce and improve student outcomes through a sustained program. The program provides for multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation. The program aligns performance pay with teacher career advancement, highly effective professional development and meaningful evaluations. Professional

development is informed by the outcomes of evaluations at the individual and school-wide levels. NOLA TIF aligns with LA's recent legislation, HB 1033 which mandates statewide efforts to increase teacher effectiveness by requiring annual evaluations, so that in 2012-2013, 50% of all teachers' and administrators' evaluations will be based on evidence of growth in student achievement. HB 1033 mandates the roll-out of the Comprehensive Performance Management System (CPMS) statewide and links student achievement to educator evaluations, professional development and support, schools and district accountability. Educator data will inform retention and tenure decisions. HB 1033 requires dismissal for educators who, despite intensive support are still not evaluated as being effective after three years. In addition to Competitive Preference Priority 6, NOLA TIF meets the following:

Competitive Preference Priority 4: Use of Value-Added Measures of Student

Achievement. LA's use of the SAS EVAAS system tracks longitudinal student data at the student level. Under the proposed program (and by 2012-13 mandated by HB 1033), 50% of performance bonuses for teachers, assistant principals and principals are linked to student value-added growth at the classroom and school-wide levels.

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

NOLA TIF will be a powerful recruiting and retention tool at NOLA TIF schools. NOLA TIF will allow the participating schools to be even more competitive in attracting teacher talent to hard-to-staff subjects. It will increase the effectiveness of all teachers and administrators, and will enable participating schools to be competitive in retaining these educators by providing

incentives, strong professional development and career advancement. Research shows that collective teacher effectiveness, as an organizational property of schools, is positively associated with achievement levels (Heck, 2009). A school climate exhibiting teacher effectiveness and collegiality will succeed in recruiting and retaining effective teachers. NOLA TIF fully supports LA's goal to ensure that students in high-poverty and/or high minority schools are staffed by highly effective teachers and principals by creating learning communities at participating schools based on continuous improvement of teacher and principal skills and rewarding teachers and leaders who are rated as effective or highly effective. An explanation of how teachers and leaders will be shown to be effective is included on page 25.

TIF Core Elements Status

Eight of the schools included in the application are currently operating a modified NOLA TIF program and have addressed all five of the TIF Core Elements. These schools are ready in Year 1 to move forward with full NOLA TIF implementation. However, twenty-one other schools have not addressed all five of the TIF Core Elements and therefore will use Year 1 as a Planning Year in order to address these. During the Planning Year, these schools will have a plan for effectively communicating to teachers, administrators and the community at large the components of NOLA TIF; engage the support of at least 75% of teachers to implement the program; assure that all teachers and administrators understand the use of rigorous, fair and transparent evaluation systems in NOLA TIF; utilize data management systems that can link student achievement data to teacher and administrator payroll; and implement a plan for ensuring that teachers and administrators understand the specific measures of teacher

and principal effectiveness as described in this application. The timeline and activities that will occur during the planning year are shown on pages 47- 48. Schools using Y1 as a planning year will implement the NOLA TIF program in their schools beginning in Year 2. Table 1 shows schools' Year 1 readiness status vis-à-vis the TIF Core Five Elements.

Table 1

LEA/CMO	# Schools	Y1 Activities
Recovery School District (LEA)	8	Planning
FirstLine (CMO)	5	
ReNEW (CMO)	2	
KIPP (CMO)	6	
Recovery School District	8	Implementation

A. Need for the Project

Educational Landscape: The RSD was created by the LA Legislature in 2003 with the passage of Revised Statute 17:1990 and R.S. 17:10.5. These statutes give the state, through the RSD, power to remove from local control any school that has remained in an academically unacceptable school (AUS) status for four consecutive years and has not been corrected during that period by local authorities (<http://www.doe.state.la.us/>). When the state brings a school into the RSD, it removes full governance authority over the school from the district and assumes full per-pupil funding levels for the school, as well.

In August 2005, the nation watched in horror as Hurricane Katrina and the subsequent flooding in New Orleans decimated the city. Ninety percent of all public school buildings were damaged. New Orleans residents were scattered throughout the nation. Prospects for recovery looked dismal.

This tragedy provided a unique opportunity and the benefit of time to re-think public education in the city. In September 2005, 107 (or about 90%) New Orleans schools were transferred to RSD. An aggressive injection of bold action and innovation has led to the creation of an environment in New Orleans that provides the greatest amount of choice of any urban district in America, where families may choose from 37 RSD charter schools or 33 turnaround schools operated directly by the RSD. With its unique governance model designed to support autonomy, flexibility and innovation, the RSD is a leading reform model for educators around the country as they search for solutions to transform low-performing schools. Secretary of Education Duncan, while visiting RSD schools in 2010, stated that “in places like New Orleans, there’s phenomenal innovation going on. Not all the answers are here, but a lot of the answers are here. We now have a historic opportunity to take innovative ideas that are working and take them to scale across the country. Louisiana is uniquely positioned to lead the way in driving this innovation nationwide”. All schools in the RSD are given the freedom to hire and fire staff based on performance, required to implement longer school days and/or a longer school year, and required to use a data-driven instructional model that provides real-time feedback on student learning.

Community Factors: New Orleans as a city has long experienced generational poverty, driven by high rates of pregnancy among teenagers, a poor wage outlook and poor prospects for educational attainment. *Poverty:* According to US Census/American Factfinder data from 2006 – 2008, 23.8% of the people in New Orleans live at or below the federal poverty level; US-wide 13.2% of the population lives at or below the poverty level. In New Orleans 16.1% of families live at or below the poverty level compared with

9.6% across the US. According to the Annie E. Casey Foundation, in New Orleans, 37.9% of children 18 years or below live at or below the poverty level; in New Orleans 59% live in single-parent homes; across LA 43% of children live in single-parent homes. In New Orleans 50.9 % of households with a female head of household and children 5 years or younger live at or below the poverty level (US Census). 47% of all full time, year-round workers in the metro area earn less than \$35,000 annually (www.gnocdc.org). After the economic downturn of 2008, the unemployment rate in New Orleans remained low, fueled by the ongoing post-Katrina recovery construction boomlet; now unemployment in New Orleans is rising. The oil spill in the Gulf of Mexico will hit the local economy hard: New Orleans has an abundance of low-wage jobs associated with the tourism industry, and as the media continues to fuel bad news about the spill, tourism activity is dropping. Many of the families whose incomes are based on tourism or the oil field and related oil-field businesses will be hit by economic hardship, likely for years. These are families whose children attend NOLA TIF schools. *Crime:* In 2010, New Orleans was ranked 6th in the nation for its rate of crime based on 2009 crime statistics. In 2009, crime in New Orleans was 284.44% above the national crime rate (Source: CQ Press using reported data from the FBI). According to the New Orleans Police Department crime statistics for 2009, New Orleans has a higher rate of murders, rape and auto theft than most other US cities. Drug traffic is the basis for much of this activity. *Blight:* Children in New Orleans are still recovering emotionally and psychologically from Katrina; their recovery is not helped by scars in the physical environment which include over 50,000 blighted properties, many located in neighborhoods where NOLA TIF school children come home each day

(www.gnocdc.org). *Community/Family:* Lack of a nuclear family structure is high among target students. According to 2006-2008 American FactFinder, in New Orleans 42.7% of children reside with single parents or other relatives, including 32.7% of grandparents who are caregivers of children under eighteen. *Emotional and Psychological issues:* The emotional impact post-Katrina has led to higher levels of depression, mental illness and suicide in New Orleans and the surrounding area. Children have been affected deeply by post-traumatic stress and these effects are still being felt in classrooms across the city. A 2008 survey by the Department of Health and Hospitals showed that, in areas affected by Katrina, post-traumatic stress disorder was 14.9% in 2006 and rose to 20.9% in 2007; suicidal ideation was 2.8% in 2006 and doubled to 6.4% by 2007 (Source: Dept. of Health Care Policy, Harvard Medical School).

Urban School Distribution: In the face of overcoming these hardships, the proliferation of RSD schools and RSD-charters to date has been remarkable in the numbers of operating schools and their distribution throughout New Orleans. The RSD strategy of heavy reliance on charter schools grants immediate autonomy to the school leader, creates a whole new team of teaching staff, includes a strong connection to the community through a charter board, and allows for creativity and the competitive and innovative spirit to thrive. The parallel strategy of RSD-run schools relies on similar concepts, including the formation of local advisory boards, the use of business-like human capital strategies, and a strong curriculum and instruction model that is reviewed quarterly by national experts to determine if the academic achievement results are truly driven by a strong curriculum and instruction approach. Results in RSD schools show

significant growth in academic achievement regardless of which model has been used. In the last two years, the academic achievement in RSD schools in New Orleans has increased in nearly every area tested by the state, and increased at a rate that exceeds the state's growth average in nearly every tested area. Further, schools that have been in the RSD for three years or more have increased student learning at rates significantly greater than the state average in 75 percent of elementary schools and 66 percent of high schools. (Source: LA Department of Education, "Growth in Recovery School District: New Orleans Schools 2007- 2009").

The LEA/CMO/school partners in this proposed program are all RSD schools; however, sixteen of them are RSD direct-run schools and thirteen others are RSD charters being operated and managed by three CMOs. Together, these partners will reach 12,402 students through the proposed program; this accounts for one-third of total public school enrollment in New Orleans, which in October 2009 was 38,051 students (LA Department of Education). In these schools, the proposed program will reach a very high percentage of the high-need students in New Orleans. All schools that are part of this proposal are Title I schools. Over 85% of all students are on free/reduced lunch; 97.1% of all students are African-American. Over the five years of the grant period, RSD plans to continue to advance its market driven reform agenda by moving some direct-run schools into partner CMO's, with no disruption in the implementation of NOLA TIF as a whole. This underscores the RSD's commitment to using turnaround strategies deployed in a high poverty area to achieve reform in a scalable environment.

Extent to which the application establishes that (1) the high-need schools whose

educators would be part of the PBCS have difficulty:

(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education:

As in other urban school systems around the country, New Orleans schools face many challenges in attracting and retaining highly qualified teachers and leaders. The RSD has built a talent pipeline through national recruitment, selection, placement and staffing supports. Interventions by NSNO and partnerships with Teach For America, The New Teacher Project and New Leaders for New Schools have contributed to improving recruitment to local schools. RSD has made progress in filling teacher positions; on June 15, 2010 only 39% remained vacant, down from 61% in 2009. However, difficulties in recruiting and retaining qualified teachers and leaders remain. One component is LA's teacher and leader pay scales, which for teachers ranks 28th in the nation. Principals' salaries rank above the national average for elementary school principals; about even for middle schools principals and about 9% below the national average for high school principals. With regard to teacher experience, at participating schools, 48% of the teachers have 3 years or less teaching experience; only 48% have 5 or more years' experience (Table 2). The charter school landscape, which provides autonomy to charters in hiring talent, also creates an extremely competitive hiring environment. However, KIPP reports that there has been a 43% increase in recruiting a highly qualified pool of teachers over the last year. Demands on teachers and leaders are intense with educators often working up to 80 hours weekly. With regard to recruiting teachers for hard to staff subjects, RSD reports that difficulty in hiring teachers for these positions has been due to late

identification of vacancies. A large number of surplus teachers due to school closures and consolidations provided an opportunity to target hiring of teachers in hard-to-staff subjects such as math, science, and special education. With regard to hiring school leaders, RSD reports that it has had difficulty, not in the number of candidates available, but in the quality of the candidates. Overall, difficulties in recruiting candidates have improved significantly since 2005 and educator retention is now the challenge in RSD and local charter schools. NOLA TIF will provide incentives that will improve retention of highly qualified teachers and leaders.

(ii) Retaining highly qualified or effective teachers and principals: RSD teacher retention data for 2009-2010 showed that 89.36% of teachers were retained; this is an improvement over 2008-2009, where only 67.81% were retained. The total number of teachers separated from the district in 2008-2009 was 32.19%; the number separated in 2009-2010 is currently 10.64%. RSD notes that teacher retention will likely drop lower than the levels reported as of June 14, 2010, since additional people will likely resign or be dismissed after June 30, 2010. However, these raw statistics should not be interpreted that the teachers who were retained were effective or highly effective.

Table 2

School Name	# of Teachers	Yrs. at School		Yrs. of Teaching Experience		Gen Y Teachers
		# of Teachers at School for 3 years or more	# of Teachers at School for less than 3 years	# of Teachers with 5 years or more experience	# of Teachers with less than 5 years experience	# of teachers on staff who are 32 years old and younger
Ashe	31	9	22	12	19	18
Dibert	35	0	35	13	22	22
Green	42	24	18	19	23	28
Langston Hughes	35	1	34		35	

FirstLine College Prep*	6		6		6	
KIPP New Orleans Leadership Academy	7	0	7	5	2	15
KIPP Renaissance High School	9	0	9	3	6	7
KIPP Believe College Prep	25	9	16	10	15	19
KIPP Cental City Academy	30	0	30	5	25	28
KIPP Central City Primary	26	8	18	9	17	16
KIPP McDonogh 15 Scl. for the Creative Arts	49	11	38	9	40	30
Batiste Cultural Arts Academy	35	3	32	15	20	32
SciTech Academy	35	4	31	11	24	36
A.P Tureaud	20	16	4	15	5	4
Benjamin Bannaker	37	30	7	29	8	6
Cohen HS	32	23	9	16	16	12
Greater Gentilly High School	9	4	5	2	7	7
Henderson	19	17	2	17	2	2
John McDonough	33	28	5	25	8	5
Landry High School (hiring now)	30	0	0	0	0	0
REED High School	41	28	13	22	19	16
Joseph Craig Elementary School	35	25	10	28	7	4
John Dibert Elementary	24	19	5	17	7	6
Sarah T. Reed Elementary	36	17	19	18	18	10
Schaumberg Elementary	36	28	8	25	11	10
Fannie C. Williams Elementary	35	25	7	23	12	9
James Weldon Johnson Elementary	22	21	1	15	7	2
Mary Coghill Elementary	33	23	10	19	14	12
Habans Elementary	21	18	3	17	4	3

(2) Student achievement in NOLA TIF schools is lower than in what the applicant

determines are comparable schools in terms of key factors: Test data for 2009-

2010 shows that students at NOLA TIF schools are scoring below LA averages for

BASIC in ELA and BASIC in Math in both economically disadvantaged and minority

categories. Table 3 shows the list of NOLA TIF participating schools, their student

enrollment and student ELA and Math testing data during 2009-2010. In LA public

schools in 2009, in ELA test scores among All Students, 33.2% scored below BASIC;

45.7 % of African American students scored below BASIC; and 41.4% of economically disadvantaged students scored below BASIC. That same year, in Math testing across All Students, 33% scored below BASIC; 48.1% of African American students scored below BASIC. Generally, NOLA TIF school students show performance below those norms in both ELA and Math testing for all students and particularly for high need students. NOLA TIF 2009 testing scores for ELA show a range of 34 – 85% scoring below BASIC. Math testing scores for NOLA TIF schools show a range of 17 – 84% scoring below BASIC. Only two NOLA TIF schools show 0% students scoring at or below BASIC in ELA and Math during 2009-2010.

Table 3

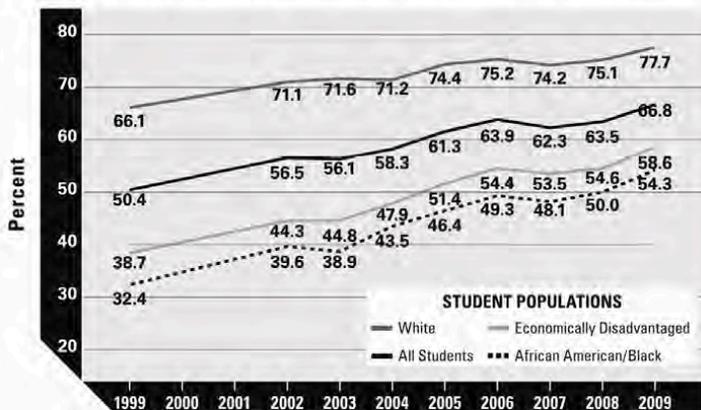
	Grade Levels	School Year (Provide the specific year that the school becomes a NOLA TIF School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Ashe Elementary	K-8	2011-2012	355	91%	99%	49%	40%
Dibert Elementary	PK-8	2011-2012	440	93%	97%	55%	46%
Green Elementary	K-8	2011-2012	530	97%	99%	50%	44%
Langston Hughes Elem.	K-8	2011-2012	575	93%	100%	47%	47%
FirstLine College Prep* (opens 2011)	9	2011-2012	150	NA	NA	NA	NA
Batiste Cultural Arts Academy (Frmly. Live Oak)	K-8	2011-2012	625	90%	97%	78%	69%
SciTech Academy (Formerly Laurel)	K-8	2011-2012	625	90%	97%	72%	68%
A.P Tureaud	3 - 6	2011-2012	349	90%	99%	51%	33%
Benjamin Bannaker	3 - 8	2011-2012	488	96%	98%	54%	53%
Cohen HS	8 -12	2011-2012	402	80%	100%	86%	84%
Greater Gentilly HS	9, 10	2011-2012	204	83%	99%	59%	64 %
Henderson	3 - 8	2011-2012	289	80%	97%	58%	57%
John McDonough	8 - 12	2011-2012	542	85%	99%	84%	83%
Landry	9 - 12	2011-2012	600	N/A	N/A	N/A	N/A
Reed High School	9 - 12	2011-2012	550	75%	100%	79%	69%

Joseph Craig Elementary School	3 - 8	2010-2011	591	89%	99%	65%	70%
John Dibert Elementary	3 - 8	2010-2011	391	84%	96%	54%	42%
Sarah T.Reed Elementary	9 - 12	2010-2011	609	92%	100%	69%	75%
Schaumberg Elementary	K - 8	2010-2011	610	94%	100	50%	51%
Fannie C. Williams	3 - 8	2010-2011	532	94%	100%	53%	54%
James Weldon Johnson	3 - 8	2010-2011	304	95%	99%	56%	50%
Mary Coghill Elementary	PK - 8	2010-2011	547	90%	99%	44%	49%
Habans Elementary	3 - 8	2010-2011	364	91%	99%	60%	47%
KIPP New Orleans Leadership Academy	5	2011-2011	110	90%	98%	0%	0%
KIPP Renaissance High School	9	2011-2011	135	85%	100%	0%	0%
KIPP Believe College Prep	5 - 8	2011-2011	344	85%	95%	20%	18%
KIPP Central City Academy	5 - 8	2011-2011	366	85%	98%	32%	17%
KIPP Central City Primary	K-2	2011-2011	295	85%	100%	0%	0%
KIPP McDonogh 15 School for the Creative Arts	Pk-8	2011-2011	480	85%	95%	34%	31%

(3) A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established: In terms of comparable schools, NOLA TIF looked at several factors to compare its student populations to LA student populations. Public school testing information provided by the LA Department of Education was used to provide a benchmark for determining student performance in comparable schools in LA as described in section A2 above. NOLA TIF schools serve a higher proportion of minority students; in NOLA TIF schools, 95 – 100% of students are minorities; across all LA schools, 50.8% of students are minorities. NOLA TIF schools serve a higher proportion of students in poverty; in NOLA TIF school students 80 – 97% of students access Free/Reduced Lunch; across LA 63.2% of students access

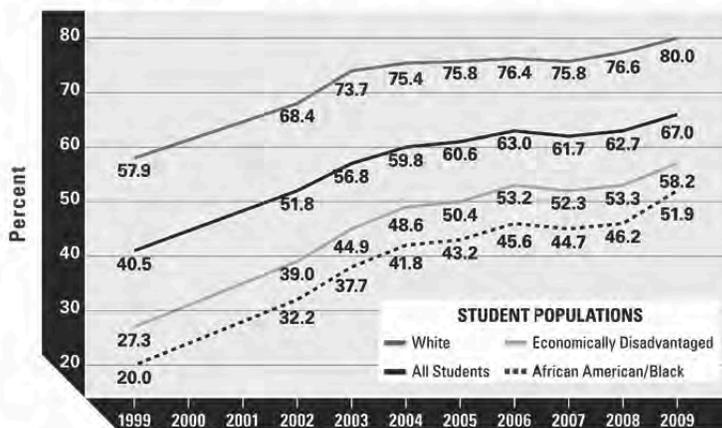
Free/Reduced Lunch. The charts that follow show historical test data across LA public schools from 1999 – 2009.

Percentage of Students Who Scored *Basic* or Above on the *ELA* Portion of the LEAP Test*



*First-time testers and Full Academic Year: 1999-2001 grades 4 and 8; 2002-2005 grades 4, 8 and 10; 2006-2008 grades 3-8 and 10

Percentage of Students Who Scored *Basic* or Above on the *Math* Portion of the LEAP Test*



*First-time testers and Full Academic Year: 1999-2001 grades 4 and 8; 2002-2005 grades 4, 8 and 10; 2006-2008 grades 3-8 and 10

B. Project Design

(1) NOLA TIF is part of an ongoing strategy for improving the process by which participating schools reward teachers and principals in high-need schools based upon their effectiveness as determined by student growth: Partner schools now

implement PBCS in varying degrees. A streamlined version of the TAP model has been introduced and is being used at eight RSD schools. At other partner schools, there is usually no official policy in place that focuses on career advancement. In some schools, classroom observations are being conducted, these may or may not include certified evaluators to verify results; and performance is not or often not tied to standards. Partner schools rely on student data to evaluate teacher performance, and some partners use more than one performance measure to evaluate teacher effectiveness. However, overall, there is no comprehensive approach to teacher and leader evaluations of effectiveness tied to compensation across these schools. NOLA TIF will provide a uniform approach implementing a comprehensive PBCS in one-third of New Orleans high-need schools.

Research consistently shows that teachers are the most important factors in a student's education (Council of Chief State School Officers, 2009; Darling-Hammond et al, 2009; Heck 2009; Sanders and Rivers, 1996). School leader effectiveness is second only to teacher effectiveness, because leaders create the environment and culture to promote effective teaching (Marzano, 2003). NOLA TIF provides a uniform approach consistent to the state's initiatives and LA's Race to the Top application in developing a PBCS in a critical mass of twenty-nine high-need schools in New Orleans. The **goal** of NOLA TIF is to increase student achievement through maximizing teacher and principal effectiveness by implementing a sustainable CPBS. NOLA TIF maximizes effectiveness through comprehensive reform to attract, develop, motivate and retain highly effective teachers and principals. NOLA TIF will improve student achievement by increasing the percentage of effective teachers and leaders in the participating schools of the RSD and

CMOs, while building the capacity of schools to expand and sustain the NOLA TIF model as a school improvement best practice. NSNO will work with partner schools to fulfill the activities, benchmarks and timelines to accomplish the **project goals**: (a) Improve the capacity of partner schools to implement a comprehensive performance-based compensation system for teachers and principals using the NOLA TIF system; (b) increase the percentage of effective teachers, principals and assistant principals in schools in partner schools; (c) increase student achievement; and (d) improve school's ability to recruit and retain effective teachers, principals and assistant principals.

LA was one of six states in the nation selected in April 2009 to receive a grant from the National Governors Associations to develop a teacher compensation model. The LA Blue Ribbon Commission for Educational Excellence (BRC) was charged with "developing a sustainable and comprehensive teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement". The BRC developed a guide for schools and districts after determining what models to implement in schools (LA Comprehensive Teacher Compensation Framework Overview, May 18, 2010). NOLA TIF includes planning and implementation of a performance-based staff development and compensation system consistent with the BRC guidelines. It will provide teachers and principals with clear incentives that are directly tied to student achievement growth and classroom observations conducted according to rigorously standards-based rubrics at multiple points during each school year. In May 2010, the LA legislature passed HB 1033, which addresses measures of teacher and leader effectiveness and evaluation criteria for determining educator effectiveness. NOLA TIF's measures of teacher and leader effectiveness mirror the

mandates of HB1033. HB 1033 provides a comprehensive measure of teacher and leader effectiveness and goes into effect in 2012-2013 statewide.

The NOLA TIF program provides a comprehensive and sustainable array of rewards and career advancement opportunities for teachers and principals. These include:

- Cash bonuses for individual teachers who are successful in accelerating the student achievement growth of their students and who score well on classroom evaluations;
- Cash bonuses for principals and assistant principals who are successful in leading their teachers on a school-wide basis in accelerating student achievement growth and improving teacher practices;
- Opportunities for career advancement, including opportunities for teachers with track records of success as documented through classroom observations and student achievement growth to be promoted (with salary increases) to new leadership roles of master or mentor teachers, responsible for coordinating and providing guidance and professional development for other teachers in their schools. Master and mentor teachers will be selected through a competitive, rigorous, performance-based selection process. These teacher leaders can be from within the school or from outside schools or districts. Master and mentor teachers have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults (Attachment E – Job Descriptions).
- Job-embedded professional development designed to build teacher capacity, targeted to teacher and student needs.

PBCS programs currently in use in LA have achieved consistent student academic achievement growth in high-need schools over multiple years and have increased the retention of effective teachers while reducing the retention of ineffective teachers (Daley & Kim, 2010). LA's PBCS operates in schools throughout the state that serve greater proportions of low-income and minority students than the average LA public school. In 2008-09, school students in LA's schools where a PBCS was being implemented were approximately 87 percent non-white, and 87 percent eligible to receive free or reduced lunch. This same year, 92 percent of the schools demonstrated student growth of at least one year, and 77 percent demonstrated more than one year of growth (SAS EVAAS, North Carolina). In the state's R2T application, R2T funds will be utilized to fund PBCS Master Teacher positions in R2T participating LEAs. All NOLA TIF partner schools are included in LA's R2T application. If funded, R2T funds will be used to assure project sustainability as matching funds master/mentor teacher positions at NOLA TIF participating schools.

(i) NOLA TIF methodology will determine the effectiveness of teachers and principals using valid and reliable measures of student growth:

LA's Framework to Measure Teacher and Leader Effectiveness: Under state law, every LA teacher and principal must receive an annual evaluation that differentiates effectiveness using multiple rating categories. Data on student growth will not be just a significant factor; it will be the predominant factor: by the 2012-2013 school year, 50 percent of teacher evaluations will be based on evidence of growth in student achievement using a value-added assessment model. NOLA TIF uses the same metrics in the same proportions to measure teacher effectiveness for teachers in all

tested grades and subjects. The LA Board of Elementary and Secondary Education (BESE) will establish measures of student growth for grades, subjects, and personnel for which value-added data are not currently available. The other 50 percent will be determined by a combination of other academic achievement factors including supervisor observations, assessment based on performance rubrics, external observations, 360-degree feedback, and a learning environment index that identifies impediments to teacher effectiveness. Additionally, principal effectiveness measures will include the recruitment, retention, and development of effective teachers.

Assessments of Non-Tested Grades and Subjects: To ensure its ability to implement a CPMS that measures growth for every individual student, LA will design assessments aligned to the common core standards for a majority of all currently non-tested grades and subjects. Parallel with the rollout of its Curriculum Verification and Reporting Portal (CVRP) in 2010-2011, LA will create objective, validated, and comparable measures of student learning in non-tested grades. To accomplish this, principals and other evaluating administrators will audit teachers' goals and standards for the year by ensuring that each teacher has identified defensible "priority standards" that represent core, vertical, and tested curricular objectives minimum of four rating categories.

LA's Longitudinal Data System: The Data Quality Campaign 2009 recently identified LA as one of only 11 states with all 10 Essential Elements of a high-quality longitudinal data system (LDS). LA's LDS gives the state the ability to link a rich mixture of student and teacher data at the classroom level. LA's standards and assessment system is already ranked within the top 10 in the country (Achieve, Inc.,

2007; Editorial Projects in Education Research Center, 2007). LA leads the nation in measuring student growth in all tested grades and subjects. Additionally, the state has introduced a comprehensive approach to implementing enhanced standards and high-quality assessments prioritized in the LA Education Reform Plan. Combining current quality practices in standards and assessment for measuring student achievement and the plans to expand those, and drawing upon the success of LA's Value-Added Teacher Preparation Program Assessment Model (Washington Post, 12/13/09), LA has begun the development of a model to calculate student growth for every tested grade or subject throughout the state needed to advance students' critical skills. LA will monitor these measures by comparing the distribution curve for teacher effectiveness in non-tested grades against the value-added distribution curve. As value-added data become available in non-tested grades and subjects, LA will further refine the measures of student learning in non-tested grades by validating the value-added data against the informal measures. LA will use this growth data in tested and non-tested subjects for a variety of purposes, including supporting classroom practices and serving as a critical factor in evaluations of teacher and principal effectiveness.

Data Transparency: The Curriculum Verification and Reporting Portal (CVRP) will enable every teacher to review aggregate growth data and individual summative assessment results for every student taught. CVRP is currently being piloted; it will be expanded to all R2T Participating LEAs (includes NOLA TIF schools) in fall 2010. By the end of the 2010-2011 school year, all teachers in tested subjects grades 3-9 will be able to access value-added data to assess their own effectiveness. And in fall 2011, the LA Value-Added Initiative will extend the reporting capabilities of the system to

include producing value-added measures for principals based on the academic achievement of the students in their school. Ultimately, by spring 2012, every school leader and their supervisors in LA will have access to a value-added result for their school.

LA Teacher Evaluations and Ratings: Annual evaluations provide both a clear picture of each educator’s results with students and a rich profile of the practices that are contributing to those results. Teacher ratings in LA are measured by the following:

Teacher Rating	Annual Student Growth Measure
Expert	1.5 years
Effective	1.0 year
Ineffective	>1.0 year

Professional Development: High-quality standards and assessments alone are not enough to raise student achievement by significant levels. Research demonstrates that an aligned system of standards, assessments, and curriculum improve student performance only if professional development is an integral part of that system (Briars & Resnick, 2000; La Marca, Redfield, & Winter, 2000; Lauer, Snow, Martin-Glenn, Van Buhler, Stoutmeyer, & Snow-Renner, 2005). By aligning professional development with student and teacher needs, NOLA TIF will increase each partner’s schools’ capacity to create and sustain a culture of continuous improvement through an ongoing, job-embedded professional development process addressing standards, assessments, and curriculum.

NOLA TIF PBCS: The NOLA TIF integrated system uses multiple valid measures to evaluate teacher and principal effectiveness in its PBCS through student value-added

growth assessments and classroom observations. **Student Value-Added Growth:**

The applicant will use LDS “value-added” assessments to calculate student growth.

This method requires matching each student’s test scores to his or her own previous scores in order to measure the student’s progress during the year—not only the student’s attainment as of the end of the year. Value added separates the impact of a school year on a student from the student’s prior experiences in and out of school, individual characteristics, socioeconomic status and family conditions. As a result, schools and teachers are more accountable for how well they teach rather than how advantaged or disadvantaged their students were at the beginning of the year. Value added reflects how much the school and teacher have contributed to student learning compared to other schools and teachers with similar students. Value-added data, measured at the classroom and school levels, accounts for half of teacher annual bonuses under the TAP performance-based compensation system. **Teacher and**

Principal Value-Added Scores: At the end of the day, the goal of NOLA TIF is to raise student achievement through building teacher and leader capacity. NOLA TIF will utilize a value-added scale to measure and score teacher classroom and school site performance in order to identify ineffective, effective and highly effective teachers. In NOLA TIF, the definitions of each of these categories is associated with a defined rating scale based on statistical analysis. NOLA TIF schools will rely on LA’s LDS to obtain reliable student growth data. NOLA TIF methodology to determine teacher/leader effectiveness based on student value-added growth is depicted in Table 4:

Table 4

Value-Added Rating	LA Rating	Explanation	Statistical Terms
1	Ineffective	Far below average in effectiveness, with students gaining much less than a year's growth	2 or more standard errors below the mean; low and significant at the 95% confidence level.
2	Ineffective	Below average in effectiveness, with students gaining less than a year's growth	Between 1 and 2 standard errors below the mean; low and significant at the 68% confidence level.
3	Effective	About average in effectiveness, with students gaining about a year's growth	Less than one standard error away from the mean; not distinguishable different from the mean.
4	Effective/ Expert	Above average in effectiveness, with students gaining more than a year's growth.	Between 1 and 2 standard errors above the mean; high and significant at the 68% confidence level
5	Expert	Far above average in effectiveness, with students gaining more than a year's growth	Two or more standard errors above the mean; high and significant at the 95% confidence level.

NOLA TIF also relies on **Classroom and Leader Observations** to evaluate teachers and leaders. These observations account for 50% of a teacher's or leader's evaluation. Teachers will be evaluated by members of the NOLA TIF Leadership Team four times a year in announced and unannounced classroom observations. To ensure the rigor of these observations, the Leadership Team will undergo annual training and certification in the use of rigorous classroom evaluation standards, known as the *Skills, Knowledge and Responsibilities Performance Standards (SKR)*. The SKR establishes a 19-indicator, research-based rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, the learning environment and responsibilities. NOLA TIF will contract with an experienced PBCS provider to use their

research-based teacher evaluation rubric. The rubric will offer a content-neutral, objective means to evaluate teacher effectiveness (Example, Table 5). Evaluators use a five-point scale (at half-point intervals), where a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator. All teachers are trained in the details of the rubric and know the standards to which they will be held accountable before they are evaluated. They receive extensive feedback on their performance through conferences following the evaluation.

Table 5

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

NOLA TIF will subcontract with an experienced PBCS provider to use its data management system for classroom assessments. To ensure the fairness and consistency of evaluations, all evaluation data is entered into system. The system will allow Leadership Teams to monitor inter-rater reliability of evaluators, scoring inflation or deflation, and flags cases where there appear to be discrepancies in teachers' assigned evaluation scores.

Principal and Assistant Principal Effectiveness: To assess school leader effectiveness, NOLA TIF will use a combination of value-added school-wide scores, and evaluations based on the VAL ED Assessment Model and the New Leaders for New Schools (NLNS) Evaluation tool (Attachment A). For school leaders, evaluation of school-wide performance is based on a composite of all tested grades and subjects in the school. A school that increases by a year of academic growth scores a "3"; scoring somewhat more than a year of academic growth scores a "4", and one that scores much better than a year's growth scores a "5". School wide value added growth accounts for 50% of the leader's score. 25% of leader evaluation is based on the VAL ED Assessment Tool and 25% is based on the NLNS evaluation instrument; leaders are scored using these instruments in a manner that is similar to Classroom observations. These instruments measure the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning. Principals are observed X times per year using this rating scale by an evaluation team. In addition to these two instruments, RSD has developed its own standards for school leader performance evaluation (Attachment B).

(ii) The participating schools would use the proposed PBCS to provide

performance awards to teachers and principals that are of sufficient size to affect the behaviors of teachers and principals and their decisions as to whether to go to, or remain working in, the high-need schools: Principal and Teacher effectiveness in NOLA TIF schools is measured by meeting or exceeding proficiency based on classroom observation data and student value-added growth. NOLA TIF provides for differentiated rewards to teachers and principals based on their effectiveness, explained in section B(1)(i) above. Teachers and principals may earn performance awards based on the calculations and funding pools shown in Table 6.

Table 6

Educator	Evaluation/Performance Criteria and % allocation of award pool based on performance	Performance bonus placed in pool
Teacher	<ul style="list-style-type: none"> ▪ Teachers in tested grades or subjects 50% averaged SKR score, 30% classroom value-added, 20% school-wide value-added. ▪ Teachers not in tested grades or subjects: 50% averaged SKR score, 50% school-wide value-added. 	
Mentor Teacher	<ul style="list-style-type: none"> ▪ 50% averaged SKR score, 30% classroom value-added, 20% school-wide value-added. 	
Master Teacher	<ul style="list-style-type: none"> ▪ 50% SKR, 30% classroom value-added; 20% school-wide value-added 	
Principal	<ul style="list-style-type: none"> ▪ 50% school-wide value-added, 25% VAL ED Assessment; 25% NLNS Evaluation. 	
Assistant Principal	<ul style="list-style-type: none"> ▪ 50% school-wide value-added, 25% VAL ED Assessment; 25% NLNS Evaluation. 	

Calculating Performance Awards: The minimum requirements on SKR scores to be eligible to earn the portion of the award pool set aside for that criterion is broken down by staff position in NOLA TIF: (1) Master teachers must earn an SKR score of no less than “4”; (2) Mentor teachers must earn a SKR score of no less than “3.5” and (3)

Career teachers must earn a SKR score of no less than “2.5”. Additionally, there are minimum requirements for both classroom and school-wide achievement scores to be eligible to earn the portions of the award pool set aside for each of those criteria: (1) All teacher types must earn a value-added score of no less than “3” on their individual classroom achievement and (2) the school-wide achievement score must be a value-added score of no less than “3”. For example, if a career teacher received an SKR score of “3,” a classroom value-added score of “2,” and a school-wide value-added score of “2,” they would only be eligible for the SKR portion (50%) of the award pool. The methodology of calculating performance awards is based on weighted factors involving both student and school-wide value added target growth goals for each school; in addition SKR/VAL ED/NLNS assessment- related payouts are weighted based on the actual level of score attained by each NOLA TIF participant. An example of how these payouts are calculated is included in Attachment C. Top performers may earn 100% of performance awards. Program payouts will be clearly articulated to participants prior to program implementation.

In determining bonus amounts “of sufficient size” to be established, the applicant considered the following factors: The US Department of Education has noted in TIF RFP that performance bonuses of 5% of annual salary are considered to be of “sufficient size” to affect the behaviors of teachers, assistant principals and principals regarding whether to go, or remain working in the high-need school. In LA, the average salary for teachers is \$46,964 (Source: LA RSD). A performance award of \$2,500 annually is equal to 5.3% of average base salary annually. In LA, the median base salary of an Assistant Principal is approximately \$76,316 (Source: Bureau of Labor

Statistics). A performance award of \$5,000 annually would be 6.55% of an average annual base salary. The median base salary for a principal in LA is \$85,220 (Source: Bureau of Labor Statistics). Providing a performance award of \$10,000 annually would be equal to 11% of an average annual based salary. Performance awards will be augmented by adding 30% for benefits.

(iii) The applicant provides a clear explanation of how teachers and principals are determined to be “effective” for the purposes of the proposed PBCS: LA is one of only two states that have the ability to reliably link student performance to individual teachers and leaders. NOLA TIF schools will measure student achievement growth annually using the state’s SAS EVAAS data system that tracks longitudinal student data at the student level. This data tracking system supplies a precise measurement of student progress over time, as well as a reliable diagnosis of opportunities for growth. Teachers earning a value-added rating of 3, 4, or 5 are considered “effective” or “highly effective” in terms of the NOLA TIF program. (Table 4)

The NOLA TIF program will conduct classroom evaluations 4 times per year to measure teacher effectiveness using a Skills, Knowledge and Responsibilities (SKR) score. SKR feedback is documented using the PBCS contractor data system. Classroom evaluations are conducted according to protocols listed in Table 7. LA defines an “effective teacher” as one who earns a value-added score of 3+ or an SKR score of 3+. A teacher’s performance is evaluated as inadequate when he or she receives an average score of below “2” on a five-point scale for either the SKR standards or the classroom achievement gains criteria. If a teacher earns an average score of below “2” in either of these evaluation criteria, he or she will take part in the

NOLA TIF teacher improvement plan, guided by master and mentor teachers.

Table 7

Evaluation Team	The evaluation team consists of an administrator (principal, assistant principal, or district personnel), a master teacher, and a mentor teacher. The teacher also serves as a self-evaluator to facilitate reflection on his or her own teaching.
Qualified Evaluators	<ol style="list-style-type: none"> 1. Principals, master teachers, mentor teachers, and district personnel are eligible to serve as qualified evaluators. 2. All designated evaluators must participate in required certification training and demonstrate proficiency in the evaluation process by successfully completing an annual certification test to be qualified.
Evaluation Cycle Frequency and Weighting	<ol style="list-style-type: none"> 1. Each teacher will be observed 4 times during a school year. For each of these observations, teachers are also required to complete a self-evaluation. 2. For career and mentor teachers, the following evaluator type frequency is required: At least 1 time per year by a master teacher; At least 1 time per year by a mentor teacher; At least 1 time per year by an administrator (principal, assistant principal, or district personnel); 1 x by Evaluator as determined by the NOLA TIF For master teachers, the following evaluator type frequency is required: At least 1 time per year by an administrator (principal, assistant principal, or district personnel); At least 1 time per year by another master teacher or a mentor teacher; 1 x by Evaluator as determined by the NOLA TIF 3. Evaluations are weighted differently based on who is conducting the evaluation. These weights are computed at the end of the year when final SKR scores are averaged. 4. Teachers will receive a summative evaluation report each year. This report will include the averaged ratings for performance in the SKR criteria. The written report will be discussed with the individual being evaluated before the end of the school year. The classroom value-added achievement and school achievement data will be discussed when results are returned (timing contingent upon availability of state test results and value-added analyses). Performance awards will be distributed after value-added results and evaluation scores are calculated.
Teacher Performance Evaluation Domains	<p>When a teacher is evaluated according to the SKR criteria, he or she will be given an averaged performance rating for each evaluation based on the indicators in each of the four domains:</p> <ol style="list-style-type: none"> 1. Designing and Planning Instruction, 2. The Learning Environment, 3. Instruction, and 4. Responsibilities <p>In each domain, performance will be rated on a five-point scale, averaged, and assigned a single score. Further, each domain will be assigned a weight on which performance awards are based.</p>

Performance-Based Standards	Each teacher will earn a score based on his or her performance as compared to the standards that are set. Standards are set for the following criteria: SKR, Classroom achievement gains, School-wide achievement gains
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Measures of School Leader Effectiveness: School Leaders are considered Effective if their schools score a 3, 4 or 5 in school-wide value-added growth each year. They are also evaluated as “Effective” if their combined rating scores on the VAL-ED rating instrument and the NLNS evaluation assessment tools are 3, 4, or 5 (Table 8).

Table 8

Evaluation Team Members	The evaluation team consists of PBCS contractor representative, district and external evaluator personnel.
Qualified Evaluators	1. District/CMO and external evaluators serve as qualified evaluators. 2. All designated evaluators must participate in required certification training and demonstrate proficiency in the evaluation process by successfully completing an annual certification test to be qualified.
Evaluation Cycle Frequency and Weighting	1. Each leader will be observed 4 times during a school year. For each of these observations, leaders complete a self-evaluation. 2. School leaders will receive a summative evaluation report each year. This report will include the averaged ratings for performance in the VAL ED and NLNS criteria. The written report will be discussed with the individual being evaluated before the end of the school year. The school achievement data will be discussed when results are returned (timing contingent upon availability of state test results and value-added analyses). Performance awards will be distributed after value-added results and evaluation scores are calculated.
Teacher Performance Evaluation Domains	When a leader is evaluated according to the VAL ED and NLNS criteria, he or she will be given an averaged performance rating for each evaluation based on the indicators in each of the leadership domains. In each domain, performance will be rated on a five-point scale, averaged, and assigned a single score. Further, each domain will be assigned a weight on which performance awards are based.
Performance-Based Standards	Each leader will earn a score based on his or her performance as compared to the standards that are set. Standards are set for the following criteria: VAL ED/NLNS criteria, School-wide achievement gains.

(2) Has the involvement and support of teachers, principals, and other personnel

including input from teachers, and principals, and other personnel in the schools to be served by the grant: NOLA TIF has built and will maintain support from a broad range of stakeholders. Prior to the implementation of NOLA TIF, teachers, RSD and CMO leaders engaged in in-depth dialogue with state leadership to discuss the proposed model, including planning, implementation and fiscal sustainability. CMOs and the RSD have received support to implement NOLA TIF from school principals, Boards of Directors, and from members of civic and business communities. Schools participating in this grant application assure that at least 75% of teachers will support NOLA TIF at their schools. In this applicant's case, multiple discussions among partners were held prior to their deciding to move forward with this TIF application. Each partner in this grant application has signed a Memorandum of Understanding (MOU) (Attachment D) stating that it will:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the components of the NOLA TIF grant with fidelity to the model as measured annually by NOLA TIF School Reviews;
3. Appoint a person in leadership as the primary liaison to NSNO for NOLA TIF grant responsibilities and send the schools/CMO or RSD TIF liaison to grant advisory board meetings as designated by the NSNO Project Director;
4. Promote and participate in the specific activities listed in the TIF grant;
5. Complete reports, evaluations and surveys as requested by the Project Director;
6. Work in collaboration with other partnering LEAs/CMOs on all grant activities;

7. Adopt consistent policies across participating schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
8. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any school/CMO or LEA responsibilities;
10. Disseminate reports on accomplished work to state groups and other interested parties as requested by the Project Director.

Input from Unions: For the NOLA TIF, input from teachers' unions was not necessary, since they do not operating in partner schools. However, the Louisiana Federation of Teachers (LFT), the state's largest teachers' union, representing more than 20,000 teachers, has stated its goal is to ensure "every classroom in Louisiana has an effective teacher." Along with other teacher organizations such as the Associated Professional Educators of Louisiana (APEL), LFT is a signed supporter of LA's R2T application and has committed specifically to work collaboratively with the state to develop new systems to evaluate teachers based on student growth in academic achievement and reward those teachers who are effective. The Louisiana Association of Principals, representing more than 1,100 of the 2,200 principals statewide, also endorses the Reform Plan and has committed to "work with the LA Department of Education to design a performance-driven tenure notification system," where school

leaders play an active role in the successful development of young teachers. To fulfill the requirements of HB 1033, evaluation systems in LA will be designed and developed with teacher and principal involvement. LA's continued dedication to include teachers and principals in its CPMS design process has resulted in the endorsement of the LA Education Reform Plan by the LA Association of School Principals, LA Association of Educators, and Association of Professional Educators of LA. In recognition of LA's commitment to stakeholder involvement in developing educator evaluations and assessments, on January 12, 2010, Randi Weingarten, the president of the American Federation of Teachers, wrote to The Wall Street Journal stating: "For the record, classroom educators support school improvement efforts that are backed by research, developed with their input, and focused on helping kids learn."

(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations conducted at least twice during the school year: As described in section B(1)(ii) above, teacher and leader effectiveness in NOLA

TIF schools will be measured by meeting or exceeding proficiency on SKR scores, student/school-wide value-added growth and includes:

- Teachers in tested grades and subjects are evaluated based on classroom and school-wide value-added. Teachers not in tested grades or subjects are evaluated using school-wide value-added data.
- Teachers in NOLA TIF schools will receive four observations a year by trained and annually recertified evaluators using a research-based rubric. The rubric has

19 observations-based indicators and five rating categories to allow for meaningful differentiation in effectiveness. Rubrics will be designed to follow the five rating categories across all participating schools. Rubrics within the 5 major rating categories may be refined to mirror the cultural and educational strategies and affinities of each school. Regardless, the resulting measures will be reviewed to assure that classroom observation data is rigorous and measures appropriate classroom and instructional behaviors using the PBCS contractor data system. Master and mentor teachers use this data to analyze areas for improvement across the faculty and address these areas of need in weekly cluster meetings.

- Responsibilities performance standards for master, mentor and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. These aggregated responsibilities scores (from the survey, which is completed by a trained evaluator) are included in an overall “SKR” score.

Annual Principal evaluation includes:

- School-wide value added student growth data generated by the LDS;
- School Leader Observation Tools using the VAL ED rating instrument, a 5-point scale to measure principal and assistance principal leadership behaviors and the use of the NLNS evaluation tool;
- Use of the RSD Leader Standards Tool, a School Turnaround evaluation tool that measures the leader’s abilities in the areas of Vision for Results and Equity, School Culture, Learning and Teaching, Staff Development and Management,

Communication and Stakeholder Relations, Resiliency and Strategic Planning and Operations.

(4) Includes a data-management system that can link student achievement data to teacher and principal payroll and human resources systems: NOLA TIF schools will access the state's LDS to obtain student value-added growth information. The SAS EVAAS LDS used by the LA Department of Education gives the state the ability to link a rich mixture of student and teacher data at the classroom level. LA will monitor these measures by comparing the distribution curve for teacher effectiveness in non-tested grades against the value-added distribution curve. As value-added data become available in non-tested grades and subjects, LA will further refine the measures of student learning in non-tested grades by validating the value-added data against the informal measures. LA will use this growth data in tested and non-tested subjects for a variety of purposes, including supporting classroom practices and serving as a critical factor in evaluations of teacher and principal effectiveness. The CVRP will enable every teacher to review aggregate growth data and individual summative assessment results for every student taught. CVRP will be expanded to all R2T Participating LEAs (including all the NOLA TIF partners) in fall 2010. By the end of the 2010-2011 school year, all teachers in tested subjects grades 3-9 will be able to access value-added data to assess their own effectiveness. In fall 2011, the LA Value-Added Initiative will extend the reporting capabilities of the system to include producing value-added measures for principals based on the academic achievement of the students in their school. Ultimately, by spring 2012, every school leader and their supervisors in LA will have access to a value-added result for their school.

LA's Human Capital Information System (HCIS) is perhaps one of the most exciting endeavors to increase the availability and use of data to increase student achievement and teacher effectiveness. HCIS will be built over the next two years as the repository of the vast amount of human capital data collected as the *Louisiana Education Reform Plan* is implemented. HCIS will store existing human capital data such as certification and value-added effects, as well as newly collected teacher evaluation, placement, distribution, promotion, and compensation data.

NOLA TIF schools will manage their teacher/leader observations and performance-based compensation calculations using a third-party web-based data management system. Using this system, authorized personnel will be able to generate a number of analytical reports summarizing teacher performance. Reports on average total observation score and average on each performance standard will be generated by whole staff, clusters, grade-level, subject level, teacher type and individual teacher. The data management system will also track classroom and school-wide value-added scores.

Until HCIS is available, payroll systems and award payouts based on combined performance evaluations of student value-added growth, school value-added growth and classroom observations will be managed at the CMO or LEA level. To determine payouts, CODE data is accessed and merged with information from teacher and principal payroll. CMOs and the RSD are responsible for calculating benefits for each awardee and issuing awards. All award calculations will be reviewed by NSNO prior to issuing performance award pay.

(5) Incorporates high-quality professional development activities that increase the

capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS: One of NOLA TIF’s goals is to attract more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. NOLA TIF will provide teachers with powerful opportunities for professional growth, the ability to collaborate with peers during the school day, fair and rigorous classroom evaluations to identify and improve teaching skills, school-based professional development led by expert master and mentor teachers to analyze student needs and identify strategies for student learning and the opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

An essential element of NOLA TIF is ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. School-based expert master and mentor teachers provide professional development in NOLA TIF schools. NOLA TIF restructures the school schedule to provide time during the regular school day for teachers to participate in weekly “cluster meetings”. Each week, master and mentor teachers lead career teachers in cluster meetings, small professional development sessions during the normal school day focused on instructional improvement for increasing student achievement. All teachers will participate in cluster meetings for at least 1.5 hours per week. Led by master and mentor teachers, cluster meetings allow teachers to examine student data together, engage in collaborative planning and learn instructional strategies that have proven successful in their schools. Master teachers will present instructional strategies they

have “field-tested” and refined with students in each school, ensuring that strategies are tailored to the specific needs of students. Organized by subject matter or grade level, these data-driven professional learning communities provide time for teachers to focus on student data and student needs.

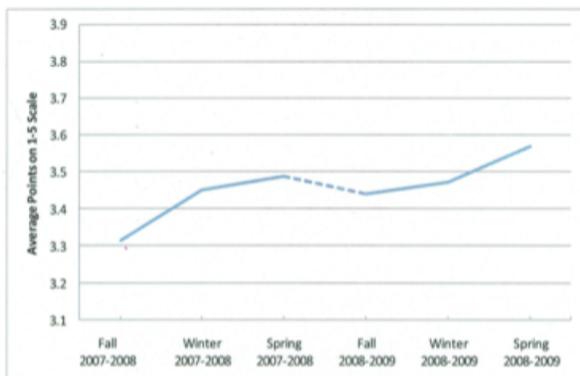
Evaluation results gleaned from classroom observations and student value added data from the SAS system directly inform professional development and therefore help support continuous improvement to transform ineffective teachers into effective teachers. Teachers and leaders will develop personal growth plans (PGP) annually to set personal goals for professional improvement. Master and mentor teachers will use classroom observation data to analyze needs for improvement across the faculty and address these areas of need in weekly cluster meetings. Teachers will receive individualized support in their classrooms, based on the needs of the teacher. Professional development will continue into each classroom as master teachers model lessons, observe instruction and support other teachers to improve their practice. Master and mentor teachers will use evaluation data to inform areas of need for a particular teacher, and address these needs by working with a teachers in his or her own classroom.

During the Planning and Implementation phases, NOLA TIF will contract with an experienced PBCS contractor to provide program education, training and annual reviews. Training will initially occur on a more intensive basis, with the PBCS contractor involvement declining each program year as schools develop the capacity to manage their own programs. During an annual school review process, where a key element is professional development, PBCS contractor evaluators will come into schools for a day

to observe how NOLA TIF is being implemented. These reviews will conclude with a set of recommendations from highly trained Instructional Specialists regarding the areas in which schools are particularly strong or need additional assistance.

Analysis of teacher evaluation data in other PBCS models shows that teachers improve their skills throughout the year due to the program's effective support system. The NOLA TIF rubric takes the standards of effective teaching and breaks them down by operationalizing each of the standards according to a five-point scale and clearly stated objectives. The rubric will clearly spell out what effective instruction should look like on each of the rubric indicators. By identifying specific areas of improvement with detailed evidence from a teacher's instruction and concrete examination to address these areas, the rubric leads to genuine effort on the part of teachers to improve and, as a result, leads to higher quality instruction. Growth in teacher skills over time increases the level of effectiveness of the entire school and leads to growth in student achievement. Chart 2 shows average improvement in instructional skills scores over a two-year period for teachers in a PBCS program in Texas and LA. Despite a dip over the summer of 2008, teachers demonstrated, on average, a path to improvement that continued over both years.

Chart 2: Improvement in Average Observed TAP Teacher Skills, 2007-08 and 2008-09



In addition to building the capacity of teachers within the classroom, NOLA TIF increases the capacity of principals to effectively lead the schools through the activities of the Leadership Team, comprised of master and mentor teachers, the principal and other evaluators. The Leadership Team is structured so that the principal and assistant principal at each school share responsibility for instructional leadership with master and mentor teachers. They also share responsibilities for developing and monitoring the school's goals and academic plan; planning and implementing weekly cluster meetings; analyzing student data; reviewing and scheduling teacher evaluations and conferences; and monitoring individual teachers' professional growth. NOLA TIF allows teachers to pursue a variety of positions throughout their careers – career, mentor and master teacher depending on their interests, abilities and accomplishments. Professional development for Principals/Assistant Principals will be provided based on their VAL ED and NLNS assessments. Principal professional development will be targeted to strengthen leadership capacity in targeted areas as identified through these observation tools. LA is implementing Turnaround/Transformation strategies in high-need schools; leaders in these schools may be candidates for LA's Turnaround Specialist Program.

C. Adequacy of Support for the Proposed Project

(1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks:

Implementing NOLA TIF is an exciting prospect for schools in New Orleans that have already overcome so many obstacles in their pursuit of driving school improvement and student achievement. NOLA TIF recognizes the indisputable role that

good teaching and good school leadership plays in the determination of student success; NOLA TIF partners are absolutely committed to this outcome! NSNO will provide project oversight as Project Administrator, hiring two full time positions to direct and manage the program. NSNO will also hire two full-time Executive Master Teachers who will work with master and mentor teachers at school sites. Training, annual professional development evaluation and use of the classroom observation rubrics and a data system will be obtained through a contractual arrangement with an experienced PBCS contractor. Partner schools will build a support structure at their schools to implement NOLA TIF with fidelity, assuring that timelines and milestones will be met. This support structure includes (at each school) the Principal and Assistant Principal; a NOLA TIF Leadership Team; Master Teacher(s) at a ratio of 1 for every 15 Career Teachers; Mentor Teachers (at a ratio of 1 for every 8 Career teachers) and Career Teachers.

NSNO will contract with a qualified external evaluator to assess program summative and formative data as described in the evaluation plan. Roles, responsibilities, and time commitments of program participants are described in Table 9.

Table 9

Role	Responsibility/Description	Partner Description/ Affiliation	% of Time
Project Director (1) and Administrator (1)	Directs and Oversees planning and implementation activities for the duration of the grant period; provides fiscal oversight, and reporting to TIF grant Program Officer	New Schools for New Orleans	100% / 2 new positions
NOLA TIF Liaison/TIF School Coordinators	a. Designated representative(s) from RSD and each CMO; these individuals interact with Project Director, give/receive information, provide reports	RSD (2) positions; 1 position at each CMO; 1	15%

	b. One TIF liaison at each school coordinates with PD and LEA/LEA liaison as point of communication	position at each school	
TIF Leadership Team (School level)	Create School Improvement Plan, monitor implementation of NOLA TIF, conduct classroom evaluations using NOLA TIF rubrics, monitor student achievement growth, make recommendations for targeted PD based on student and teacher needs.	Principal, Asst. Principal, Master Teacher, Mentor Teacher, Evaluator	See individual roles that follow.
Executive Master Teachers (2) 1 assigned to RSD schools; 1 to CMO partner schools.	Responsible for training school-based leadership teams and conducting regular site visits. The EMT will spend nearly 100% of his/her time at the school site working directly with master and mentor teachers to anchor the training process.	Executive Master Teachers	100% of time.
Principal/ Assistant Principal	Collaborate with PD, head school leadership team, evaluate each teachers at least 1x year using NOLA TIF rubrics, identify trends in teacher evaluation scores and maintain inter-rater reliability, communicate student progress to all appropriate constituencies, foster relationships with community agencies and parents in support of NOLA TIF, identify PD and curriculum needs in teachers/gather resources and solutions to address these needs, align match funding to sustain the program.	Principal and Asst. Principal at each Partner school	20%
Master Teacher (at each school) 1:15 career teachers	Oversee planning, facilitation, follow-up of cluster group meetings during Professional Growth Blocks; Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum; Observe and provide peer assistance and coaching toward meeting teachers' IGP goals; Evaluate teacher performance using the NOLA TIF Rubrics and conduct follow-up teacher conferences; Participate in all NOLA TIF trainings and become a Certified Evaluator; Attend professional development meetings.	Master Teacher at each Partner School	100%(with extended school year)

Mentor Teachers 1:8 career teachers	With master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up; team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum; observe and provide peer assistance and coaching toward meeting teachers' IGP goals; evaluate teacher performance using the NOLA TIF rubrics; participate in all NOLA TIF trainings and become a Certified Evaluator.	Mentor Teacher(s) at each Partner School	100% (with extended school year)
Career Teacher	Attend cluster group meetings Collaborate in the classroom with master and mentor teachers Participate in TAP's Instructionally Focused Accountability System creating and maintaining an IGP.	At each Partner School	100% of school year
Evaluator(s)	Participate in classroom evaluations, evaluate fidelity of implementation of the program, provide timely formative and summative evaluations, assist in development of timely reports to PD	Contracted Evaluator	Per contract
PBCS Contractor	Provide classroom evaluation rubric and data management system, input regarding implementation of model, annual evaluation, training	Contracted agreement	Per contract

Annual Timelines and Milestones for NOLA TIF Implementation: A successful

program holds itself to the rigors of meeting timelines and the disciplines necessary to achieve milestones on time and within budget. NOLA TIF has established the following timelines and milestones by which to gauge its progress and success:

MAJOR TASK	TIMELINE (MONTH)												RESPONSIBLE PARTIES
PLANNING YEAR													
Year 1 - 2010 - 2011 (Planning Schools only)	O	N	D	J	F	M	A	M	J	J	A	S	
<i>Planning Period</i>													
Convene working group of representatives from schools/hold workshops	x	x	x	x		x	x	x	x	x			PD, PA Partners, Ex. Master Teachers, PBCS Contractor
Conduct Site Visits to US PBCS locations/Attend PBCS conference	x	x	x	x	x	x	x	x	x				PD, PA, LEA/CMO liaisons
Hold School Site presentations	x	x		x	x								PD, PA, Partners, PBCS Contractor
Finalize standards/rubrics (by CMO)	x	x	x	x									PD/Partners
Develop workshops in alignment with standards			x	x	x	x	x						PD, PBCS contractor/trainers
Recruit and Train staff for roles as Master/Mentor Teachers and Leadership Team						x	x	x					PD, Partners, Principals
<i>Beginning Implementation</i>													
Obtain teacher approval				x									Principals
Develop roster for common planning time				x									Principals
Conduct sample classroom observations					x	x	x	x					PD, Leadership Teams, Ex. Master Teachers
Develop PGPs for Teachers						x	x	x					Master Teachers

Conduct Professional Development					X	X	X	X	X				Ex. Master Teachers, Master Teachers
Provide Mentoring					X	X	X	X	X				Mentor Teachers
Evaluation, Issue Reports, Disseminate Findings	X	X	X	X	X	X	X	X	X	X	X	X	PD, PA, PBCS Contractor, Evaluator
IMPLEMENTATION YEARS													
Years 1 - 5 (Y1: 2010 - 2011 for 8 RSD schools; and Y2-5 [2011-2014] for all other schools.)													
Convene working group to review progress	X											X	PD, Partners, Ex. Master Teachers
Conduct Classroom Observations	X	X	X	X	X	X	X	X	X			X	PD, Teams, Evaluator, Ex. Master Teachers
Review PGPs	X	X	X	X	X	X	X	X	X			X	Master Teachers
Conduct Professional Development	X	X	X	X	X	X	X	X	X	X	X	X	Ex. Master Teachers, Master Teachers
Provide Mentoring	X	X	X	X	X	X	X	X				X	Mentor Teachers
Conduct Classroom level analysis of SAS system							X	X					LDOE/Partners
Calculate/provide performance-based bonuses/incentives based on previous year's performance.												X	PD, PA, Partners, NOLA TIF liaison
Conduct refresher training for observers, Masters, Mentors										X	X		PD, Partners, Ex. Master Teachers
Attend nat'l PBCS conference					X								NSNO personnel, PD, PA LEA/CMO liaisons
Evaluation, Issue Reports, Disseminate Findings	X	X	X	X	X	X	X	X	X	X	X	X	PD, PA, PBCS Contractor, Evaluator

(2) The project manager and key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively: Founded in 2006, NSNO’s model of partnership, investment, and support combined with in-depth knowledge of New Orleans schools makes it the ideal organization to implement the New Orleans Teacher Incentive Fund Program (“NOLA TIF”). Since its inception NSNO has been an organization that understands local context and responds effectively to meet local needs while also maintaining a high performance bar for all investments and programs. NSNO’s drive for excellence is evident in the quality of schools it has nurtured and the respect the organization has gained in the local and national communities. This respect has allowed NSNO to have strong ties to a host of stakeholders, including national and local funders, the local education reform community, and local and state politicians. Through NSNO’s funding of New Leaders for New Schools and The New Teacher Project, the organization has supported the dramatic increase human capital in New Orleans and is highly committed to continue to maintain a high standard of excellence for developing these teachers and leaders. NSNO’s profile has allowed it to remain devoted to its vision of ensuring excellent public schools for every child in New Orleans and ensures NSNO will work tirelessly to also achieve success for the TIF project goals.

As the applicant for TIF funding, New Schools for New Orleans will act as project manager and fiscal administrator for the NOLA TIF grant. NSNO is a nonprofit organization committed to a vision of excellent public schools for every child in New Orleans. It fulfills its vision through a variety of successful initiatives, including attracting and preparing talent to teach and lead in New Orleans’ public schools, launching and

supporting open-enrollment public charter schools and advocating for accountable and sustainable high-quality public schools in New Orleans. NSNO collaborates with other successful and respected education organizations, governing institutions, and community groups to ensure that the transformation of New Orleans schools is powered by great talent and resources.

NSNO has a strong track record of impact in New Orleans and particularly NOLA TIF schools. Through NSNO's support and funding of The New Teacher Project's (TNTP) teachNOLA program, New Orleans schools has received over 420 new and experienced teachers. This investment has allowed NSNO to provide teachNOLA teachers to 91% of New Orleans public schools. NSNO's human capital investments and support has also extended to subsidizing salaries of New Leaders for New Schools (NLNS) residents that are placed in charter schools and supporting the innovative program Leading Educators provides training for mid-level school leader. Because of the work of NSNO and its partners New Orleans teacher and school leader shortage has been drastically reduced and the city can now shift its focus to building teacher and leader capacity through programs such as NOLA TIF.

Through its new school creation initiatives, NSNO has led reform and built local public school capacity by dramatically increasing the number of high-performing schools and establishing the opportunity for the growth of high-quality charter networks. This work includes launching ten new public charter schools that serve 5,500 students and comprise 15% of New Orleans public schools. NSNO has also provide three local CMOs with over [REDACTED] in seed funding, gave 21 start-up grants to support the

development of over 90% of newly approved charters, and provide significant financial support the city's Achievement Network and the STEP programs.

NSNO not only has the operational experience to successfully administer the NOLA TIF grant but also has an experienced and capable leadership staff. **Sarah Newell Usdin** is NSNO's Founder and CEO. She has spent the last eighteen years in education reform. In 1992, after teaching in Germany on a Fulbright Scholarship, she joined Teach For America, a national corps of recent college graduates who teach in our nation's lowest-income communities. Usdin spent the next three years teaching in Baton Rouge before becoming Teach for America's Executive Director in LA. Believing that more needed to be done to systemically impact the quality of teachers in public schools, she became a Partner with The New Teacher Project, a national nonprofit teacher recruiting and training organization. In the aftermath of Hurricane Katrina, Sarah formed New Schools for New Orleans to assist in the recovery and reformation of public education. Sarah majored in religion and German at Colgate University. Sarah also holds a Masters in Curriculum and Instruction from Louisiana State University. **Michael Stone** is NSNO's Investment Partner. Prior to joining NSNO, Michael was with the management consulting firm McKinsey & Company in New York. While at McKinsey, Michael worked on a number of education-related projects, including developing Pennsylvania's Race to the Top application strategy and budget. Prior to McKinsey, Michael taught 7th, 8th, and 9th grade math in public schools in Brooklyn and Manhattan through the New York City Teaching Fellows program. He has worked in various capacities for the Achievement First charter school management organization and for Bronx Charter School for the Arts. Michael is a graduate of Harvard College,

and received a teaching degree from Pace University and an MBA from Columbia Business School. **Candice Frazier** is NSNO's Human Capital Director. Candice received her bachelor's degree in theology from Georgetown University. After college she returned home to LA to work with the LA Board of Regents to recruit high quality candidates for the alternative teacher certification programs at the University of LA at Monroe and Grambling State University. In 2005 she joined the staff of The New Teacher Project and helped manage the LA Board of Regents contract and launched the Memphis Teaching Fellows program in Memphis, TN. In October 2008 Candice joined the New Schools for New Orleans team as the Director of Recruitment and Selection. Candice is thrilled to be in New Orleans and is dedicated to the mission of ensuring all of our children receive an excellent public education. (Resumes, Attachment G)

NSNO has extensive experience securing, handling, and distributing large sums of money. To date, NSNO has managed over \$17 million of such funds. These funds illustrate NSNO's broad base of financial support, including local and national partnerships. It has relationships with over forty foundations, corporate partners and individuals who have made significant donations toward NSNO's initiatives. It manages multiple large projects annually, providing complex budgeting for each project, reporting to funders and managing the dissemination of funding to subgrantees.

Project management will be provided full time by a Project Director and a Project Administrator. These two positions will be hired to lead and support NOLA TIF. The role of the Project Director will be to direct and oversee the implementation of the NOLA TIF program as described in this application. This full-time position will liaison with RSD

and CMO TIF Coordinators, with contracted personnel and with the PBCS contractor. The Project Director will also be responsible for all program and financial reporting to the TIF Program Officer at USDOE and will over see two Executive Master Teachers who will interact with NOLA TIF partner schools. The Project Administrator will report directly to the Project Director. The Project Administrator is responsible for directing and overseeing all data management and fiscal aspects of implementation of the grant. The Project Administrator, with the Project Director will prepare timely financial reports to submit to the TIF Program Officer. The Project Administrator will also liaison with NOLA TIF Coordinators at the RSD, CMO and school levels. The Project Administrator will coordinate with participating schools to assure that match funding is aligned annually with NOLA TIF budget requirements. Finally, the Project Administrator and the Project Director will review teacher and leader performance award calculations and authorize the teacher and leader award payouts. (Job Descriptions for all positions are included in Attachment E.)

(3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources:

Details regarding how NOLA TIF intends to provide matching funds to supplement TIF grant funding are included in the Budget Narrative section of the grant. The applicant and schools' share of match funding

for implementation each program year	Y1	Y2	Y3	Y4	Y5
of NOLA TIF is shown here.	10%	20%	35%	45%	55%

By Year 6 of the program, schools' will contribute 100% of match funding. The

increase in program funding from Y1 – Y5 allows schools to re-align funding, building towards long-term sustainability of the program. Sources of match funding will come by re-aligning available funding currently allocated to other programs and projects and through in-kind resources. All schools will align current use of federal Title, State, local and private funding sources to focus on and fulfill the purposes of NOLA TIF. For example, portions of Title II funding now being used for professional development will be realigned to support NOLA TIF PD objectives. If LA is awarded R2T funding, a portion of that funding for participating LEAs/schools (all NOLA TIF schools were included in that application) designated for paying master and mentor teacher salaries, will be re-focused NOLA TIF costs for those positions. Examples of the sources of match funding are outlined in Louisiana’s “Tools for Integrating Education Funds” and in Attachment F. Each CMO and school has determined how it will re-align its current sources of funding to meet match funding requirements. NSNO, with strong support from national foundations such as Gates, Broad, the New Schools Venture Fund and the Walton Family Foundation will meet its match funding requirements from those sources and in-kind contributions of staff time, office use and office supplies.

(4) The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project:

The NOLA TIF program is designed to improve student achievement at participating high-need schools by building teacher and leader capacity through implementation of a PBCS. NOLA TIF will assist schools in developing and retaining highly effective teachers and leaders at 29 schools, which annually serve over 12,000 students in New Orleans. Total anticipated TIF grant funding to support 21 schools during the Y1

planning phase is [REDACTED] total TIF funding for implementation across 8 RSD schools during that year is [REDACTED]. From Y2 – Y6, anticipated TIF grant program funding is \$11,836,686. The project sets aside performance award funding for all teachers and administrators and assumes that 100% of educators earn 100% of performance awards each year. Schools' portion of match funding for NOLA TIF increases each year as indicated in Section 3 above. Eight RSD schools were utilizing a very modified PBCS program, and had already allocated funding for master and mentor teachers, and for performance awards. These funding allocations will be carried forward into the current program; TIF funding will be used to financially enhance these current performance award amounts to bring them into parity with NOLA TIF performance awards.

In terms of capacity building at each school during both the planning and implementation phases, NOLA TIF will contract with an organization experienced in implementing a PBCS for the education community. In terms of meeting the teacher and leader capacity building goals of the program, NOLA TIF carefully calculated the amount of performance awards that are “meaningful” and motivate teachers and leaders; these amounts have been fully included in the proposal budget. Augmentation pay provided to master and mentor teachers has been included in the funding request. NOLA TIF builds capacity in 828 teachers and 58 administrators annually.

NSNO is providing in-kind management team input as well as providing in-kind office space use and office supplies through the duration of the program.

In terms of efficiency, NOLA TIF determined the average number of students served in NOLA TIF schools each year of the grant and calculated the cost per student of implementation of the grant using TIF grant funds. These costs range from [REDACTED] to

██████ per student each year of the grant. The overarching goal of NOLA TIF is to increase student achievement by at least 5% annually; obtaining this goal at an average cost of ██████ per student appears to be very cost-effective.

Funding to contract with an experienced, credentialed external evaluator has also been allocated. The budget also requests funding each year to conduct the required federal program financial audit.

By Year 6 of the program, after TIF funding has expired, it is expected that each NOLA TIF school will have built internal personnel capacity and realigned financial resources to continue implementation of the PBCS with minimal administrative and contractor support, awards and retention. A sample budget for Year 6 is included in the Budget Narrative documents to show Uses and Sources of funds at this point in the program. By 2015, with the mandates of LA HB 1033 firmly in place since 2012, all NOLA TIF schools will be using student data as the basis for evaluating 50% of teacher and administrator performance. By Year 6, schools will be accustomed to using classroom observations to inform other aspects of teacher performance. Schools will continue to use cluster meetings for job-embedded professional development in each school, reaching 828 teachers annually.

D. Quality of Local Evaluation

Extent to which the applicant's evaluation plan (1) Includes the use of strong and measurable performance objectives, increasing the effectiveness of teachers, principals and other personnel, and retaining and recruiting effective teachers, principals, and other personnel: Four objectives based on project goals delineated on page 19 will drive the grant activities and evaluation. An evaluation team

independent of NSNO, RSDNO and participating CMOs will use a **CIPP** model (Stufflebeam, 2002) with the evaluators providing ongoing feedback on implementation fidelity to project staff so that mid-course corrections can be made if warranted. The **Context** will be documented by descriptions of the participating schools (size, grade levels served, locale, historic student achievement data, and administrator, teacher, and student demographics). Inputs will include the human, financial, and material resources provided by and for participants. Among the inputs to be documented by the evaluators are the number of mentor and master teachers per career teacher, the performance awards received by participants, the funding sources, and the hours of support provided by NSNO and the PBCS contractor.

Processes--or implementation fidelity--will be assessed using qualitative data from quarterly observations of cluster team meetings and semi-annual interviews with master, mentor, and career teachers regarding their perceptions of program implementation and effectiveness; and using quantitative scores on an evaluator-created implementation instrument assessing the four components of the PBCS-- professional development (job-embedded and ongoing), career paths, instructionally-focused accountability, and performance-based award. Specific items of the rubric will be developed and piloted during Year 1 with the 8 initial implementing schools. The rubric will be revised as needed for use in Years 2-5. A second measure of implementation fidelity will be the Annual Program Review, a rubric used by the PBCS contractor to assess how well educators at each level – career, mentor, and master teachers, and administrators—adhere to the principles of the PBCS. The Program Review includes qualitative and quantitative data obtained from three observers. The

total score ranges from 1 to 5. This score will be correlated with the external evaluation rubric scores to assess concurrent validity and provide feedback about possible bias (inflation or deflation) by internal assessors.

Product or outcome measures will address goals of improved student achievement, teacher and administrator effectiveness, retention and recruitment, and school capacity to implement and sustain a PBCS. Measurable objectives, targets, instrumentation, and data analysis methods are shown in the chart below.

Objective	Target	Instrumentation	Data analysis
<i>Student achievement</i> will improve in participating schools as evidenced by >>>	a 5% annual increase over the prior year baseline in the percentage of schools with school-wide value-added scores of 3 or above based on >>>	student performance on the state-mandated LEAP and iLEAP tests in grades 3 – 10 measured at baseline (one year prior to grant) and each May of the grant period >>>	Using time series analyses.
<i>Teacher effectiveness</i> in participating schools will improve as evidenced by >>>	A significant ($p < .05$) annual increase over the prior year in the number of teachers who show improvement in their individual value-added scores >>>	Calculated for all teachers of tested subjects based on score improvement of their students >>>	Using paired-sample <i>t</i> -tests.
<i>Principal and Assistant Principal effectiveness</i> in participating schools as evidenced by >>>	A significant ($p < .05$) annual increase over the prior year >>>	in school-wide value-added (SVA) scores >>>	Using paired samples <i>t</i> -tests.
Participating schools will be able to <i>recruit highly qualified teachers</i> >>>	for at least 90% of all vacant positions by the second year of implementation>>>	using the Louisiana definition of highly qualified which entails teacher certification, demonstration of content expertise, and continuing professional development	The number of vacant positions at the end of each school year will be divided into the number of highly qualified teachers

		(see http://www.doe.state.la.us/ide/tac/1790.html).	who fill those positions by the start of the next school year to determine the %.
Participating schools will increase their <i>teacher retention rates</i> >>>	by at least 15% for each year of implementation of the PBCS>>>	with retention defined as the % of teachers who <i>choose</i> to remain each school year.	The number of teachers at the beginning of each school year will be divided into the number of those same teachers at the beginning of the following school year (non-voluntary dismissals will not be included in the calculations).
<i>Principal and Assistant Principal retention</i> in participating schools will improve>>>	as evidenced by significantly higher annual retention than in other comparable state schools >>>	with similar SES (as measured by % free/reduced lunch) >>>	Using Chi square analyses (p<.05).
Schools will demonstrate <i>sustainability of the PBCS</i> as evidenced by >>>	their assumption of an increasing proportion of the cost of the system from 10% in Year 1, 20% in Year 2, 35% in Year 3, 45% in Year 4, 55% in Year 5, and 100% in Years 6+ >>	with cost defined as the performance compensation paid to teachers and administrators.	Time series charts will demonstrate costs over time by school and overall and differences presented as % change from year to year.

(2) Will produce evaluation data that are quantitative and qualitative: A number of data sources will be used in the external evaluation. Quantitative data will include the Annual Program Review, teacher and school value-added scores, teacher and

administrator retention calculated by the evaluators and confirmed by state sources, school budgets and budget projections, number of participating schools, and LEAP and iLEAP scores by school. Qualitative sources will include an evaluator-developed implementation rubric (also provides quantitative data), school observations, and interviews with administrators, and master, mentor, and career teachers. How each of these data elements will be used is detailed above.

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project: The evaluator will meet *at least* quarterly with the Project Director and Project Administrator to review progress against all measures to data and make recommendations for any mid-course corrections to ensure implementation fidelity. A written report will be submitted annually along with a PowerPoint presentation to summarize findings for participating schools and other key constituents. The evaluator also will assist the Project Staff in submitting the annual federal form 524b, Parts A and C, as required.

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List of Attachments

Attachment A	VAL Ed Assessment and NLNS Evaluation Tool
Attachment B	RSD Leadership Performance Evaluation Tool
Attachment C	Performance Award Calculator (example only)
Attachment D	Partner Memoranda of Understanding
Attachment E	Job Descriptions
Attachment F	Tools for Integrating Education Funds (Table/Example)
Attachment G	Resumes

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **NOLA TIF - Chart of Participating Schools** Pages: **1.25** Uploaded File: **NOLA TIF - Chart of Participating Schools.pdf**

NOLA TIF - Chart of Participating Schools

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a NOLA TIF School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Ashe Elementary	K-8	2011-2012	355	91%	99%	49%	40%
Dibert Elementary	PK-8	2011-2012	440	93%	97%	55%	46%
Green Elementary	K-8	2011-2012	530	97%	99%	50%	44%
Langston Hughes Elem.	K-8	2011-2012	575	93%	100%	47%	47%
FirstLine College Prep* (opens 2011)	9	2011-2012	150	NA	NA	NA	NA
Batiste Cultural Arts Academy (Frmly. Live Oak)	K-8	2011-2012	625	90%	97%	78%	69%
SciTech Academy (Formerly Laurel)	K-8	2011-2012	625	90%	97%	72%	68%
A.P Tureaud	3 - 6	2011-2012	349	90%	99%	51%	33%
Benjamin Bannaker	3 - 8	2011-2012	488	96%	98%	54%	53%
Cohen HS	8 -12	2011-2012	402	80%	100%	86%	84%
Greater Gentilly HS	9, 10	2011-2012	204	83%	99%	59%	64 %
Henderson	3 - 8	2011-2012	289	80%	97%	58%	57%
John McDonough	8 - 12	2011-2012	542	85%	99%	84%	83%
Landry	9 - 12	2011-2012	600	N/A	N/A	N/A	N/A
Reed High School	9 - 12	2011-2012	550	75%	100%	79%	69%
Joseph Craig Elementary School	3 - 8	2010-2011	591	89%	99%	65%	70%
John Dibert Elementary	3 - 8	2010-2011	391	84%	96%	54%	42%
Sarah T.Reed Elementary	9 - 12	2010-2011	609	92%	100%	69%	75%
Schaumberg Elementary	K - 8	2010-2011	610	94%	100	50%	51%
Fannie C. Williams	3 - 8	2010-2011	532	94%	100%	53%	54%
James Weldon Johnson	3 - 8	2010-2011	304	95%	99%	56%	50%
Mary Coghill Elementary	PK - 8	2010-2011	547	90%	99%	44%	49%
Habans Elementary	3 - 8	2010-2011	364	91%	99%	60%	47%
KIPP New Orleans Leadership Academy	5	2011-2011	110	90%	98%	0%	0%
KIPP Renaissance High School	9	2011-2011	135	85%	100%	0%	0%
KIPP Believe College Prep	5 - 8	2011-2011	344	85%	95%	20%	18%
KIPP Central City Academy	5 - 8	2011-2011	366	85%	98%	32%	17%

NOLA TIF - Chart of Participating Schools

KIPP Central City Primary	K-2	2011-2011	295	85%	100%	0%	0%
KIPP McDonogh 15 School for the Creative Arts	Pk-8	2011-2011	480	85%	95%	34%	31%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **NOLA TIF - Unions Statement** Pages: **1** Uploaded File: **NOLA TIF - Unions Statement.pdf**

Statement Regarding Support of Teachers' and Administrators' Unions

Teachers' Unions do not operate in the 29 NOLA TIF schools; therefore, support from these organizations was not needed.

Administrators' Unions do not operate in the 29 NOLA TIF schools; therefore, support from these organizations was not needed.

Project Narrative

Other Attachments

Attachment 1:

Title: **NOLA TIF Attachments A - G 7-6-10** Pages: **58** Uploaded File: **NOLA TIF ATTACHMENTS A - G 7-6-10.pdf**

ATTACHMENT A



Principal Response - Form A

Name: Date:

School District:

School: Years as Principal of this school:

Directions: The Vanderbilt Assessment of Leadership in Education (VAL-ED) measures the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning. You will be asked to make effectiveness ratings for each of 72 leadership behaviors based on evidence from the **current school year**.

1. Read each item describing a leadership behavior. In some cases, you may not have actually performed the behavior, but you have ensured that it was done by others in the school. Either way the behavior should be rated.
2. Check (✓) the key **Sources of Evidence** you use for the basis of your assessment. Note, at least one source of evidence must be checked for an item before you make an Effectiveness rating. If you check **No Evidence**, then **Ineffective** must be marked in the Effectiveness column.
3. If you check **any sources of evidence other than No Evidence**, always make an effectiveness rating. The number of **Sources of Evidence** checked is **not** indicative of the effectiveness rating.
4. Mark one **Effectiveness Rating** circle to indicate how effectively the behavior was performed.

Outstandingly effective means you (or your designee) has carried out a particular behavior (e.g., providing necessary support) with a very strong, positive effect on the targeted area of school activity (e.g., rigorous curriculum).

Ineffective means you (or your designee) has either not done the particular behavior (e.g., not provided necessary support) or has carried out the behavior with very low quality that does not have a positive effect on the targeted area of school activity (e.g., rigorous curriculum).

Completion Tips:

- ◆ Review the VAL-ED Conceptual Framework to see how the core components and key processes assessed provide a comprehensive picture of leadership behaviors.
- ◆ Definitions of key leadership behaviors are provided in the VAL-ED Glossary.
- ◆ Most respondents take 20 minutes to complete all items. You should try to complete the evaluation in one sitting.



Review the completed example items below before starting the evaluation.

Leadership Behaviors	Sources of Evidence Check Key Sources of Evidence						Effectiveness Rating Mark One Circle to Indicate How Effective				
	Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...											
1. plans for a culture of learning that serves all students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. evaluates the rigor of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

- For Item #1, which states “How effective is the principal at ensuring the school plans for a culture of learning that serves all students,” the respondent checked two sources of evidence for the basis of her evaluation of effectiveness and then checked one effectiveness category to indicate she perceived the principal as being *ineffective* regarding this leadership behavior.
- For Item #2, which states “How effective is the principal at ensuring the school evaluates the rigor of the curriculum,” the respondent checked one source of evidence for the basis of her evaluation and then checked one effectiveness category to indicate she perceived the principal as being *satisfactorily effective* regarding this leadership behavior.

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This table represents the Conceptual Framework of this assessment, where each cell represents the cross-section of one core component and one key process of principal leadership. Every item of the assessment represents a cross-section of one core component and one key process.

Key Processes						
Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning						
Rigorous Curriculum (content)						
Quality Instruction (pedagogy)						
Culture of Learning & Professional Behavior						
Connections to External Communities						
Performance Accountability						





The following provides definitions for the core components and key processes of principal leadership.

Core Components of School Performance

High Standards for Student Learning—There are individual, team, and school goals for rigorous student academic and social learning.

Rigorous Curriculum (content)—There is ambitious academic content provided to all students in core academic subjects.

Quality Instruction (pedagogy)—There are effective instructional practices that maximize student academic and social learning.

Culture of Learning & Professional Behavior—There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Connections to External Communities—There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

Performance Accountability—Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students.

Key Processes of Leadership

Planning—Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

Implementing—Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

Supporting—Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

Advocating—Promotes the diverse needs of students within and beyond the school.

Communicating—Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

Monitoring—Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.



High Standards for Student Learning		Sources of Evidence Check Key Sources of Evidence					Effectiveness Rating Mark One Circle to Indicate How Effective					
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Planning	1. plans rigorous growth targets in learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. plans targets of faculty performance that emphasize improvement in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing	3. creates buy-in among faculty for actions required to promote high standards of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. creates expectations that faculty maintain high standards for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting	5. encourages students to successfully achieve rigorous goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. supports teachers in meeting school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



High Standards for Student Learning		Sources of Evidence Check Key Sources of Evidence					Effectiveness Rating Mark One Circle to Indicate How Effective				
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective
How effective is the principal at ensuring the school ...											
Advocating	7. advocates for high standards for student learning when writing and implementing Individualized Education Plans (IEPs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. challenges low expectations for students with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating	9. communicates rigorous goals for student learning to faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. communicates with families and the community about goals for rigorous student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	11. monitors student learning against high standards of achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. monitors disaggregated test results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Rigorous Curriculum

Sources of Evidence

Check Key Sources of Evidence

Effectiveness Rating

Mark One Circle to Indicate How Effective

Rigorous Curriculum		Sources of Evidence					Effectiveness Rating					
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Planning	13. develops a rigorous curriculum for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
	14. plans access to rigorous curricula for students with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
Implementing	15. creates rigorous sequences of learning experiences/courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
	16. implements a rigorous curriculum in all classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
Supporting	17. secures the teaching materials necessary for a rigorous curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
	18. supports teachers to teach a curriculum consistent with state and national content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5



Rigorous Curriculum

Sources of Evidence

Check Key Sources of Evidence

Effectiveness Rating

Mark One Circle to Indicate How Effective

Rigorous Curriculum		Sources of Evidence						Effectiveness Rating				
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Advocating	19. advocates a rigorous curriculum that honors the diversity of students and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20. challenges faculty to teach a rigorous curriculum to students at risk of failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating	21. discusses state curriculum frameworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22. discusses the importance of addressing the same academic content in special and regular programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring	23. evaluates the extent to which all students complete a rigorous curricular program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24. evaluates the rigor of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Quality Instruction		Sources of Evidence Check Key Sources of Evidence					Effectiveness Rating Mark One Circle to Indicate How Effective					
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Planning	25. plans instructional services for students with special needs using assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26. plans a schedule that enables quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing	27. coordinates efforts to improve instruction in all classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	28. recruits teachers with the expertise to deliver instruction that maximizes student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting	29. supports collaboration among faculty to improve instruction that maximizes student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30. supports teachers' opportunities to improve their instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Quality Instruction

Sources of Evidence

Check Key Sources of Evidence

Effectiveness Rating

Mark One Circle to Indicate How Effective

Reports from Others

Personal Observations

School Documents

School Projects or Activities

Other Sources

No Evidence

Ineffective

Minimally Effective

Satisfactorily Effective

Highly Effective

Outstandingly Effective

How effective is the principal at ensuring the school ...

Advocating	31. advocates for all students to regularly experience effective instruction.	<input type="checkbox"/>	<input type="radio"/>	1	2	3	4	5									
	32. advocates opportunities for high quality instruction beyond the regular school day and school year.	<input type="checkbox"/>	<input type="radio"/>	1	2	3	4	5									
Communicating	33. discusses instructional practices during faculty meetings.	<input type="checkbox"/>	<input type="radio"/>	1	2	3	4	5									
	34. communicates with faculty about removing barriers that prevent students from experiencing quality instruction.	<input type="checkbox"/>	<input type="radio"/>	1	2	3	4	5									
Monitoring	35. evaluates how instructional time is used.	<input type="checkbox"/>	<input type="radio"/>	1	2	3	4	5									
	36. evaluates teachers' instructional practices.	<input type="checkbox"/>	<input type="radio"/>	1	2	3	4	5									



Culture of Learning and Professional Behavior		Sources of Evidence Check Key Sources of Evidence					Effectiveness Rating Mark One Circle to Indicate How Effective					
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Planning	37. plans programs and policies that promote discipline and order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								1	2	3	4	5
Implementing	38. plans for a positive environment in which student learning is the central focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								1	2	3	4	5
Supporting	39. implements a learning environment in which all students are known and cared for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								1	2	3	4	5
Supporting	40. builds a culture that honors academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								1	2	3	4	5
Supporting	41. allocates resources to build a culture focused on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								1	2	3	4	5
Supporting	42. supports collaborative teams to improve instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								1	2	3	4	5



Culture of Learning and Professional Behavior		Sources of Evidence Check Key Sources of Evidence					Effectiveness Rating Mark One Circle to Indicate How Effective				
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective
How effective is the principal at ensuring the school ...											
Advocating	43. advocates a culture of learning that respects diversity of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	44. advocates for students to be involved in the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating	45. communicates with parents about the aspects of a positive school culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	46. discusses standards of professional behavior with faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	47. monitors the participation of every student in social and academic activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	48. assesses the culture of the school from students' perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Connections to External Communities

Sources of Evidence

Check Key Sources of Evidence

Effectiveness Rating

Mark One Circle to Indicate How Effective

Connections to External Communities		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Planning	49. develops a plan for school/community relations that revolves around the academic mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
	50. develops a plan for community outreach programs consistent with instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
Implementing	51. implements programs to help address community needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
	52. builds business partnerships to support social and academic learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
Supporting	53. secures additional resources through partnering with external agencies to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5
	54. allocates resources that build family and community partnerships to advance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	○ 1	○ 2	○ 3	○ 4	○ 5



Connections to External Communities

Sources of Evidence

Check Key Sources of Evidence

Effectiveness Rating

Mark One Circle to Indicate How Effective

Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
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How effective is the principal at ensuring the school ...

Advocating	55. promotes mechanisms for reaching families who are least comfortable at school.	<input type="checkbox"/>	○	○	○	○	○	1	2	3	4	5					
	56. challenges teachers to work with community agencies to support students with low achievement.	<input type="checkbox"/>	○	○	○	○	○	1	2	3	4	5					
Communicating	57. listens to feedback from the community.	<input type="checkbox"/>	○	○	○	○	○	1	2	3	4	5					
	58. listens to the diverse opinions and needs of all families.	<input type="checkbox"/>	○	○	○	○	○	1	2	3	4	5					
Monitoring	59. collects information to learn about resources and assets in the community.	<input type="checkbox"/>	○	○	○	○	○	1	2	3	4	5					
	60. monitors the effectiveness of community-school connections.	<input type="checkbox"/>	○	○	○	○	○	1	2	3	4	5					



Performance Accountability		Sources of Evidence Check Key Sources of Evidence					Effectiveness Rating Mark One Circle to Indicate How Effective				
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective
How effective is the principal at ensuring the school ...											
Planning	61. develops a plan for individual and collective accountability among faculty for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	62. develops a plan emphasizing accountability to stakeholders for student academic and social learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing	63. uses faculty input to create methods to hold faculty accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	64. implements social and academic accountability equitably for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting	65. allocates time to evaluate student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	66. allocates time to evaluate faculty for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Performance Accountability		Sources of Evidence Check Key Sources of Evidence					Effectiveness Rating Circle One Number to Indicate How Effective					
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Advocating	67. challenges faculty who attribute student failure to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	68. advocates that all students are accountable for achieving high levels of performance in both academic and social learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating	69. discusses progress toward meeting school goals with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	70. communicates to faculty how accountability results will be used for school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring	71. analyzes the influence of faculty evaluations on the rigor of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	72. monitors the accuracy and appropriateness of data used for student accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

****No copies or reprints of this assessment should be made without the express written consent of the authors****



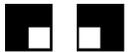
Questions for VAL-Ed Users

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I found this response form easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I understood the vast majority of the items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I believe the vast majority of the items focus on important leadership behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I do not believe the items are biased against any race or gender of a principal being assessed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This assessment is appropriate for use at the elementary, middle, and high school levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I would prefer a web-based format for this assessment over the paper-and-pencil version I just completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers should have input into the assessment of their principal's leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I would support the use of this assessment instrument to hold principals accountable in my district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The amount of time required to complete this instrument is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/Suggestions for Improvement:

Thank you for your participation.





Principal Advisory Group Input on Leadership Standards

Participants: Donald Jackson, Peretta Mitchell, Beverly Johnson, Josette Ripoll, Danielle Vappie, Wanda Anderson (partial)

Facilitator: Tyra Newell

Standard	Characteristic	Edit	Rationale
Vision for Results & Equity	Leader builds and articulates a clear shared vision and mission for high student achievement and college-readiness	Exclude “college readiness” or add information about preparing for careers and citizenship.	Some communities (across the state) prepare students for farming. Not all students will go to college. Not all schools are college prep and some are vocational.
	Leader creates a fully inclusive and culturally competent environment where all children and adults thrive and achieve at high levels	Move to ethics standard. Remove “fully inclusive” and “culturally competent” language.	Cultural competence is a trigger and signals race. Culture is a “buzz word” and “fully inclusive” refers / elicits thoughts about sped populations which is limiting. Suggests moving to ethics standard because this characteristic is about treating staff fairly and equitably. Leaders felt cultural competence was about feelings and opened the door to teachers’ opinions that they (teachers) are receiving a negative rating because of their race or the principal didn’t like them. Group articulated importance of collecting evidence beyond teacher input. One principal articulated the idea that beliefs have nothing to do with competence and the language raises a red flag about prejudice.
School culture		Maintain “School improvement” standard and move culture under school improvement	Culture is only one component of improving the school. When you improve the culture, you improve the school.
Learning & Teaching	Leader ensures the development, implementation, and evaluation of rigorous curricula tied to both state and	Remove “college readiness”	<i>See line 1 about preparation being broader than college.</i> This should be about productive citizens and not college readiness only because not everyone

	college-readiness standards		can/wants to go to college.
Staff development and management	<ul style="list-style-type: none"> ▪ Leader pursues robust talent management strategy and recruits, hires, retains and assigns highly effective staff who share the school’s vision ▪ Leader trains, develops, and supports a high-performing instructional Leadership Team 		One principal expressed concerned about being measured for something over which they don’t have complete control.
Communication & Stakeholder Relations	Leader drives and manages the organizational change process to increase student achievement	Provide greater clarity/transparency on what this means.	
Resiliency	Leader demonstrates personal resolve and maintains focus on student achievement even in the face of diversity	Remove	Principals found this language highly subjective and didn’t see/agree with how it could be measured.
Resiliency Note: Added “Resiliency” as a separate category – initial advisory group (subset) and RSD leadership focus on “staying firm as a leader” and demonstrating self-awareness		Remove as a standard as move as characteristic of ethics	Principals saw resiliency as critical to success and longevity in the job but they did not believe it should be a stand alone standard. The group believed it should be moved to be a bullet/characteristic under ethics.
Strategic Planning and Operations	Leader manages time effectively yo support all instructional staff development priorities	Remove (1 principal)	Believed this was impossible to accomplish because schools are never staffed properly.
Ethics ▪ A standard in the current draft of standards. “Professional Ethics” removed b/c expectations setting was integrated into School Culture.		Add back in.	Ethics is important. There are so many laws where lack of compliance costs the district millions of dollars. Ethics is/should be the reference point to make decisions. Can’t ignore certain laws.

Did not see the other “compliance” issues as a top-level standard.			
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Reaction to current standards:

- Based on interactions with central office, Principals felt like they could not start with vision (listed first in the list of current RSD standards) but instead school management and community relationships seemed most important. One principal felt the standards were good but commented that the PD was the issue.
- Teaching and learning go hand in hand with school improvement standard. The two cannot exist without the other.
- Multiple involved in managing the principal and many want to tell the principal she s/he has to do.
- Highlighted the need for accountability at all levels, including the need for central office staff to demonstrate ethics.
- Vision is so personal but so public.
- Data is important; maybe that’s a sub strand.
- School/community relations
 - If one principal had to recall the standards without notes, she would highlight this standard because the first thing measured is how many calls central office gets about the school
 - Expectations for culture vary from building to building. Central office demonstrates its lack of understanding around the variation and undermines the school’s expectations when schools are expected to adjust to parents not adhering to expectations.

ATTACHMENT B - RSD Standards DRAFT 5.20.10

Vision for Results and Equity	<ul style="list-style-type: none"> - Leader builds and articulates a clear shared vision and mission for high student achievement and college-readiness - Leader sets and focuses on ambitious student achievement goals - Leader creates a fully inclusive and culturally competent environment where all children and adults thrive and achieve at high levels
School Culture	<ul style="list-style-type: none"> - Leader builds a culture of high aspirations for every student - Leader ensures adults and students demonstrate consistent values and behaviors aligned to the school’s vision and mission - Leader develops an organizational structure and effective systems that support child and youth development and well-being - Leader proactively engages families in supporting their child’s learning and the school’s learning goals
Learning and Teaching	<ul style="list-style-type: none"> - Leader ensures the development, implementation, and evaluation of rigorous curricula tied to both state and college-readiness standards - Leader implements consistent quality classroom practices and instructional strategies - Leader utilizes multiple forms of student-level data to drive instructional improvement and identify student interventions
Staff Development and Management	<ul style="list-style-type: none"> - Leader supports staff professional growth by ensuring quality observations, coaching, and professional learning structures - Leader sets clear expectations for performance and manages performance of all staff through effective evaluations - Leader pursues robust talent management strategy and recruits, hires, retains and assigns highly effective staff who share the school’s vision - Leader trains, develops, and supports a high-performing instructional Leadership Team

ATTACHMENT B - RSD Standards DRAFT 5.20.10

Communication and Stakeholder Relations	<ul style="list-style-type: none">- Leader cultivates the active participation of adults and students to reach school goals- Leader drives and manages the organizational change process to increase student achievement- Leader communicates effectively based on the situation, audience, and needs
Resiliency	<ul style="list-style-type: none">- Leader demonstrates self-awareness and commitment to ongoing learning to change and improve both personal and school-wide practices- Leader demonstrates personal resolve and maintains focus on student achievement even in the face of adversity- Leader consistently identifies solutions both anticipating and responding to challenges
Strategic Planning and Operations	<ul style="list-style-type: none">- Leader tracks clear and focused school goals and school improvement plans and adjusts strategy based on progress- Leader manages time effectively to support all instructional and staff development priorities- Leader allocates resources effectively to support learning goals

ATTACHMENT C

**EXAMPLE CALCULATION OF CAREER TEACHER ANNUAL PERFORMANCE
AWARD**

Career Teacher	Total Award Pool	SKR (50% of pool)	Classroom Value-Added (30% of pool)	School-wide Value Added (20% of pool)
Individual	\$2,500	\$1,250	\$750.	\$500.
Baseline to earn award		Must score at 2.5% of above to earn portion of this pool	Must score at least a 3 to earn a portion of this pool	Must earn at least a 3 to earn a portion of this pool
	Weighted Scores	Score of 2.5 – 3.4 earns 50% of this portion	Score of 3 earns 50% of this portion	Score of 3 earns 50% of this portion
		Score of 3.5 – 4.4 earns 75% of this portion	Score of 4 earns 75% of this portion	Score of 4 earns 75% of this portion
		Score of 4.5 – 5.0 earns 100% of this portion	Score of 5 earns 100% of this portion	Score of 5 earns 100% of this portion

ATTACHMENT D

**NOLA TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between New Schools for New Orleans (“NSNO”), and ReNEW Charter Management Organization (hereafter referred to as “school, CMO or LEA”).

The purpose of the partnership is to develop and implement goals for “NOLA TIF”, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other school/CMO/LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA or CMO, while building the capacity of schools to expand and sustain the NOLA TIF model as a school improvement best practice. NOLA TIF accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. NSNO will work with the school or LEA to fulfill the activities, benchmarks and timelines that are listed in the TIF grant application to accomplish the following goals:

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

To achieve the goals mentioned above, the school or LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The school or LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the NOLA TIF program and system with fidelity to the model as measured annually by School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NOLA TIF/NSNO for TIF grant responsibilities;
4. Send the schools/CMO or LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the Project Director;
7. Work in collaboration with other partnering LEAs/CMOs on all grant activities;
8. Adopt consistent policies across participating NOLA TIF schools (as listed in the LEA/CMO’s documents submitted to NSNO) that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
9. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
10. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any school/CMO or LEA responsibilities;
11. Disseminate reports on accomplished work to state groups and other interested parties as requested by the Project Director; and

In return for participation in the project, NSNO agrees to perform the following activities:

NEW SCHOOLS FOR NEW ORLEANS

Achieving Excellent Public Schools For Every Child In New Orleans

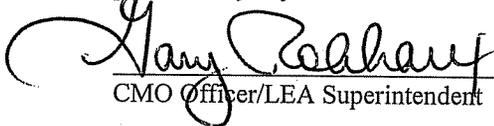
1. Assign specific staff/NOAL TIF Coordinators to serve as liaisons to targeted schools in partner CMOs/LEAs;
2. Serve as a resource to the CMO/LEA during the term of this MOU;
3. Provide technical assistance on NOLA TIF implementation to the CMO/LEA through regular site visits, training on NOLA TIF, email communication, and phone support;
4. Host NOLA TIF master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering schools/CMOs/LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering CMOs/LEAs;
9. Immediately report to the CMO/LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds NSNO and the partner CMO/LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.


CMO Officer/LEA Superintendent

Gary Robichaux Executive Director

6/27/10

Date



Lead CMO/LEA Administrator for TIF Grant Project

6/27/10

Date

**NOLA TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between New Schools for New Orleans (“NSNO”), and KIPP New Orleans Schools (hereafter referred to as “school, CMO or LEA”).

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4. Send the schools/CMO or LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the Project Director;
7. Work in collaboration with other partnering LEAs/CMOs on all grant activities;
8. Adopt consistent policies across participating NOLA TIF schools (as listed in the LEA/CMO’s documents submitted to NSNO) that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
9. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
10. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any school/CMO or LEA responsibilities;
11. Disseminate reports on accomplished work to state groups and other interested parties as requested by the Project Director; and

In return for participation in the project, NSNO agrees to perform the following activities:

NEW SCHOOLS FOR NEW ORLEANS

Achieving Excellent Public Schools For Every Child In New Orleans

1. Assign specific staff/NOAL TIF Coordinators to serve as liaisons to targeted schools in partner CMOs/LEAs;
2. Serve as a resource to the CMO/LEA during the term of this MOU;
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Shonda Kalley - Alwise
CMO Officer/LEA Superintendent

June 28, 2010
Date


Lead CMO/LEA Administrator for TIF Grant Project

6/28/2010
Date

**NOLA TIF
Teacher Incentive Fund Grant
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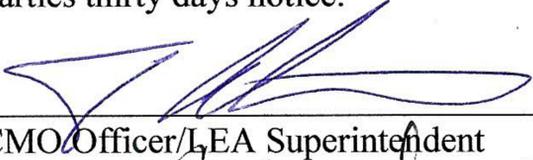
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5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering schools/CMOs/LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering CMOs/LEAs;
9. Immediately report to the CMO/LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds NSNO and the partner CMO/LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.



CMO/Officer/LEA Superintendent

6/23/10

Date

6/23/10

Date

NEW SCHOOLS FOR NEW ORLEANS
Achieving Excellent Public Schools For Every Child In New Orleans

**NOLA TIF
 Teacher Incentive Fund Grant
 Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between New Schools for New Orleans ("NSNO"), and The Recovery School District in New Orleans (hereafter referred to as "school, CMO or LEA").

The purpose of the partnership is to develop and implement goals for "NOLA TIF", a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other school/CMO/LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA or CMO, while building the capacity of schools to expand and sustain the NOLA TIF model as a school improvement best practice. NOLA TIF accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. NSNO will work with the school or LEA to fulfill the activities, benchmarks and timelines that are listed in the TIF grant application to accomplish the following goals:

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

To achieve the goals mentioned above, the school or LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the NOLA TIF program and system with fidelity to the model as measured annually by School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NOLA TIF/NSNO for TIF grant responsibilities;
4. Send the schools/CMO or LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the Project Director;
7. Work in collaboration with other partnering LEAs/CMOs on all grant activities;
8. Adopt consistent policies across participating NOLA TIF schools (as listed in the LEA/CMO's documents submitted to NSNO) that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
9. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
10. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any school/CMO or LEA responsibilities;
11. Disseminate reports on accomplished work to state groups and other interested parties as requested by the Project Director; and

In return for participation in the project, NSNO agrees to perform the following activities:

NEW SCHOOLS FOR NEW ORLEANS

Achieving Excellent Public Schools For Every Child In New Orleans

1. Assign specific staff/NOAL TIF Coordinators to serve as liaisons to targeted schools in partner CMOs/LEAs;
2. Serve as a resource to the CMO/LEA during the term of this MOU;
3. Provide technical assistance on NOLA TIF implementation to the CMO/LEA through regular site visits, training on NOLA TIF, email communication, and phone support;
4. Host NOLA TIF master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering schools/CMOs/LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering CMOs/LEAs;
9. Immediately report to the CMO/LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds NSNO and the partner CMO/LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Paul Vallar
 CMO Officer/LEA Superintendent

6-30-10
 Date


 Lead CMO/LEA Administrator for TIF Grant Project

6/30/10
 Date

COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE

COMMITTEE ON
HOMELAND SECURITY
DEPUTY RANKING MEMBER

COMMITTEE ON
OVERSIGHT AND
GOVERNMENT REFORM



Congress of the United States
House of Representatives
Washington, DC 20515-1802

ANH "JOSEPH" CAO
2ND DISTRICT, LOUISIANA

WASHINGTON OFFICE
2113 RAYBURN HOUSE OFFICE BUILDING
Washington, D.C 20515
(202) 225-6636

DISTRICT OFFICE
4640 SOUTH CARROLLTON AVENUE, SUITE 120
NEW ORLEANS, LA 70119
(504) 483-2325

WEBSITE: josephcao.house.gov

July 2, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue Sw
Washington, DC 20202-0001

Dear Arne,

Thank you for considering KIPP New Orleans Schools (KNOS) for a grant from your department. After a team discussion with of KIPP New Orleans Schools (KNOS), I am looking forward to supporting them wholeheartedly in their endeavor. The expansion of the Federal Teacher Incentive Fund (TIF) represents a significant opportunity to improve high-needs student (and school) achievement through performance-based compensation systems aimed at increasing educator effectiveness.

KIPP New Orleans Schools is playing an instrumental role in the charter arena, with corresponding impact on the lives of many New Orleans students, families and communities. I appreciate any consideration to this request for aid, and I know that the funding requested will be a positive investment in the future of the 2nd congressional district of Louisiana.

Consider this an official letter of support for of KIPP New Orleans Schools (KNOS) in their request for a grant from the Department of Education, Federal Teacher Incentive Fund (TIF). Thank you for your time in this matter.

Sincerely,

A handwritten signature in blue ink that reads "Anh J Cao".

Anh "Joseph" Cao
Member of Congress

AJC/mn

ATTACHMENT E



NOLA TIF Project Director

NEW ORLEANS CONTEXT

“New Orleans’ disastrously low-performing school system was almost entirely washed away in the flood. What is being built in its place is an educational landscape unlike any other, a radical experiment in reform that directly confronts the issue of providing equitable educational opportunities to all students.”

~ As described by Paul Tough in a New York Times Magazine profile of school reform in our city.

New Schools for New Orleans (NSNO) was developed in 2006 to support this quickly accelerating school reform effort. As the landscape in New Orleans is utterly unique, NSNO developed an innovative model to support and enhance these transformations. NSNO believes that the best way to accomplish systemic change in public schools is by providing exceptional human capital and developing excellent new schools.

In order to accomplish our vision, NSNO has partnered with the best human capital groups in the United States today—New Leaders for New Schools, The New Teacher Project, and Teach For America. Additionally, NSNO invests heavily in the development and support of public charter schools with the shared core values of serving all children by preparing students for college and beyond; no excuses in the pursuit of achievement; and an intense focus on results.

No other local organization is providing the type of support to New Orleans public charter schools that we offer. NSNO’s model of partnership, investment and support, combined with our extensive knowledge of the best practices of high performing urban charter schools and in-depth knowledge of New Orleans schools, positions us as a driving force behind the success of the present reform efforts. If these reforms are successful – and NSNO will work tirelessly to ensure that they are – New Orleans can prove to the nation that all children, regardless of race and class, can achieve academic excellence.

ORGANIZATIONAL OVERVIEW

The mission of New Schools for New Orleans is to achieve our vision of excellent public schools for every child in New Orleans by:

Attracting and preparing talent to teach and lead: Excellent schools are staffed by excellent educators. NSNO is supporting the development of human capital in our city’s schools by recruiting outstanding teachers and leaders through partnerships with teachNOLA and New Leaders for New Schools.

Launching and supporting open-enrollment public charter schools: NSNO operates with an intense focus on student achievement, and this focus guides us as we invest in schools. We recruit and select exemplary school founders to launch new public schools and provide extensive support for existing charter schools and charter management organizations by way of funding, training, and partnering to develop new service providers.

Advocating for accountable and sustainable high-quality public schools: NSNO serves as a voice for excellent open-enrollment schools in New Orleans, and advocates on their behalf in the

community, the school district, and the state. Additionally, NSNO believes that the autonomy of school-based governance is a cornerstone of successful charter schools. To help support autonomy and quality in public charter schools, New Schools for New Orleans provides the only board governance support services in the city of New Orleans.

POSITION OVERVIEW

NSNO is currently seeking a NOLA TIF Project Director. The Project Director will assist NSNO, RSD, participating CMOs and schools, administrators, executive master teachers, master teachers, mentors, and career teachers in the implementation of NOLA TIF program and to build their knowledge of exemplary instructional strategies. The Project Director will work with the PBCS contractor, external evaluator to assure adherence to project objectives and timelines. The Project Director has ultimate responsibility for the oversight of all financial and program performance and for reporting project activities and results to the US Department of Education TIF Program Officer. (both programmatic and financial). The NOLA TIF Project Director will report directly to NSNO's Human Capital Director.

RESPONSIBILITIES

The Program Director's responsibilities include, but are not limited to:

1. Understanding and agreement with all elements of the NOLA TIF program;
2. Assist and attend all NOLA TIF interviews, including executive master teacher, master and mentor teacher interviews;
3. Provide materials, information and NOLA TIF documents to the participating LEA/CMO liaisons and school principals;
4. Assist with scheduling all NOLA TIF training and orientation sessions. Prepare outgoing information, requests for facilities, and materials;
5. Arrange for and coordinate required travel to TIF annual meetings, and site visits to other PBCS sites during program planning and implementation years;
6. Attend annual PBCS conferences;
7. Conduct those tasks and assignments as directed by the NSNO Human Capital Director in an effective, efficient, and timely manner;
8. Perform and conducts all responsibilities in a manner aligned with the objectives of the NOLA TIF program and the Program Evaluation Plan;
9. Conduct all tasks and assignments in a competent, timely and honest manner;
10. Is consistently supportive of the goals established for the NOLA TIF Program;
11. Demonstrates the ability to provide recommendations for areas of reinforcement and areas of program refinement;
12. Accepts supervision and directives in a productive manner;

13. Oversees the work of the Project Administrator; assures that data and financial management and reporting is occurring in alignment with project goals, timelines and project evaluation criteria;
14. Conducts the following listed tasks on a continuous basis:
 - Responsible for overseeing the implementation of the NOLA TIF Program within New Schools for New Orleans and the participating LEA/CMOs and schools.
 - Works with administrators, teachers and executive master teachers at the school building level with selection of master/mentor teachers, training, funding, and ongoing oversight issues.
 - Works with association-level leaders, Directors and policy makers in the promotion of the PBCS systemic reform model and connections to NCLB.
 - Works with the NSNO Human Capital Director, executive master Teachers, PBCS contractor personnel and project evaluator to ensure quality, consistent implementation of the NOLA TIF model in all participating schools.
 - Is expected to spend 80% of his/her time working directly in/with the 29 NOLA TIF schools.
 - Reviews NOLA TIF program documentation and provides ongoing, regular and timely feedback to schools.
 - Participates in observations with school leadership teams, master and mentor teachers for the purpose of ensuring inter-rater reliability.
 - Assists school leadership teams in the evaluation of career teachers, master teachers, and mentor teachers.
 - Provides assistance to school leadership teams as necessary and appropriate.
 - Assists in the planning and coordination of NOLA TIF in-services and staff development.
 - Researches, plans and coordinates research based instructional strategies in the various subject areas.
 - Assists school leadership teams, executive master teachers and evaluator with the Program Review processes.
 - Works with the representatives from the PBCS contractor and the evaluator in the promotion and implementation of NOLA TIF with fidelity according to the national model.
 - Responsible for oversight, production and delivery of timely, required program and budget reports to TIF Program Officer/USDOE.
 - Evaluates the Project Administrator, and executive master teachers annually and provides evaluations to their personnel files.
 - Evaluates contractor agreements every 6 months; determines need for remediation based on performance; renews contracts as needed.

REQUISITE QUALIFICATIONS

Ideal candidates possess the following qualifications and skills:

- A valid Type A LA Teaching Certificate
- Master's Degree
- Five or more years experience teaching
- Experience as a Master Teacher
- PBCS Program Certified Evaluator
- Technology proficiency required
- Must be knowledgeable of the Teacher Incentive Funding Grant Program and/or similar PBCS programs
- Must have project management experience and have managed project budgets of at least \$4 million per year in the past
- Belief in NSNO's core values of Teamwork, Relentless Focus on Results, Humility & Respect, Constant Learning, and Sense of Possibility.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the NSNO personnel evaluation protocol.

TERM OF EMPLOYMENT

12 months, and depending upon annual reviews, a total of 60 months.



NOLA TIF Project Administrator

NEW ORLEANS CONTEXT

“New Orleans’ disastrously low-performing school system was almost entirely washed away in the flood. What is being built in its place is an educational landscape unlike any other, a radical experiment in reform that directly confronts the issue of providing equitable educational opportunities to all students.”

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New Schools for New Orleans (NSNO) was developed in 2006 to support this quickly accelerating school reform effort. As the landscape in New Orleans is utterly unique, NSNO developed an innovative model to support and enhance these transformations. NSNO believes that the best way to accomplish systemic change in public schools is by providing exceptional human capital and developing excellent new schools.

In order to accomplish our vision, NSNO has partnered with the best human capital groups in the United States today—New Leaders for New Schools, The New Teacher Project, and Teach For America. Additionally, NSNO invests heavily in the development and support of public charter schools with the shared core values of serving all children by preparing students for college and beyond; no excuses in the pursuit of achievement; and an intense focus on results.

No other local organization is providing the type of support to New Orleans public charter schools that we offer. NSNO’s model of partnership, investment and support, combined with our extensive knowledge of the best practices of high performing urban charter schools and in-depth knowledge of New Orleans schools, positions us as a driving force behind the success of the present reform efforts. If these reforms are successful – and NSNO will work tirelessly to ensure that they are – New Orleans can prove to the nation that all children, regardless of race and class, can achieve academic excellence.

ORGANIZATIONAL OVERVIEW

The mission of New Schools for New Orleans is to achieve our vision of excellent public schools for every child in New Orleans by:

Attracting and preparing talent to teach and lead: Excellent schools are staffed by excellent educators. NSNO is supporting the development of human capital in our city’s schools by recruiting outstanding teachers and leaders through partnerships with teachNOLA and New Leaders for New Schools.

Launching and supporting open-enrollment public charter schools: NSNO operates with an intense focus on student achievement, and this focus guides us as we invest in schools. We recruit and select exemplary school founders to launch new public schools and provide extensive support for existing charter schools and charter management organizations by way of funding, training, and partnering to develop new service providers.

Advocating for accountable and sustainable high-quality public schools: NSNO serves as a voice for excellent open-enrollment schools in New Orleans, and advocates on their behalf in the

community, the school district, and the state. Additionally, NSNO believes that the autonomy of school-based governance is a cornerstone of successful charter schools. To help support autonomy and quality in public charter schools, New Schools for New Orleans provides the only board governance support services in the city of New Orleans.

POSITION OVERVIEW

NSNO is currently seeking a NOLA TIF Project Administrator. The Project Administrator will be responsible for directly supporting the NOLA TIF Project Director. The Project Administrator must have at least two years' direct education experience. In addition, the Project Administrator will collect and manage all the relevant program data that needs to be collected on NOLA TIF schools including teacher evaluation scores, and value-added calculations.

The Project Administrator will also work with PBCS contractor staff and the external evaluator on data collection, management and reporting as applicable. The Project Administrator will also be responsible for implementation, tracking and reporting of all NOLA TIF budget information. This includes review and authorization of all data related to the appropriate and proper payment of performance awards to teachers and administrators. The Project Administrator will be responsible for timely delivery of all financial reports to the TIF Program Officer at USDOE.

The NOLA TIF Project Administrator will report directly to the NOLA TIF Project Director.

RESPONSIBILITIES

The Program Administrator's responsibilities include, but are not limited to:

- Assist and attend the NOLA TIF interviews, including master/mentor interviews when Project Director is unavailable.
- Provide materials, information and NOLA TIF documents to the participating LEA/CMO liaisons and/or school principals when needed.
- Assist with and attend NOLA TIF training sessions. Prepare outgoing information, request for facilities, lodging and meals information, sign in sheets, nametags and workshop evaluations.
- Utilize Microsoft Excel to customize data for each school
- Attend the Annual PBCS Conference
- Provide training and assist master teachers and/or leadership teams on generating required data using the LEAP Data Query System for the PBCS component of NOLA TIF
- Create documents for recording and management of contracted classroom observation database.
- Assist with training the master teacher and/or leadership teams on the value-added component of NOLA TIF; interact with personnel at the Louisiana Department of Education regarding access and use of the SAS EVAAS data system.
- Assist with gathering historical data for value-added reports.
- Create charts and teacher reports using the value-added information.
- Prepare and report the Value-Added Teacher Report to the schools.
- Assist and attend monthly Master Teacher Meetings.
- Provided assistance and materials with cluster meeting at the school level including; communication, documentation, NOLA TI rubric(s) and evaluation of cluster effectiveness needs.
- Assist with the monthly NOLA TIF online newsletters/update and communications materials
- Communicate with state (LDE) contacts, NOLA TIF principals and leadership teams on completion of data collections including:
 - Student achievement (test scores, teacher linkages)
 - Teacher surveys: Baseline and Follow-up

- Principal surveys
 - Ongoing interviews
 - NOLA TIF Director reporting
 - Program Review site visits
- Assist principals, mentor/master teachers with ongoing applied professional development including:
 - Personal Growth Plans
 - Understanding the LEAP Data Query System
 - Utilizing Grade Level Expectations
 - Utilizing Making Connections
 - Various Understanding by Design Components
 - Differential Instruction
- Assist in collecting and recording opening of school materials including:
 - School calendars
 - Cluster meeting schedules
 - Professional Growth Leadership Team meeting schedules
 - Mentor/Career teacher meeting schedule
 - Teacher Performance-Based Accountability committee reporting schedule
- Assist with the Presentation Review of Value-added and NOLA TIF Compensation Model process prior to distribution of teacher performance awards.
- Create information sheets for Leadership Teams to build database for teacher questionnaire
- Create information sheets of NOLA TIF schools and send copies to LDE/PBCS contractor
- Prepare lists of all leadership teams' locations and email and send to LDE/PBCS contractor
- Create state NOLA TIF information sheets for LDE/NIET requests

REQUISITE QUALIFICATIONS

Ideal candidates possess the following qualifications and skills:

- The ability to perform detailed quantitative analyses of large data sets using SPSS statistical analysis software;
- Evidence of outstanding writing and oral communication skills;
- Extensive experience using Excel and PowerPoint;
- Extensive experience managing project budgets of at least \$5 million annually;
- At least a master's degree in public policy, education policy, statistics, or related fields and/or several years of experience in a similar position;
- Understanding and agreement with elements of the NOLA TIF Program, recruitment and retention data, and any and all data required to be collected for program evaluation.
- A mix of strong analytical and research skills, with experience in quantitative and qualitative analyses and basic descriptive statistics
- Belief in NSNO's core values of Teamwork, Relentless Focus on Results, Humility & Respect, Constant Learning, and Sense of Possibility.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the NSNO personnel evaluation protocol.

TERM OF EMPLOYMENT

12 months – may be extended based on annual reviews.

Job Title: Executive Master Teacher

Report to: Project Director

Job Responsibilities:

The Executive Master Teacher plays a key role in ensuring fidelity of PBCS implementation at the school-level, as he/she are responsible for training school-based leadership teams and conducting regular site visits. The EMT will spend nearly 100% of his/her time at the school site working directly with master and mentor teachers to anchor the PBCS training process.

Minimum Qualifications:

1. Louisiana Certified and Highly Qualified instructor; Master's degree in Education.
2. Minimum of five (5) years of successful professional K – 12 school experience.
3. Strong background in leadership roles in the school setting.
4. Demonstrated expertise in content, curriculum development, student learning, data analysis, professional development and mentoring.
5. Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains.
6. Ability to work with administrators and teachers in a diverse cross-section of schools.

Knowledge, Skills and Abilities:

1. Works well with diverse communities and school groups.
2. Establishes and maintains cooperative and effective working relationships with colleagues.
3. Analyzes data accurately and adopts an effective course of action accordingly.
4. Works independently while meeting schedules and timelines.
5. Serves as a role model to all instructional staff.
6. Demonstrates excellent communication skills and an understanding of how to facilitate growth in adults.
7. Works extended hours and an expanded school year.

Working Conditions:

This position is school-based and will include time in classroom settings.

Job Requirements:

1. Must be able to operate a variety of equipment such as computer, printer, fax machine, copier, calculator, telephone, audio-visual equipment, etc.
2. Must be able to sit, walk, reach, bend and lift up to 10 pounds.
3. Must be able to communicate in Standard English both orally and in writing.

4. Must be able to give and receive information electronically.
5. Must be able to communicate successfully and pleasantly with school and district personnel and the public.
6. Must be able to work cooperatively with others.
7. Must be able to respond positively to supervision and accept suggestions for improvement.
8. Must be able to understand and interpret written and verbal instructions.
9. Must be able to keep accurate and up to date records.
10. Must comply with state and district regulations, policies and procedures.

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

The NSNO Human Capital Director will appraise the position informally and formally on an ongoing basis. This is a one-year position; applicants must re-qualify each year.

Job Title: Master Teacher

Report to: Principal

Job Responsibilities:

1. Analyzes school-wide student data as the basis for developing a school plan and identifying student learning goals.
2. Develops a school academic achievement and assessment plan.
3. Conducts classroom observations and conferences using the PBCS Instructional Rubrics and conduct pre- and post-conferences with the teacher.
4. Observes and provides peer assistance and coaching toward meeting teachers' Personal Growth Plans.
5. Reviews Personal Growth Plans' goals, activities and outcomes to ensure that goals are aligned with school goals.
6. Team teaches with colleagues, demonstrate model lessons and develop and help to implement curriculum.
7. Participates in all PBCS meetings, trainings and professional development and become a Certified PBCS Evaluator.
8. Oversees groups of teachers in developing goals, providing instructional interventions with proven results, facilitating teacher proficiency with new strategies through classroom-based follow-up and ensuring that the progression of teacher skill development is aligned with changing student learning needs.
9. Performs related duties assigned.

Minimum Qualifications:

7. Louisiana Certified and Highly Qualified instructor; Master's degree preferred.
8. Minimum of three (3) to five (5) years of successful professional school experience.
9. Strong background in leadership roles in the school setting.
10. Demonstrated expertise in content, curriculum development, student learning, data analysis, professional development and mentoring.
11. Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains.

Knowledge, Skills and Abilities:

8. Works well with diverse communities and school groups.
9. Establishes and maintains cooperative and effective working relationships with colleagues.
10. Analyzes data accurately and adopts an effective course of action accordingly.
11. Works independently while meeting schedules and timelines.
12. Serves as a role model to all instructional staff.

13. Demonstrates excellent communication skills and an understanding of how to facilitate growth in adults.
14. Works extended hours and an expanded school year.

Working Conditions:

This position is school-based and will include time in classroom settings.

Job Requirements:

11. Must be able to operate a variety of equipment such as computer, printer, fax machine, copier, calculator, telephone, audio-visual equipment, etc.
12. Must be able to sit, walk, reach, bend and lift up to 10 pounds.
13. Must be able to communicate in Standard English both orally and in writing.
14. Must be able to give and receive information electronically.
15. Must be able to communicate successfully and pleasantly with school and district personnel and the public.
16. Must be able to work cooperatively with others.
17. Must be able to respond positively to supervision and accept suggestions for improvement.
18. Must be able to understand and interpret written and verbal instructions.
19. Must be able to keep accurate and up to date records.
20. Must comply with state and district regulations, policies and procedures.

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

The Principal, District PBCS Coordinator and Executive Master Teacher will appraise the position informally and formally on an ongoing basis. This is a one-year position; applicants must re-qualify each year.

Job Title: PBCS Mentor Teacher

Report to: Principal

Job Responsibilities:

10. Analyzes student data as the basis for developing a school plan and identifying student learning goals.
11. With oversight of the master teacher, plans and facilitates group meetings during Professional Growth Blocks and provides appropriate follow-up.
12. Team teaches with colleagues, demonstrates model lessons and develops and helps to implement curriculum.
13. Observes and provides peer assistance and coaching toward meeting teachers' Personal Growth Plans.
14. Provides feedback to classroom teachers using PBCS Instructional Rubrics.
15. Performs related duties assigned.

Minimum Qualifications:

12. Louisiana certification and Bachelor's degree required.
13. Minimum of two (2) years of successful professional school experience.
14. Portfolio and classroom demonstrations showing instructional excellence.
15. Recommended by principal and master teacher.
16. Excellent instructor and communicator with an understanding of how to facilitate growth in adults.

Knowledge, Skills and Abilities:

15. Works well with diverse communities and school groups.
16. Establishes and maintains cooperative and effective working relationships with colleagues.
17. Analyzes data accurately and adopts an effective course of action accordingly.
18. Works independently while meeting schedules and timelines.
19. Serves as a role model to all instructional staff.
20. Demonstrates excellent communication skills and an understanding of how to facilitate growth in adults.
21. Works extended hours and an expanded school year.

Working Conditions:

This position is school-based in classroom settings.

Job Requirements:

21. Must be able to operate a variety of equipment such as computer, printer, fax machine, copier, calculator, telephone, audio-visual equipment, etc.
22. Must be able to sit, walk, reach, bend and lift up to 10 pounds.
23. Must be able to communicate in Standard English both orally and in writing.
24. Must be able to give and receive information electronically.
25. Must be able to communicate successfully and pleasantly with school and district personnel and the public.
26. Must be able to work cooperatively with others.
27. Must be able to respond positively to supervision and accept suggestions for improvement.
28. Must be able to understand and interpret written and verbal instructions.
29. Must be able to keep accurate and up to date records.
30. Must comply with state and district regulations, policies and procedures.

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

The Principal, PBCS Coordinator and Executive Master Teacher will appraise the position informally and formally on an ongoing basis. This is a one-year position; applicants must re-qualify each year.

ATTACHMENT F

EXAMPLE PBCS ALIGNMENT OF FUNDS

TAP™: THE SYSTEM FOR TEACHER AND STUDENT ADVANCEMENT

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I			Title II		Title III	Title IV	Title VI	Title X	Part B		Early Intervening	Preschool	
Budget Code	Activity	Part A		Part C	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento					
		1003A	1003G	Migrant											
100	Salaries														
	Master Teacher Salary	X	X	X		X		X		X			X	X	
	Master Teacher Addendum	X	X	X		X		X		X			X	X	
	Mentor Teacher Addendum	X	X	X		X		X		X			X	X	
	One-time Performance Pay for Teachers/ Principals	X	X	X		X		X		X			X	X teachers only	
	Stipends for Teacher PD	X	X	X		X		X		X			X	X	
	Sub-Pay for teacher participation in PD	X	X	X		X		X		X			X	X	
200	Employee Benefits														
		X	X	X		X		X		X			X	X	
300	Purchased Professional /Tech SVC														
	Contract for Value-Added Calculations	X	X	X		X		X		X			X	X	
	CODE Management System	X	X	X		X		X		X			X	X	
400	Purchased Property Services														
500	Other Purchased Services														
	Travel -In State*	X	X	X		X		X		X			X	X	
	Travel-Out of State*	X	X	X		X		X		X			X	X	
600	Supplies (Less Than \$5,000)														
	TAP™ PD Supplies	X	X	X		X		X		X			X	X	
	Computer: Master Teacher PD	X	X	X		X		X		X			X	X	
	Infocus: TAP™ PD	X	X	X		X		X		X			X	X	
700	Property (Greater Than \$5,000)														
800	Other Objects														

*All travel should be in alignment with SIP

ATTACHMENT G

SARAH USDIN

Sarah Usdin, is CEO of New Schools for New Orleans. Usdin has spent nearly 20 years as an education reform leader, beginning her career in the classroom as a Teach for America (TFA) teacher in Baton Rouge, and then serving as TFA's Executive Director in Louisiana. In this role, she clearly demonstrated her capacity to manage complex projects, coordinating teacher placement and development in New Orleans and in twenty other communities in Louisiana. As founder and CEO of NSNO, Usdin's management ability has enabled her organization to collaborate effectively with partners to eliminate the New Orleans teacher shortage, to launch eight schools that will serve 5,500 students, to train 36 NOLA charter school boards, and to invest in three local CMOs, a parent organizing network, two data-driven instruction support providers, and a SPED cooperative.

Usdin's deep knowledge of education in Louisiana, paired with her national presence as an expert and practitioner in the education reform movement, render her an ideal candidate to lead this effort.

MICHAEL STONE



EDUCATION

COLUMBIA BUSINESS SCHOOL
MBA, May 2008

New York, NY

PACE UNIVERSITY
MST, Mathematics Education, May 2005; GPA: 4.0

New York, NY

HARVARD UNIVERSITY
AB, Fine Arts, June 1995

Cambridge, MA

WORK EXPERIENCE

NEW SCHOOLS FOR NEW ORLEANS

New Orleans, LA

Investment partner, May 2010 – present

- Develop operational systems and processes for a \$20 to \$30 million venture philanthropy fund to support the development and growth of education entrepreneurship in New Orleans
- Oversee organizational culture and performance management processes for NSNO
- Additional responsibilities will include managing relationships with grantees in human capital and advocacy/governance business lines, including overseeing the RFA process, bringing applicants to the investment committee for approval, and monitoring performance once grants have been delivered

MCKINSEY & COMPANY

New York, NY

Associate, October 2008 – April 2010

- Developed district and stakeholder engagement strategy, human capital strategy, and \$400 million budget for Pennsylvania's 7th place round 1 Race to the Top application
- Led diagnostic assessment of incentive system, outsourcing strategy, IT platform, and reporting capabilities for the credit card collections at a major U.S. bank and presented findings to senior clients
- Developed the aspirational message, value proposition, and go-to-market business model designed to grow the wealth management business for a major U.S. insurance provider
- Designed and assisted with implementation of adopt a complete reorganization their HR function process improvements and efficiency gains in an effort to implement major

Summer Associate, May – July 2007

- Developed a complex model to determine pricing and productivity targets for a private equity portfolio company's new product launch, and presented findings to senior leadership
- Led client team in the creation of a sales force training and communication program designed to build excitement around a new product launch and to double the existing market

ACHIEVEMENT FIRST

Brooklyn, NY

Special Projects, February 2008 – August 2008

- Built "AF Success Factors," a set of competencies that is now the basis for school leader selection, training, and evaluation for a highly successful 15-school CMO
- Syndicated Success Factors with major organizational stakeholders to influence thinking and create buy-in

NEW YORK CITY DEPARTMENT OF EDUCATION

New York, NY

9th Grade Math Teacher, High School for Arts, Imagination, and Inquiry, September 2005 – August 2006

- Analyzed performance of 110 9th grade students, identified deficits, and designed and implemented a targeted curriculum resulting in a 25% increase in internal assessment scores

- Pioneered rotating schedule for 8 teachers and 110 students that maximized student instructional time
- Initiated an after school program that allowed 9th grade math students to pass standardized state tests one year early and advance to upper level courses

7th and 8th Grade Math Teacher, I.S. 162, September 2003 – August 2005

- Elevated percent of students on grade level by 15% in year 1 and by 20% in year two by assessing skills, modifying school-wide curriculum to address gaps, and teaching and reinforcing core competencies
- Served as lead 8th grade math teacher, facilitating department-wide professional development

New York City Teaching Fellow, Cohort 6, June 2003 – August 2005

- Coordinated research effort on the efficacy of standardized curriculum in New York City public schools – presented recommendations to New York Schools Chancellor Joel Klein
- Presented at the National Center for Alternative Certification National Conference on the success of the Teaching Fellows program at Pace University

BRONX CHARTER SCHOOL FOR THE ARTS

Bronx, NY

Assistant to the Executive Director, January 2003 – May 2003

- Helped track and manage the teacher selection system for an arts-oriented stand-alone charter school during its startup phase
- Wrote the school's technology plan, projecting anticipated hardware, software, training, and budget needs over a five year horizon

PROFESSIONAL ACTOR / DIRECTOR / PRODUCER

New York, NY; Los Angeles, CA

- Produced, directed, and performed in over 20 original plays in New York and Los Angeles as a founding member of the First House Theatre Company
- Coordinated scheduling, casting, and revisions for the Poreba Falls Original Play Festival, an annual workshop of between ten and fifteen new short plays (1996 – present)
- Performed numerous roles in theater, television and film, including *All My Children*, *The Kennedy Center Honors*, and the independent horror film *Bloody Murder*

CANDICE C. FRAZIER



EDUCATION

Georgetown University, College of Arts and Sciences
Washington, DC
B.A. in Theology, Religion and Culture Concentration

RELEVANT EXPERIENCE

New Schools for New Orleans (NSNO)

New Orleans, LA

Human Capital Director, October 2008-present

- Rebranded NSNO's Founder Fellowship program to recruit and select the best candidates to launch high-achieving charter schools
- Created and implements selection process including competencies, interview forms and evaluation rubrics
- Refined and executes performance management system including processes for on-boarding, evaluating, and developing all staff
- Maintains strategic human capital relationships with The New Teacher Project, New Leaders for New Schools, Teach For America, and additional education reform stakeholders

The New Teacher Project (TNTP)

Ruston,

LA and Memphis, TN

Memphis Teaching Fellows Site Manager, October 2006-August 2008

- Responsible for creating and branding the Memphis Teaching Fellows program
- Generated over 1670 applications for 100 positions for the combined 2007 and 2008 recruitment campaigns
- Executed highly successful 2007 Summer Training Institute to prepare over 40 Fellows to enter the highest need urban classrooms and be positioned to immediately raise student achievement
- Planned and facilitated monthly professional development trainings for Fellows
- Facilitated trainings on TNTP's selection model and prepared adult learners to effectively implement interview model
- Exceeded program goals by designing and implementing high-quality recruitment, selection, training, and hiring seasons
- Built effective and valuable relationships with district representatives, school leaders, and community members
- Managed team of office staff, recruiters, selectors, and Summer Institute trainers

Memphis City Schools Office of Recruitment Site Manager, February 2006-October 2006

- Recruited by Vice-President of TNTP's Strategic Partnerships business line to lead the Memphis contract
- Managed recruiting, selecting, hiring, and on-boarding process for over 650 new teachers for the 2007-2008 school year
- Led a team responsible for increasing quality and quantity of teachers for Memphis City Schools
- Supervised both the Louisiana Board of Regents and Memphis City Schools contracts from February 2006 until May 2006

Louisiana Board of Regents Site Manager, August 2005-May 2006

- Managed post-Katrina partnership with eight universities to maintain a statewide recruitment initiative for highly qualified, non-traditional teachers
- Liaison for clients at state and university levels
- Recruited, selected, and trained 2 program coordinators for partner universities

Grambling State University (GSU)

Grambling, LA

The University of Louisiana at Monroe (ULM)

Monroe, LA

Recruiter for GSU's TeachGSU Alternative Certification Program, October 2004-July 2005

Director of ULM's TeachNortheast Alternative Certification Program, December 2002-June 2004

- Acted as The New Teacher Project's liaison to GSU and ULM by formulating and maintaining effective partnerships with university administrations, school districts, and community contacts
- Responsible for generating over 3500 contacts, cultivating over 520 applications, conducting over 300 interviews, and enrolling over 160 alternative certification participants
- Created and implemented successful recruitment strategies, consisting of print advertisements, program websites, informational events, and email campaigns
- Planned and executed placement strategies to assist program participants with securing teaching positions
- Facilitated team conference calls with all statewide university partners

Teach For America

Washington, DC

Campus Coordinator, July 2000-May 2002

- Developed and executed campus recruitment strategies, resulting in a record-breaking number of Georgetown University applicants
- Maintained connection with campus publications, faculty, student organizations, career center, the Center for Minority Educational Affairs, and other gatekeepers

Thurgood Marshall Academy Public Charter High School

Washington, DC

Director's Assistant, September 2001-December 2001

- Completed a grant securing \$100,000 for school's capital improvements

Teach For America 2001 Summer Institute

Houston, TX

Operations Coordinator, May 2001-August 2001

- Responsible for the creation, implementation, and maintenance of daily operations for TFA summer school site
- Worked with a staff to create a well managed, effective, and reflective training environment for new teachers

COMMUNITY INVOLVEMENT

Memphis Urban League Young Professionals

Board Member, Civic Engagement and Advocacy Chair, September 2006-September 2007 and Parliamentarian Chair, September 2007-present

Girl Scout Leader

Cadette Troop Leader, September 2007-August 2008

Budget Narrative

Budget Narrative

Attachment 1:

Title: **NOLA TIF Program Budget Narrative** Pages: **15** Uploaded File: **NOLA TIF Program Budget Narrative.pdf**

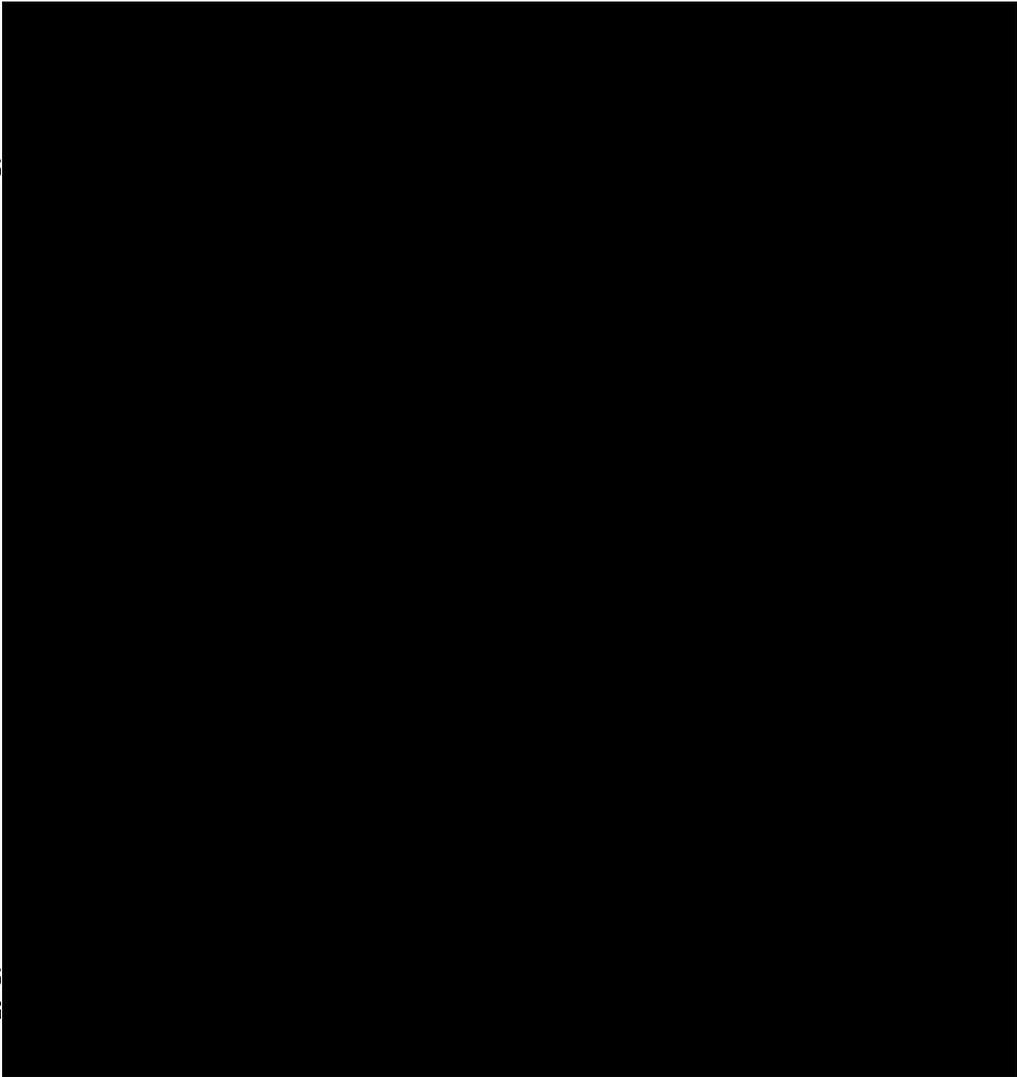
**NOLA TIF GRANT BUDGET NARRATIVE
BUDGET SUMMARY - CFDA 84.385**

**PROGRAM MATCH
FUNDING**

Annual Match Percentages by
21 Participating schools
Average Match Fund Required
from each School x 21 schools

10% 20% 35% 45% 55%

SOURCES		Sources/Calculations
Planning	53	10 % of Total Planning costs provided by 21 planning schools
Implementation	53	
8 RSD Schools	53	Program currently in place
21 schools includes CMO schools/RSD schools		Average Match Fund Required from each School x 21 schools
New Schools for New Orleans In-Kind Match		
Contributed Personnel	51	20% of Investment Partner salary @ [REDACTED] + 3% COL 20% of Human Capital Director salary @ [REDACTED] = 3% COL
Benefits	51	Calculated at 30% NSNO salaries
NSNO Contributed Office Space	51	[REDACTED] sq. ft x 250 sq ft x 12 mos.
NSNO Contributed Utilities (Telephone, Internet, HVAC)	51	[REDACTED] sq ft x 250 sq ft. x 12 mos
NSNO Contributed Office Supplies and Materials	51	2400/year
ST In-Kind Match ST Sources		
TIF FUNDING REQUESTED		\$
Average Cost/Student		\$
TOTAL 5-Year TIF Funding Requested	\$	[REDACTED]



NOLA TIF GRANT BUDGET NARRATIVE
BUDGET SUMMARY - CFDA 84.385

SECTION 2

NOLA TIF PROGRAM COSTS

Match Funding Required per annual % rates

Match Funding Potential 54

Sources (per LA

Comprehensive Teacher

Compensation

Framework)*

Title I, Part A
Title 1, Part A School
Improvement
School Improvement Fund
1003(g)
Title II
IDEA , Part B
IDEA, Early Intervening
Services
MFP - (Weighted At-Risk
Students)
Race to the Top Funding
NSNO In-Kind Contribution

Actual Total Match Funds from Sources

***Line items with no funding are still potential sources of match fund**

SECTION 3

NON-TIF Funding Source Uses (SECTION 1 - SOURCES)

Personnel

Salaries, Performance

Awards

Benefits

Total Personnel

Office Space

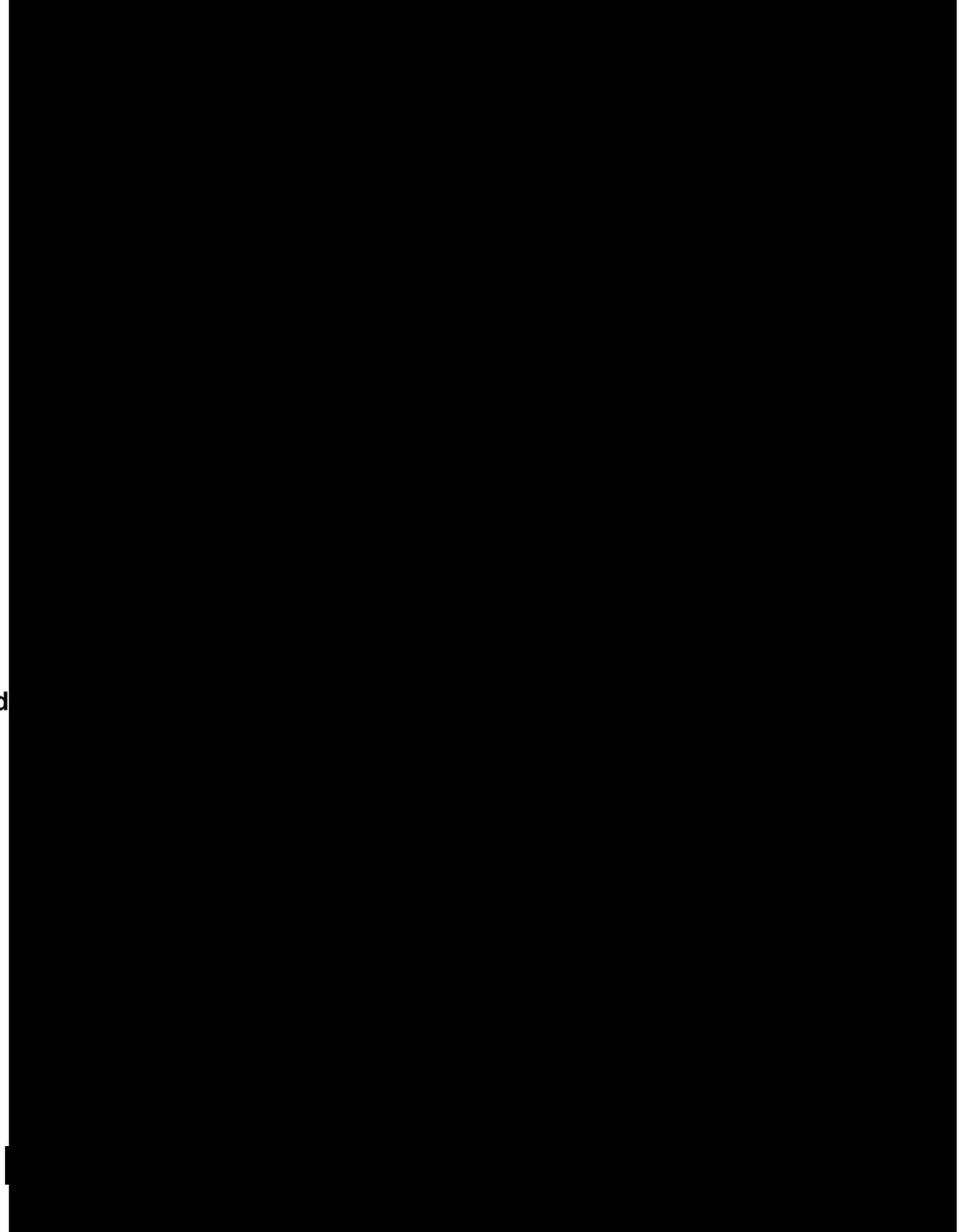
Utilities

Supplies

Travel (% of total costs)

Contractual (% of total costs)

Total Non-TIF Funding



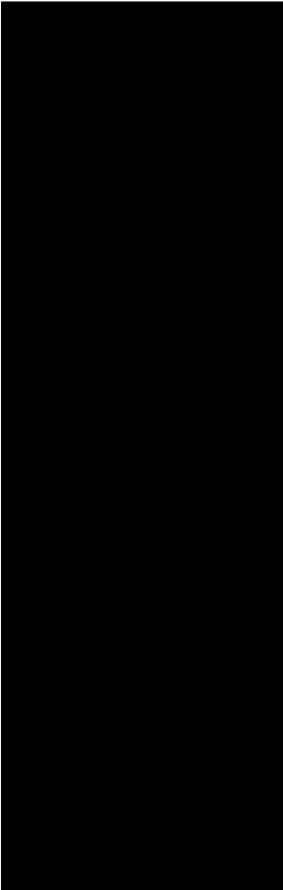
NOLA TIF Grant Budget Narrative CFDA 84.385

Participating Schools

*** Indicates Implementation during Y1**

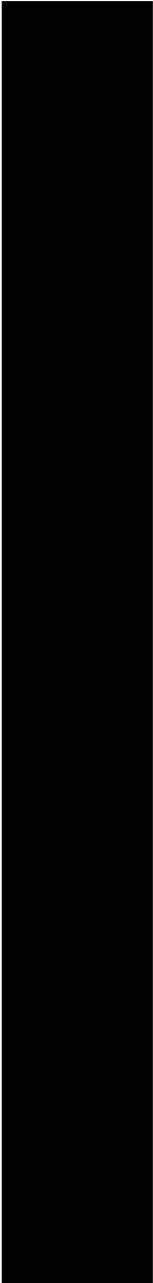
	Total # of Teacher s	Master Teachers	Mentor Teachers	Career Teachers	# Principal s	# Asst. Princip als
Ashe	31	2	4	25	1	1
Dibert	35	2	4	29	1	1
Green	42	3	5	34	1	1
Langston Hughes	35	2	4	29	1	1
FirstLine College Prep*	6	1	1	4	1	1
KIPP New Orleans Leadership Academy	7	1	1	5	1	1
KIPP Renaissance High School	9	1	1	7	1	1
KIPP Believe College Prep	25	2	3	20	1	1
KIPP Cental City Academy	30	2	4	24	1	1
KIPP Central City Primary	26	2	3	21	1	1
KIPP McDonogh 15 Scl. for the Creative Arts	49	3	6	40	1	1
Batiste Cultural Arts Academy	35	2	4	29	1	1
SciTech Academy	35	2	4	29	1	1
A.P Tureaud	20	1	2	17	1	1
Benjamin Bannaker	37	2	5	30	1	1
Cohen HS	32	2	4	26	1	1
Greater Gentilly High School	9	1	1	7	1	1
Henderson	19	1	2	16	1	1
John McDonough	33	2	4	27	1	1
Landry High School	30	2	4	24	1	1
REED High School	41	3	5	33	1	1
ST	586	39	71	476	21	21
Joseph Craig Elementary School*	35	2	4	29	1	1
John Dibert Elementary*	24	2	3	19	1	1
Sarah T. Reed Elementary*	36	2	4	30	1	1
Schaumberg Elementary*	36	2	4	30	1	1
Fannie C. Williams Elementary*	35	2	4	29	1	1
James Weldon Johnson Elementary*	22	1	3	18	1	1
Mary Coghill Elementary*	33	2	4	27	1	1
Habans Elementary*	21	1	3	17	1	1
ST	242	14	29	199	8	8
TOTAL	828	53	100	675	29	29

**NOLA TIF Year 1 Activities
CFDA 84.385**

USES	Narrative Page #	Calculations	2010-2011 Y1
Planning Activities		21 schools will participate in TIF planning activities during Y1	
Travel			
<i>Site visits by PBCS contractor program personnel to schools implementing a PBCS</i>	47	Initial on-site orientation	
Airfare		5 personnel per school x 1 visit/school x █ person x 21 schools	
Lodging	47	5 personnel per school x 1 nights x █./night x 1 visit/school x 21 schools	
Ground Transportation	47	5 personnel per school x 1 visits/school x █ visit x 21 schools	
Meals (per diem)	47	5 personnel/school x 3 visits/school x █ x 21 schools	
<i>Site Visits by School Personnel to other US schools implementing PBCS</i>	47	Off site training for Project Director, 2 Executive Master Teachers, 5 LEA/CMO liaisons) (6 visits out of state, 2 visits in state, 2 visits local)	
Airfare	47	6 site visits per position x 8 positions x █ airfare/visit	
Lodging	47	8 site visits per position x 8 positions x 3 nights x █ night	
Ground Transportation	47	6 site visits/position x 8 positions x █	
Meals (per diem)	47	8 site visits x 8 positions x 3 days x █	

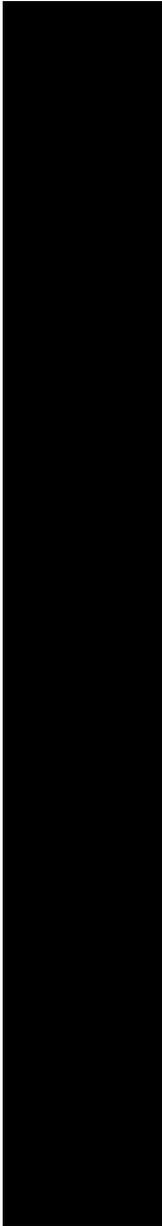
**NOLA TIF Year 1 Activities
CFDA 84.385**

Mileage	47	4 site visits to LA programs @ average mileage of 250/mi RT x [redacted] mi
<i>National PBCS Conference</i>	47	NSNO Human Capital Director; Project Director ,Project Administrator/2 LEA and 1 CMOeach liaisons (Total of 8 persons)
RT Airfare to US city	47	8 persons x [redacted] RT airfare
Lodging	47	8 persons x [redacted] night x 4 nights
Ground Transportation	47	8 persons x [redacted]
Meals (per diem)	47	8 persons x [redacted] x 4 days
<i>Technical Assistance</i>	47	Program contractor Training; clustered so that several schools will receive training during each visit - 4 schools/visit
Airfare	47	8 visits x 4 persons x [redacted]
Lodging	47	8 visits x 4 days/visit x 4 persons x [redacted] /night
Ground Transportation	47	8 visits x 4 persons x [redacted]
Meals (per diem)	47	8 visits x 4 days x 4 persons x [redacted]
<i>Required Travel to USDOE TIF annual meetings</i>		
Meeting #1 - Airfare		3 persons x [redacted] RT airfare
Meeting # 1 - Lodging		3 persons x 4 nights x [redacted] night
Meeting #1 - Ground Transportation		3 persons x [redacted] each
Meeting #1 - Meals (per diem)		3 persons x 4 days x [redacted] /day
Meeting #2 - Airfare		2 persons x [redacted] RT airfare
Meeting #3 - Lodging		2 persons x [redacted] night x 4 nights
Meeting #2 - Ground Transportation		2 persons x [redacted]
Meeting #2 - Meals (per diem)		2 persons x 4 days x [redacted] /day



**NOLA TIF Year 1 Activities
CFDA 84.385**

Mileage		Project Director, Project Administrator, 2 Executive Master Teachers will visit participating schools at least 3 x per year @ average RT of 30/mi per visit x [redacted] per mile
Total Travel		
Contractual		
Personnel for Orientation	47	No cost for first visit
Personnel for followup Development visits	47	[redacted] day 1st presenter; [redacted] day for other presenters. 8 visits x 1 [redacted] + 3 @ [redacted] x 4 days/visit
Preparation Fees	47	[redacted] visit x 9 visits
Program Evaluation	47	[redacted] school x 21 schools
Materials	47	[redacted] participant x 10/school x 21 schools
Use of Classroom Observation Data Management system	47	[redacted]/school x 21 schools
Access and Use of Training Portal	47	[redacted]/school x 21 schools
Total Contractual		
Implementation Activities		
Personnel		
Master Teachers Salary Augmentation	55	14 Master Teachers @ [redacted]
Mentor Teachers Salary Augmentation	55	29 Mentor teachers @ [redacted]
Teachers - Performance Awards	29	199 Career Teachers + 14 Master Teachers +29 Mentor Teachers @ [redacted]
Principals - Performance Awards	29	8 @ [redacted]



**NOLA TIF Year 1 Activities
CFDA 84.385**

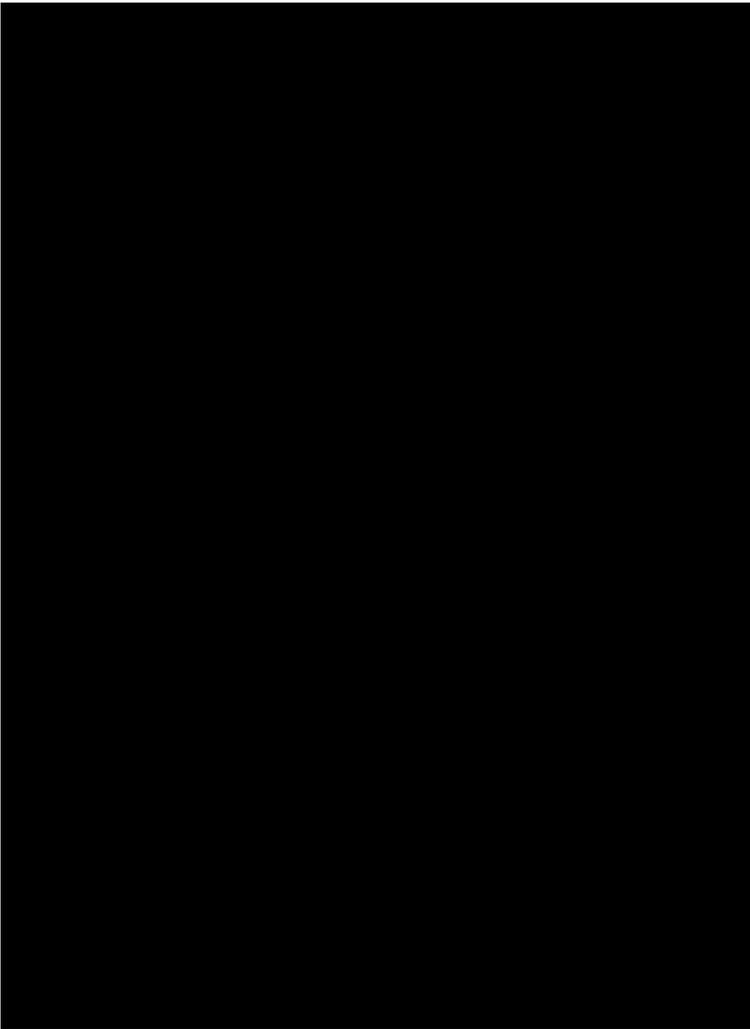
Assistant Principals - Performance Awards	29	8 @ [REDACTED]	[REDACTED]
ST Personnel			
Benefits		Calculated @ [REDACTED]	[REDACTED]
Total Personnel			
Contractual			
Development Visits	46	[REDACTED] day 1st presenter; day for other presenters. 2 visits x 1 [REDACTED] + 3 @ [REDACTED] x 4 days/visit	[REDACTED]
Preparation Fees	46	[REDACTED] visit x 2 visits	[REDACTED]
Materials	46	[REDACTED] participant x 80	[REDACTED]
Access to Training Portal	46	[REDACTED]/school x 8 schools	[REDACTED]
Use of Classroom Observation Data Management system	46	[REDACTED]/school x 8 schools	[REDACTED]
Program Annual Evaluation	46	[REDACTED] school x 8 schools	[REDACTED]
Subtotal Contractual			
Evaluation	46	Planning schools	[REDACTED]
	46	Implementation schools	[REDACTED]
Total Evaluation			
		TOTAL PLANNING	[REDACTED]
		TOTAL IMPLEMENTATION	[REDACTED]
TOTAL Y1 USES			
SOURCES - MATCH FUNDING			
Sources			
Planning	53	10 % of Total Planning costs provided by 21 planning schools	[REDACTED]

**NOLA TIF Year 1 Activities
CFDA 84.385**

Implementation	53	Provided by Implementation schools from current budgets - to be continued for these schools in Y2-Y5	
Performance Awards currently being paid to RSD teachers	55	█ x 242 teachers	
Augmentation to Master Teachers	55	█ x 14 Master Teachers	
ST Personnel			
Benefits	55	30% of Personnel	
Total Implementation Match Funds			
TOTAL SOURCES			

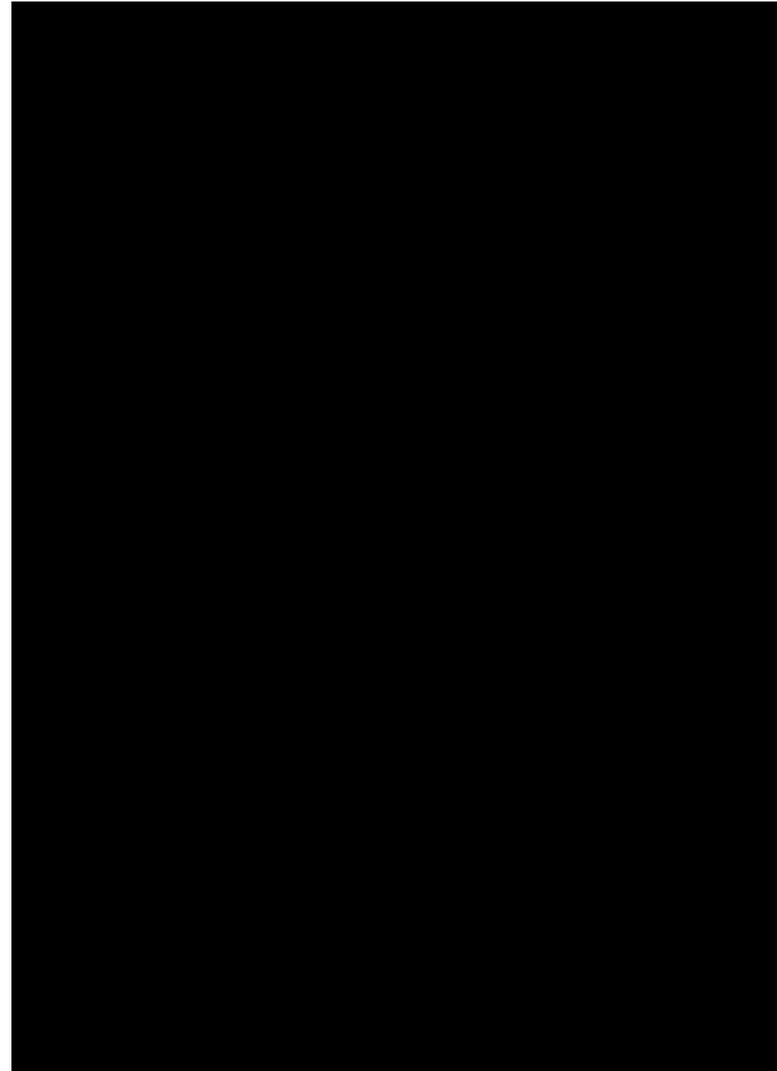
**NOLA TIF Activities Y 2 - 5
CFDA 84.385**

USES	Narrative Pg. #	Calculations	2011-2012 Y2	2012-2013 Y3	2013-2014 Y4	2014-2015 Y5
Personnel						
Salary Augmentation						
Master Teachers Salary Augmentation	55	53 Master Teachers @ [REDACTED] \$				
Mentor Teachers Salary Augmentation	55	100 Mentor teachers @ [REDACTED]				
Performance Awards	29					
Teachers		675 Career Teachers + 53 Master Teachers +100 Mentor Teachers @ [REDACTED]				
Principals	29	29 @ [REDACTED]				
Assistant Principals	29	29 @ [REDACTED]				
ST Personnel						
Benefits	29	Calculated @ .30				
Total Personnel						
Travel						
Technical Assistance, Development, Annual PBCS contractor program evaluation	47	Program Training; clustered so that several schools will receive training during each visit - 4 schools/visit				
Airfare	47	Y2; 6 visits x 4 persons x [REDACTED] Y3 - 5 visits; Y4 - 4 visits; Y5 3 visits				
Lodging	47	See # days visits per year above x 4 days/visit x 4 persons x [REDACTED] /night				
Ground Transportation	47	# visits/year above x 4 persons x [REDACTED]				
Meals (per diem)	47	# visits/yr above x 4 days x 4 persons x [REDACTED]				



**NOLA TIF Activities Y 2 - 5
CFDA 84.385**

<i>National PBCS Conference</i>	47	NSNO Human Capital Director; Project Director, Project Administrator/2 LEA and 1 CMO each liaisons (Total of 8 persons)
RT Airfare to US city	47	8 persons x [REDACTED] RT airfare
Lodging	47	8 persons x [REDACTED] night x 4 nights
Ground Transportation	47	8 persons x [REDACTED]
Meals (per diem)		8 persons x [REDACTED] x 4 days
<i>Technical Assistance</i>		Contracted Program Training; clustered so that several schools will receive training during each visit - 4 schools/visit
Airfare	47	8 visits x 4 persons x [REDACTED]
Lodging	47	8 visits x 4 days/visit x 4 persons x [REDACTED] /night
Ground Transportation	47	8 visits x 4 persons x \$40
Meals (per diem)	47	8 visits x 4 days x 4 persons x [REDACTED]
Required Travel to USDOE TIF annual meetings		
Meeting #1 - Airfare		3 persons x [REDACTED] RT airfare
Meeting # 1 - Lodging		3 persons x 4 nights x [REDACTED] night
Meeting #1 - Ground Transportation		3 persons x [REDACTED] each
Meeting #1 - Meals (per diem)		3 persons x 4 days x [REDACTED] /day
Meeting #2 - Airfare		2 persons x [REDACTED] RT airfare
Meeting #3 - Lodging		2 persons x [REDACTED] 0/night x 4 nights
Meeting #2 - Ground Transportation		2 persons x [REDACTED] 0
Meeting #2 - Meals (per diem)		2 persons x 4 days x \$ [REDACTED] /day



**NOLA TIF Activities Y 2 - 5
CFDA 84.385**

Mileage

Project Director, Project Administrator, 2 Executive Master Teachers will each visit participating schools at least 6 x per year @ average RT of 30/mi per visit x .505/mile

Total Travel

Contractual

Contractor PD Development Visits 46

day 1st presenter; day for other presenters. 5 visits x 1 + 3 @ 5 x 4 days/visit; declines to 4 visits in Y3, 3 visits in Y4, 2 visits in Y5

Preparation Fees 46

visit x 5 visits Y2; 4 visits Y3; 3 visits Y4; 2 visits Y5

Materials 46

participant x 290

Access to Training Portal 46

/school x 29 schools

Use of Classroom evaluation data system 46

school x 29 schools

Annual Program Evaluation 46

school x 29 schools

Subtotal Contractual

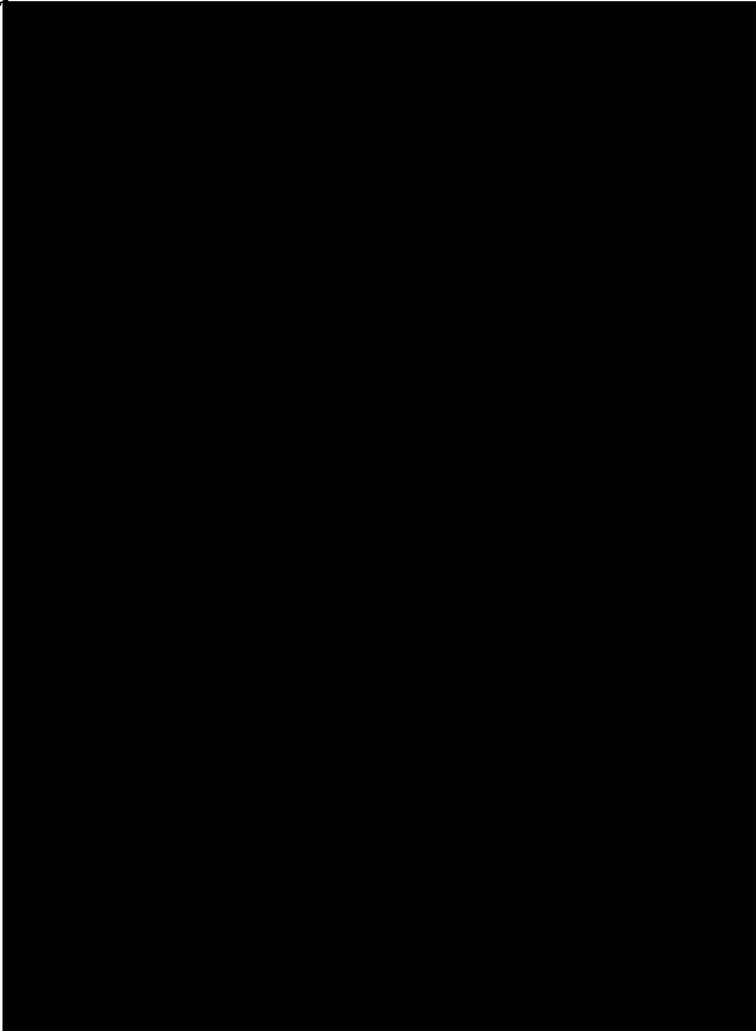
Grant Evaluation 47

Total Contractual

Program Fund Uses \$

Match Funding Calculations

Annual Match % Rate
Annual Required Match Funds
Average Match Funds
Required Annually per School \$



**NOLA TIF Program Sustainability Plan
CFDA 84.385**

Y6+ 100% of program costs provided by schools

USES	Narrative Pg. #	Calculations	Total
Personnel			
FT position @ [redacted] yr x 3% COL annually	56	FT position @ [redacted] yr x 3% COL annually	[redacted]
FT position @ [redacted] yr x 3% COL annually	56	FT position @ [redacted] yr x 3% COL annually	
2 @ [redacted] /yr x 3% COL annually	56	2 @ [redacted] /yr x 3% COL annually	
CMO/RSD Liaison (1 per CMO + 2 for RSD) = Total 5 Persons	56	20% of FT salary at average of [redacted] each x 3% COL annually	
Salary Augmentation Master Teachers	56	53 Master Teachers @ [redacted]	
Salary Augmentation Mentor Teachers	56	100 Mentor teachers @ [redacted]	
Salary Augmentation Performance Awards Teachers	29, 56	675 Career Teachers + 53 Master Teachers +100 Mentor Teachers @ [redacted]	
Principals	29, 56	29 @ [redacted]	
Assistant Principals	29,56	29 @ [redacted]	
ST Personnel			
Benefits		Calculated @ .30	
Total Personnel			

**NOLA TIF Program Sustainability Plan
CFDA 84.385**

Travel

Technical Assistance, Development, Annual PBCS program Evaluation	56	Program Training; clustered so that several schools will receive training during each visit - 4 schools/visit	
Airfare	56	Y6+; 2 visits x 4 persons x [redacted];	
Lodging	56	See # days visits per year above x 4 days/visit x 4 persons x [redacted] /night	
Ground Transportation	56	# visits/year above x 4 persons x [redacted]	
Meals (per diem)	56	# visits/yr above x 4 days x 4 persons x [redacted]	
<i>National PBCS Conference</i>	56	NSNO Human Capital Director; Project Director, Project Administrator/2 LEA and 1 CMO each liaisons (Total of 8 persons)	
RT Airfare to US city	56	8 persons x [redacted] RT airfare	\$
Lodging	56	8 persons x [redacted] night x 4 nights	\$
Ground Transportation	56	8 persons x [redacted]	\$
Meals (per diem)	56	8 persons x [redacted] x 4 days	\$

