

# 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 # S385A100121**

There were problems converting one or more of the attachments. Please see list below.

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

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There was a problem converting the following attachments:

- Letters of Support (C:\Documents and Settings\oliverm\Desktop\G.R.E.A.T. EXPECTATIONS Letters of Support.pdf)

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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.).

<b>Application for Federal Assistance SF-424</b>		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New		
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision		
* 3. Date Received:	4. Applicant Identifier:		
7/6/2010	07/06/10		
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:		
	84.385		
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>			
* a. Legal Name: Duval County Public Schools			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
[REDACTED]		[REDACTED]	
<b>d. Address:</b>			
* Street1:	[REDACTED]		
Street2:			
* City:	[REDACTED]		
County:	[REDACTED]		
State:	[REDACTED]		
Province:			
* Country:	[REDACTED]		
* Zip / Postal Code:	[REDACTED]		
<b>e. Organizational Unit:</b>			
Department Name:		Division Name:	
External Funding		Academic Services	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
Prefix:	Ms.	* First Name:	Marsha
Middle Name:	G		

\* Last Name: Oliver

Suffix:

Title: Director, Development

Organizational Affiliation:

Duval County Public Schools

\* Telephone Number:

[REDACTED]

Fax Number:

[REDACTED]

\* Email:

[REDACTED]

**Application for Federal Assistance SF-424**

Version 02

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

N/A

**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:**

84.385

Title:

Teacher Incentive Fund - Main

**13. Competition Identification Number:**

84.385

Title:

Teacher Incentive Fund - Main

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

Jacksonville, Fla.

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

G.R.E.A.T. (Gaining Rewards - Effective & Accountable Teachers) Expectations

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: 3,4,6

\* b. Program/Project: 84.385

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

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

\* b. End Date: 8/31/2015

**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 7/6/2010.

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Mr. \* First Name: William  
Middle Name: E  
\* Last Name: Pratt-Dannals  
Suffix:

Title: Superintendent of Schools

\* 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.

N/A



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Duval County Public Schools

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	█	█	█	█	█	█
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 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: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 4.58%

(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:  
 Duval County Public Schools

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

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

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** William Pratt-Dannals

**Title:** Superintendent

**Date Submitted:** 07/06/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Duval County Public Schools Address: 1701 Prudential Drive City: Jacksonville State: FL Zip Code + 4: 32207-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Office of Elementary and Secondary Educa	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund - Main  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$9598095	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A 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: William Pratt-Dannals Title: Superintendent Applicant: Duval County Public Schools Date: 07/06/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

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

Duval County Public Schools
-----------------------------

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

Prefix: Mr.	First Name: William	Middle Name: E
Last Name: Pratt-Dannals	Suffix:	
Title: Superintendent		

Signature: _____	Date: 07/06/2010
------------------	------------------

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : C:\Documents and Settings\oliverm\Desktop\GEPA.pdf

**Teacher Incentive Fund  
2010  
Duval County Public Schools**

**SECTION 4: MANAGEMENT PLAN**

**D. General Education Provisions Act (GEPA)**

1. Duval County Public Schools has determined that no student, teacher, or other beneficiary will be denied access to or participation in the programs and activities of the **Teacher Incentive Fund** due to his or her gender, race, national origin, color, disability, or age. The State of Florida's Auditor General's Office annually monitors programs for equal access compliance.
2. Duval County Public Schools adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:
  - Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion, or national origin;
  - Title VII of the Civil Rights Act of 1964, as amended – prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin;
  - Title IX of the Education Amendment of 1972 – prohibits discrimination on the basis of sex;
  - Age Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40;
  - Florida Educational Equity Act – Section 228.2001, F.S. – prohibits discrimination on the basis race, sex, national origin, marital status, or handicap against students or employees;
  - Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the handicapped; and
  - American with Disabilities Act of 1990 (ADA) – prohibits discrimination against the individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The District has the following plans, policies, and procedures to assure equitable access and participation in its programs and activities:

- The Duval County Public Schools' Policy Manual was adopted on April 1, 1997. Additions, deletions, and revisions are made to the manual as needed.

SECTION G: PERSONNEL

GBA  
GBAA  
GBM

Open Hiring/Equal Employment and Affirmative Action  
Sexual Discrimination and Harassment  
Staff Concerns/Complaints/Grievances

**Teacher Incentive Fund  
2010  
Duval County Public Schools**

SECTION I: INSTRUCTIONAL PROGRAM

<u>IHBA</u>	Special Education Programs for Handicapped Disabled/Exceptional Students
<u>JB</u>	Equal Educational Opportunities
<u>JBA</u>	Discrimination on the Basis of Race, Ethnicity, or Sex
<u>JII</u>	Student Concerns, Complaints, and Grievances
<u>JJJ</u>	Extracurricular Program

- Limited English Proficiency Plan, Assurance of Equal Access
- Affirmative Action Program and the EEO Affirmative Action Program for the City of Jacksonville

The following steps will be taken to ensure access to and participation in Federally-assisted programs for students, teachers, and other program beneficiaries with special needs by:

- Making them aware of the above mentioned policies, plans, and procedures;
- Using facilities that are accessible to the handicapped;
- Providing handicapped-equipped buses as needed;
- Making sure that assurances are signed and adhered to for all Federally-assisted projects; and
- Collaborating with the ESOL and ESE departments to meet the needs of these students.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Ms. Marsha G Oliver

Address:

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

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

Email Address:

[REDACTED]

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# Project Narrative

## Project Abstract

Attachment 1:

Title: **Abstract - G.R.E.A.T. EXPECTATIONS** Pages: **1** Uploaded File: **C:\Documents and Settings\oliverm\Desktop\Abstract - GREAT Expectations.pdf**

## PROJECT ABSTRACT

### **G. R.E.A.T. (*Gaining Rewards with Effective & Accountable Teachers*) EXPECTATIONS**

*“As we look ahead into the next century, leaders will be those who empower others.”*

**Bill Gates**

Empowering teachers and administrators to implement practices that contribute to increases in academic achievement levels for students is a focus Duval County Public Schools seeks to sharpen with its application for the Main Teacher Incentive Fund (TIF) grant – CFDA 84.385.

In its proposal, **G.R.E.A.T. EXPECTATIONS**, Duval County Public Schools reveals the “great expectations” it holds for students and educators in six of its highest-need schools - Ed White, A. Philip Randolph, Nathan B. Forrest, Andrew Jackson, William M. Raines, and Jean Ribault high schools. With a plan to expand **G.R.E.A.T.**

**EXPECTATIONS** to up to 36 high-need elementary and secondary schools (*additional 10 schools each year*) by 2015, Duval County will reform two its performance-based compensation and incentive systems to (*Goal 1*) develop and implement a comprehensive performance-based compensation system for teachers and administrators; (*Goal 2*) increase educators’ effectiveness and student achievement with high-quality professional development activities; (*Goal 3*) recruit and retain effective teachers in its high need (hard-to-staff) schools; and (*Goal 4*) develop an integrated data management system that links student achievement data with human resource systems.

Led by a series of Core Beliefs committing to increase student achievement, significantly increase graduation rates, and employ the best teachers and principals, the Duval County School Board enthusiastically submits **G.R.E.A.T. EXPECTATIONS** – a plan for producing greater rewards for students and educators in its highest-need schools.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **Project Narrative** Pages: **51** Uploaded File: **C:\Documents and Settings\oliverm\Desktop\G.R.E.A.T. EXPECTATIONS - Duval County Public Schools.pdf**

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## PROJECT NEED

### **G.R.E.A.T. (Gaining Rewards with Effective & Accountable Teachers) EXPECTATIONS**

Support low-performing schools (42%) and achieve equity in teacher distribution and teacher quality (37%) are the two highest priorities participating Duval County teachers identified in a September 2009 survey commissioned by the Duval County School Board. *Enhance academic standards and assessments (17%) and improve collection and use of data (8%) followed.* In addition, paying more to teachers who move students was a recurring theme most cited by participants. Nearly 40 percent of Duval County's 8,000-plus teachers responded to the seven-member Broad Foundation-trained Board's request to add "teacher's voices" to its funding priority planning process, mobilizing Duval County Public Schools to submit **G.R.E.A.T. (Gaining Rewards with Effective & Accountable Teachers) EXPECTATIONS** for the **Main - Teacher Incentive Fund** grant competition which supports the building of such improvements.

The nation's 20<sup>th</sup> largest school district with 164 schools (*106 elementary, 28 middle, 19 high, 4 charter, 7 alternative education centers*), over 120,000 students, and 8,000 teachers, SACS (*Southern Association of Colleges and Schools*)-accredited Duval County Public Schools is faced with many of the challenges and opportunities consistent with large, urban school districts. Approximately 44.2 percent of its students are African-American, 40.2 percent of Duval students are White, 6.7 percent are Hispanic, 4.2 percent are multiracial, 3.9 percent are Asian, and .02 percent are American Indian. In addition, Duval County's English Speakers of Other Languages (ESOL) and special needs' populations are continuing to grow – 3 percent and 12.9 percent, respectively.

The city of Jacksonville is a community with a 46 percent functional illiteracy rate among adults, a divorce rate of 73 percent, and a mobility rate of almost 40 percent. The 2000 Public

Census Report reveals that Jacksonville is home to 22,220 children between the ages of 5 and 17 whose family income is below the national poverty level, earning 6th place among Florida's school districts in the number of poverty-level students served (*Florida Department of Education*).

Furthermore, Duval County Public Schools' Economic Survey Report (*February 2007*), reveals that in 93 of its 164 schools (57 percent), at least half of the student body qualifies for free or reduced lunch. Currently, 85 Duval County public schools receive Title I support. Thirty three out of Duval County's 164 schools have not met Adequate Yearly Progress (AYP) criteria, according to No Child Left Behind federal requirements (2008). Many of these schools with the greatest socioeconomic needs mirror those with the greatest academic needs, as evidenced by state accountability data.

**(1) DCPS Eligibility for Free/Reduced Lunch Benefits**

<b>Title I</b>					
	<b>F/R 90-100%</b>	<b>F/R 70-89%</b>	<b>F/R 50-69%</b>	<b>Total</b>	<b>Total %</b>
Elementary Schools	9	32	11	52	78%
Middle Schools	1	7	8	16	70%
<b>High Schools</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>48%</b>
Charter Schools	1	1	0	2	86%
Exceptional Centers	0	0	2	2	65%
Alternative Centers	0	1	1	2	73%
<b>TOTAL</b>	<b>11</b>	<b>41</b>	<b>33</b>	<b>85</b>	<b>69%</b>

*Source: DCPS Title I Economic Survey 13 February 2009*

**G.R.E.A.T. EXPECTATIONS' SCHOOLS**

<b>School Names (High)</b>	<b>2008-09 School Acct Grade</b>	<b>Free/Reduced Lunch %</b>	<b>AYP</b>	<b>Reading 3+ (%)</b>	<b>Math 3+ (%)</b>	<b>Writing 3.5+ (%)</b>	<b>Science 3+ (%)</b>
E. White	F	50	N	29	60	78	26
A.P. Randolph	D	69	N	28	31	79	26
N.B. Forrest	F	54	N	27	56	70	30
A.Jackson	F	69	N	17	47	72	17
W.M. Raines	F	77	N	11	45	76	18
J. Ribault	D	64	N	23	59	86	25

National research supports that high poverty schools often lack highly-effective teachers and are much more likely to have higher vacancies that force them to staff classrooms with out-of-field and inexperienced teachers (*National Center for Education Statistics – Monitoring School Quality, 2008*).

Duval County is no exception as it seeks to increase the quality of teachers and student achievement in schools with the highest poverty levels. For the past three years, Duval County has participated in the state’s Merit Award Program (MAP) performance pay system, one of only a few districts in the state to collaboratively join with its teachers’ union in implementing this performance pay for its 8,000-plus teachers. The top 25 percent of teachers in Duval County schools with the highest academic achievement gains among its students receives a bonus equal to 5 percent of the average teacher salary. In addition, incentive bonuses of up to \$3,000 a year are awarded to high-quality teachers and principals who are recruited to commit a minimum of three years to efforts that improve students’ academic performances in the district’s highest need schools.

In Duval County, high schools have been among the neediest, as evidenced by minimal progress in student achievement gains and a graduation rate of 64.5 percent (*compared to state's 76.3 percent*). More than 50 percent (*11 out of 20*) of Duval County high schools have earned a D or F school accountability grade, according to 2008 state data. As a result, Duval County has chosen to respond to “teachers’ voices” declaring that funding priorities should first support the lowest performing schools and improve equity in teacher quality and distribution with the following six high schools as its first co-hort of schools to be served by the Teacher Incentive Fund proposal.

**TEACHERS FOR G.R.E.A.T. EXPECTATIONS**

<i>School Name (2008-09 Data)</i>	<i>&lt;3 Years Experience %</i>	<i>Advanced Degrees %</i>	<i>Nat'l Board Certified #</i>	<i>Earned Performance Pay %</i>	<i>Out of Field %</i>	<i>Teacher Turnover %</i>
<i>District Average</i>	<i>21%</i>	<i>30%</i>	<i>477</i>	<i>25%</i>	<i>19.8%</i>	<i>16.5%</i>
<b>Forrest</b>	<b>29</b>	<b>27</b>	<b>1</b>	<b>10</b>	<b>24</b>	<b>18</b>
<b>Jackson</b>	<b>31</b>	31	<b>0</b>	<b>0</b>	<b>23</b>	<b>18</b>
<b>Raines</b>	<b>28</b>	31	<b>0</b>	<b>5</b>	<b>24</b>	<b>34</b>
<b>Randolph</b>	<b>33</b>	45	<b>1</b>	<b>3</b>	<b>21</b>	<b>24</b>
<b>Ribault</b>	18	47	<b>1</b>	<b>5</b>	17	15
<b>White</b>	<b>24</b>	<b>29</b>	<b>3</b>	<b>19</b>	<b>27</b>	<b>22</b>

In an effort to build on the aligned instructional system that the Duval County School Board adopted to narrow the achievement gap among its students, Duval County established an Office for High School Turnaround in 2008. Schools are designated turnaround based on the following criterion: a school FCAT total point score of 430 or below; a School In Need of Improvement (SINI); or superintendent’s designee based on unique circumstances (*feeder patterns, etc.*). Schools can be removed from the Turnaround list if they meet specific exit criteria (*gain of 10 points or more on FCAT data consecutively, one-year of support*

*services, etc.*). Each of the six proposed **G.R.E.A.T. EXPECTATIONS'** schools is a Turnaround school. The Office for High School Turnaround, led by an Executive Director and team of academic coaches and support specialists, is responsible for high-quality instructional teams and administrators; curriculum and professional development, recommended learning schedules, common instructional materials, and summative assessments; on-going common data collection and analysis of student progress, academic interventions, and staff vacancies. In addition, the Office of High School Turnaround provides a monthly report to the Duval County School Board, detailing the targets and areas of growth derived from such monitoring processes. These efforts have contributed to greater accountability among instructional teams resulting in a priority of staffing, academic monitoring and decreases in time to fill vacancies. This accountability system requires high-performing and highly effective principals and teachers who share a mutual accountability to create, review, and improve instructional practices and delivery to achieve specified targets for student performance gains.

Developing and retaining highly effective principals and administrators in Duval County's most challenged schools is as equally important. Over the past five years, 49 principals have retired, resulting in increases in the number of new principals in Duval County schools. The average percentage of new principals (*three years or less*) is 29 percent. More specifically, 100 percent of principals are new (*less than three years at site*) to the **G.R.E.A.T. EXPECTATIONS'** schools.

Since 2002, Duval County has maintained a partnership with the Schultz Center for Teaching and Leadership, a nationally-recognized professional development center based in Jacksonville, to lead its professional development efforts for administrators and teachers. A variety of year-long leadership academies (*Principals, Assistant Principals, Aspiring Leaders,*

*Teacher Mentors, etc.*) are conducted to recruit, train and support high-quality professionals who meet specific eligibility criteria expected to increase student achievement and close achievement gaps. These offerings will be expanded with specific recruitment and incentive programs for the identified **G.R.E.A.T. EXPECTATIONS'** schools.

Duval County Public Schools will expand the existing pre- and post-assessment system that is currently being used to satisfy the requirements of the state's Merit Award Program. The expansion offered by **G.R.E.A.T. EXPECTATIONS** will include the acquisition and development of additional forms of both pre- and post-assessments. The district will implement sound measurement methods for assuring quality control of items used in student growth measures and increase the capacity for carrying out statistically analyses on locally developed assessments. The validity and reliability of formative assessment instruments created for use in the district will be established by ongoing item analyses, and the periodic conduct of concurrent and predictive validation studies with high stakes student achievement measures. Planned enhancements to the data system will build upon the existing process, providing a mechanism for better data integration and more advanced data analysis.

Duval County's information management division is currently engaged in the process of developing a data warehouse that will standardize and integrate the data in all Duval County data repositories. This project, which builds upon what has already been accomplished with current internal and external applications and metadata, includes the acquisition and implementation of a comprehensive business intelligence and analytics tool. This tool will not only provide the mechanism for standardization and centralized storage of all district data but will facilitate timely and role-appropriate data access, analysis and reporting for all district information users.

There are great expectations for the 31 school administrators, 481 teachers, and 8,604 students to be served by the **G.R.E.A.T. EXPECTATIONS'** pilot (*expanded to serve nearly 30,000 students, and 2,600-plus teachers and principals in up to 36 of the district's highest-need schools by year 5*). With greater identification of, reward for, and support to effective and accountable teachers and administrators, Duval County Public Schools can expect "**G.R.E.A.T.**" results for its most challenged students and schools.

## PROJECT DESIGN

### **G.R.E.A.T. (Gaining Rewards with Effective & Accountable Teachers) EXPECTATIONS**

*“Recruiting and retaining great teachers means that we must use far more sophisticated tools, incentives and supports to spread teaching expertise for both complex urban environments and isolated, economically impoverished rural communities,” (Children of Poverty Deserve Great Teachers – Center for Teaching Quality, 2009).*

In its proposal, **G.R.E.A.T. (Gaining Rewards with Effective & Accountable Teachers) EXPECTATIONS**, Duval County Public Schools strengthens its incentives and support of teachers in high-need schools while fulfilling the Teacher Incentive Fund grant requirements specified as ***Absolute Priorities** (1) Differentiated Levels of Compensation for Effective Teachers and Principals (2) Fiscal Sustainability of the Performance-Based Compensation Systems (PBCS); (3) Comprehensive Approaches to the Performance Based Compensation System; and **Competitive Priority 5 – Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools.***

With the goal of maximizing the quality of teachers and principals to improve student achievement in the district’s highest need schools, Duval County’s **G.R.E.A.T. EXPECTATIONS** plan will include the development and implementation of an integrated compensation system and comprehensive professional development plan that contributes to increased student achievement based on the recruitment, development, and retention of high-quality teachers and principals in high-need schools. At the onset (Year 2), **G.R.E.A.T.** will include six of the district’s highest-need high schools, with a plan to add ten of the lowest performing elementary and secondary schools each year *(as determined by Turnaround criteria*

explained below), reaching a total of more than 3,000 teachers and administrators, and 28,000 students in 36 of Duval County's highest-need schools by 2015.

Since 2007, Duval County Public Schools has been a state leader in implementing a performance-based compensation system that rewards educators for improved student achievement. By rewarding teachers and school-based administrators for student performances, Duval County Public Schools recognizes the value of recruitment, development and retention of highly-effective and qualified educators on student achievement. Following are examples of Duval County's current performance based compensation offerings:

- Merit Award Program (MAP) – Duval County Public Schools is one of a few districts in Florida that participates in the state program, pursuant to Florida Statute 1012.225. This is the third year that MAP bonuses have been provided to Duval County teachers and school-based administrators. The district awards a performance bonus equal to 5 percent of the average teacher salary (██████) to the top 25 percent of teachers and school-based administrators, regardless of years of experience, according to the terms of the program (*The state's average teacher salary is ██████* . Identification of the top 25 percent of educators is determined from improved student performance ratings provided by the Florida Comprehensive Assessment Test (FCAT), district data (60 percent), and from their performance ratings on the teacher and administrator assessment systems (40 percent). Just over 2,000 educators received MAP bonuses during 2008-2009.
- Turnaround/Differentiated Accountability Bonuses – Duval County currently implements a Turnaround/Differentiated Accountability Incentive Program which began with the 2009-2010 school year. Incentive bonuses and performance pay bonuses are currently paid to teachers and school-based administrators in 34 Turnaround and Differentiated

Accountability schools. Turnaround schools are defined as those with the most critical academic needs as determined by state assessment results, those who have failed to make Adequate Yearly Progress (AYP), those in a Restructuring Plan, or deemed critical by the superintendent (feeder patterns, other conditions, etc.). Incentive bonuses are paid to teachers and school-based administrators in Turnaround schools who commit to three years of efforts to improve student achievement. These commitment incentives can range from [REDACTED] per year, as determined by the school's grade, restructuring status or needs. The performance bonuses for student achievement, ranging from [REDACTED] a year, are paid to teachers and school-based administrators whose school accountability grade improves to a higher letter grade.

- School Recognition Funds - The Florida School Recognition Program provides public recognition and financial awards to schools that have sustained high student performance gains or schools that demonstrate substantial improvements in student performances. Eligible schools receive [REDACTED] per FTE (*full-time equivalency*); and faculties and School Advisory Councils collaborate on how to distribute financial awards that support school improvement plans.
- National Board Certified Teachers – In addition to the [REDACTED] bonus paid by the state to these teachers, Duval County rewards an additional [REDACTED] bonus to teachers earning National Board Certification. This additional bonus, collaboratively reached with Duval Teachers United, is designed to recognize the educators' achievements and incent other teachers to pursue the rigorous standards for nationally-recognized certification.

While these efforts demonstrate the district’s commitment to creating a compensation system that includes elements of performance pay, they do not go far enough in the focus of a system that strengthens and rewards educator effectiveness, as determined by improved student achievement. These current programs provide a foundation for such a shift in focus, but do not provide an emphasis on successful performance-based compensation systems in high-need schools. The current MAP system, despite the use of value tables, disproportionately awards more merit pay to educators in schools that are not high-needs schools as evidenced by the table below.

<b>G.R.E.A.T. EXPECTATIONS’ Schools</b>			<b>Non Title 1 DCPS High Schools</b>		
<i>School Name</i>	<i>% of teachers receiving Performance Pay</i>	<i>School Accountability Grade (2009)</i>	<i>School Name</i>	<i>% of teachers receiving Performance Pay</i>	<i>School Accountability Grade (2009)</i>
<b>N.B. Forrest</b>	33%	D	Fletcher	<b>47%</b>	B
<b>J. Ribault</b>	15%	F	D. Anderson	<b>68%</b>	B
<b>E. White</b>	33%	D	Stanton	<b>88%</b>	A
<b>W. Raines</b>	24%	F	Paxon	<b>61%</b>	A
<b>A. Jackson</b>	22%	F	F. Peterson	22%	C
<b>A.Randolph</b>	6%	F	Mandarin	26%	A

*District average percent paid: 25%*

The purpose of **G.R.E.A.T.** (*Gaining Rewards with Effective & Accountable Teachers*) **EXPECTATIONS** is to develop and implement a performance based compensation system that serves teachers and school-based administrators in the district’s highest-need schools (Goal). This will be accomplished in large part by building and improving the current MAP system to create a **G.R.E.A.T.** system to enhance the compensation offerings to educators in the designated high-need schools. A successful design would result in MAP bonuses awarded to educators in **G.R.E.A.T.** schools at an equal or greater percentage than other schools.

Like the current MAP program, **G.R.E.A.T.** teachers will be divided into grade level groups – elementary, middle, and high. Each grade level group is divided according to their instructional assignment (*teachers may be included in more than one group*). Teachers’ eligibility for MAP performance compensation is based on their placement in whatever group they are ranked the highest.

Instructional personnel with assigned students are assigned an effectiveness value based on the state value table. Teachers receive points for moving a student up one level. More points are received when a student’s achievement level increases beyond one level. Points are also awarded to teachers whose students maintain levels 2 or higher and make increases from Level 1. Points are deducted for students in levels 4 or below who decline. To determine levels, Duval County converts examination scores using the following table –

<b>Percent Correct for District Developed Examinations</b>						
	<b>Low Level 1</b>	<b>High Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
All Grades	0-29 %	30-59%	60-69%	70-79%	80-89%	90-100%

A value table is created for each category of teachers for which a district developed pre- and post-test instrument is used. School-wide value points are determined for instructional personnel who are responsible for the entire student body (*media specialists, guidance counselors, etc.*). Using FCAT data, value points are then determined for the entire school using the same procedures that are used for teachers with assigned students. Teachers in non-core academic areas such as Physical Education and Art are ranked through an effectiveness value that is determined by the district’s value table. The effectiveness value is based on students’ pre- and post-test achievement data.

**G.R.E.A.T. Compensation Methodology (Teachers):** While the current MAP system meets the differentiated levels of compensation specified in the grant, MAP does not contribute to the equity Duval County Public Schools seeks to achieve in the payment process for educators in its highest need schools. The purpose of Duval County's current state approved teacher assessment system is three-fold: (1) *to collect and interpret data*; (2) *to assist teachers to improve instruction*, and (3) *to provide data to make appropriate personnel decisions regarding reappointments, transfers, promotions and demotions*.

The current teacher assessment system targets classroom teachers, coaches, media specialists, and guidance counselors. The observation tool consists of nine teaching dimensions and the relevant indicators (descriptors) for each dimension. The principal is responsible for checking the appropriate indicators exhibited during classroom observations.

Although the system does provide some feedback on performances, it does not provide detailed information on what good teaching practices look like and how they link to student achievement. The current system simply provides information on what is occurring in classrooms during a specific time period.

**G.R.E.A.T. EXPECTATIONS** builds on the existing MAP plan and includes additional bonuses to be awarded to **G.R.E.A.T.** school teachers who are also eligible under new TIF performance bonus criteria that will be finalized during the planning year. The new criteria, to include multiple categories including a rubric, classroom observations (2), pre- and post- test examinations, and value table points will bring better equity to performance criterion and the payment of these performance bonuses in high need schools. If teachers in the six schools meet the TIF performance bonus criteria, they will be rewarded with an additional **G.R.E.A.T.** performance bonus. **G.R.E.A.T.** teachers could earn up to [REDACTED] per year for student

performance gains with both incentives This allocation is sizeable due to the critical need to inspire quality teaching and recruit quality teachers in the highest-need schools.

As an alternative reward option, **G.R.E.A.T.** teachers can elect to have their earned performance bonuses paid to a team of teachers in established professional learning communities. In each Duval County school, teams of teachers (*professional learning communities*) meet by grade level and/or core content area up to one hour a week to conduct lesson studies and reviews of student achievement data. Determining key concepts and learning goals, linking assessments to differentiated instruction, flexible groupings and instructional strategies are among the activities professional learning communities conduct to increase their own effectiveness and those of their students. Professional learning communities in **G.R.E.A.T.** schools can qualify for bonuses as a team (*all or none qualify*) that are ranked in the top 25 percent using student achievement gains, as evidenced by the same criteria as individual teachers. **G.R.E.A.T.** learning communities will have the capacity to earn up to \$6,300 per teacher participant.

To improve school performances, as explained in a 2009 survey conducted by the National Commission on Teaching and America's Futures, "*learning teams should be used to systematically induct new teachers into a collaborative learning culture – teams that embed continuous professional development into day-to-day fabric of work in schools are constantly evolving.*" Offering individual and team performance bonuses in **G.R.E.A.T.** schools minimizes competition and isolation and promotes a collegial culture that contributes to a collaborative learning environment of shared values and goals. Professional learning communities in **G.R.E.A.T.** schools share a common vision of student learning needs and a clear understanding of how their collective efforts can meet those needs. "*Learning communities clearly identify a*

*learning challenge around which the team can join forces to improve student achievement...holding themselves mutually responsible for each other's success," (National Commission on Teaching and America's Future).*

**TIF Performance Bonuses: Individuals and Teams**

<b>G.R.E.A.T. EXPECTATIONS Compensation Criteria</b>	
<b>60% Student Achievement Growth</b>	<b>40% Teacher Skills</b>
FCAT	Evaluation Rubric
District Developed Assessments	Classroom Observations (2)
Classroom Objectives	Instructional Implementation
End of Course Exams	Teacher Assessment Instrument
School-wide growth	Professional Development
<i>Must score a maximum number of points (TBD by Council) on value-added scale</i>	<i>(Must score a maximum number of points (TBD by Council) on value-added scale</i>

While the district average for teachers receiving MAP performance pay is 25 percent, the average for teachers in the specified **G.R.E.A.T.** schools is 22 percent. To reiterate, it is intended through **G.R.E.A.T.EXPECTATIONS** that teachers in the designated highest-need schools will increase their effectiveness, resulting in a greater opportunity to receive performance pay according to improved student achievement as colleagues in other schools. In order to contribute to the validity of this hypothesis, the **G.R.E.A.T.** Planning Year will be used to modify and evaluate the methodology of the instruments and criterion to provide equity to educators in high-needs schools. Possible considerations for collaboration with the Council for **G.R.E.A.T.** Schools, a committee to be established that includes educators, principals, district administrators, teachers' union representatives, philanthropic leaders, and community members, are:

1. *Fine-tuning value tables to provide a more level playing field*
2. *Providing additional points to the performance score for those in **G.R.E.A.T./high need schools***
3. *Providing additional points to the score based on the percentage of students on free/reduced lunch*

4. *Providing additional points for professional development objectives, increased responsibilities, learning communities' participation, mentoring; action research, etc.*
5. *Using "true gains" as the measure of student achievement (a true gain is defined as a student improving their achievement level or showing more than a year's growth on the FLDOE Developmental Scale)*
6. *Other methods as determined to be appropriate*

The methods to be employed in the finalized **G.R.E.A.T.** plan will be determined during the Planning Year by research, data, and input from the teachers' union and focus groups facilitated by the Community Foundation, evaluators and other partners, as described in the attached letters of support.

**G.R.E.A.T. EXPECTATIONS Methodology (School-based Administrators)**

School-based administrators will also be eligible for **G.R.E.A.T.** bonuses. Like teachers, administrators are rank-ordered by group (*elementary, middle, and high*). Administrators must meet the following student achievement criterion to be eligible for merit bonuses: *show true gains in their school's reading and math scores as defined on the Florida Department of Education (FDOE) Developmental Scale (a true gain is defined as a student improving their achievement level or showing more than a year's growth on the FLDOE Developmental Scale)* and *must earn an overall rating of at least a proficient on performance appraisals.*

Principals in Duval County are currently paid from a differentiated compensation plan. Each principal and assistant principal is assessed annually using the Duval County school-based administrator's performance assessment system. This assessment includes four target areas in which principals and assistant principals are measured. The administrators are expected to write strategies and actions to meet specified targets and are assessed on written plans. The target areas include *Improved Student Academic Performance, Increased Promotion Rate, Decreased*

*Code of Conduct Violations, and Personal Professional Development Plans.* The assessment system has four ratings in which school based administrators are rated- *Below Basic, Basic, Proficient, and Distinguished.* Their overall final rating is determined by the extent to which administrators have met specified targets. The final rating, along with student achievement data, determine if the administrator receives performance pay.

Principals are paid a base pay with add-ons for school type, population, experience (capped at [REDACTED] and percentage of free/reduced lunch students. The MAP and **G.R.E.A.T. EXPECTATIONS'** bonuses, to mirror the point system of teachers highlighted above, will increase principals' opportunities to earn an additional [REDACTED]/year for school-wide gains and growth. With the **G.R.E.A.T. EXPECTATIONS** plan, administrators are principals, assistant principals, guidance counselors, coaches, and media specialists. The identification and equitable inclusion of additional personnel will be considered and explored during the series of focus groups and surveys to be conducted in the Planning Year.

#### **G.R.E.A.T. Recruitment Methodology**

Data strongly suggests that school staffing challenges are primarily due to what *Robert Ingersoll (2001)* calls the revolving door phenomenon: *large numbers of teachers leave the profession long before retirement with approximately 50 percent attrition within five years.* According to many researchers, retention should be of primary concern to school districts, just as it is in other professional fields and many other industrialized countries (*Ingersoll & Smith, 2003; Stoel & Thant, 2002; Britton, et.al., 2003*). Yet, it is often under-conceptualized, under-developed, under-supported, and under-funded in American public education (*Tapping the Potential: Retaining and Developing High-quality teachers, Alliance for Excellent Education*).

In **G.R.E.A.T. EXPECTATIONS**, Duval County will recruit and retain highly-effective teachers in high-need schools (Goal), targeting highly qualified and underrepresented populations to increase the effectiveness and diversity of teachers within specified schools. Recruitment efforts and emphasis will target critical shortage areas of math, science, exceptional student education, reading, English Speakers of Other Languages (ESOL), and minority males. Currently, Duval County conducts a number of activities for high-need and hard-to-staff subject area recruitment efforts. They include streamlined certification programs, college and university targets in urban areas; alternative certification; apprenticeship; and mentor development programs; and others (*Teach for America, Urban Elementary Apprenticeship, Teacher Like Me – minority males*).

In support of a Duval County strategic plan goal of employing the most effective teachers and principals in schools that have historically served low-performing students, **G.R.E.A.T. EXPECTATIONS** addresses *Competitive Preference Priority 5* that is designed to increase the recruitment and retention of effective educators to serve high-need students. Staffing has consistently been a challenge in each of the six high need schools identified in the **G.R.E.A.T.** proposal, resulting in out-of-field placements and delays. In addition, the average turnover rate at the six **G.R.E.A.T.** schools for 2008-2009 was 26 percent, compared to the district's average of 16.5 percent. According to a 2007 report produced by the National Center for Education, the cost of a single teacher leaving a school system in the state of Florida is \$10,906. This results in more than \$13 million in turnover loss by Duval County Public Schools each year. By implementing an effective performance-based compensation program which provides clear identification measures for student achievement linked to financial incentives, greater value and reduced turnover expenses would be produced. **G.R.E.A.T.** teachers who are recruited for

placement could earn performance pay in a range from [REDACTED] to [REDACTED] for committing to serve students at the school for three years.

Under the Turnaround/Differentiated Accountability Incentive Program described above, the district has paid over [REDACTED] in incentive bonuses to teachers in 34 Turnaround Schools who have committed to remain at the schools for three years. An example of the collaborative and shared vision for student achievement Duval County shares with its union, Duval Teachers United, the Turnaround Incentive program waives the provision in the collective bargaining agreement that requires teachers to be at a school for three years before they can request transfers. So, with this model, any teacher can request a waiver to serve students in a Turnaround school. Despite these successes, the district has faced difficulty in the recruitment and retention of highly-effective teachers in these schools. For these reasons, Duval County would enhance the current [REDACTED] incentive bonus in **G.R.E.A.T.** schools by doubling the bonus amounts. An additional [REDACTED] commitment bonus would be provided to highly effective teachers and school-based administrators (as evidenced by MAP bonuses/student achievement gains) to commit to serving students at a **G.R.E.A.T.** school for three years. The additional methods to be employed in the **G.R.E.A.T. EXPECTATIONS** commitment plan will be finalized during the Planning Year by research and input from focus groups and surveys facilitated by the Community Foundation, as described in its letter of support.

An additional recruitment tool for highly-effective teachers in Duval County's high-need schools is the district's partnership with **Teach for America (TFA)**. Internationally-respected for its extensive training and professional development offerings, TFA has built a national corps of outstanding recent college graduates of all academic majors who commit to two years of serving students in urban public schools. Motivated by the philosophy of TFA to build lifelong

leaders in ensuring educational equity and excellence for all children, Duval County Public Schools has been a partner with TFA since becoming Florida's second TFA site in 2008. During the next academic school year, Duval County students in 23 of its lowest performing schools will be served by more than 100 first and second year TFA teachers. Only 9 of Duval County's current 50 TFA teachers were placed in high schools. With more than 70 percent of TFA teachers in Duval County contributing to at least one year of academic growth for its students (2008-09), Duval County plans to increase its number of TFA educators in **G.R.E.A.T.** and high-need schools. A 2010 study conducted by the University of North Carolina reveals that *TFA corps members had a greater impact on student achievement than did traditionally prepared teachers from UNC's teacher preparation program in middle school math, high school math, science, and English.* With such gains, staffing and quality efforts in Duval County **G.R.E.A.T.** schools will be improved.

### **Involvement of teachers, principals, unions and other personnel**

For nearly two years, a committee of over a dozen Duval County Public Schools' district-based administrators, principals, teachers, teachers' union representatives, parent-teacher-association/school advisory representatives, and community citizens met to discuss the development of an integrated and comprehensive observation assessment tool that links teachers' effectiveness to student achievement measures.

In the form of a rubric, the language in the observation tool defines effective and ineffective teaching skills and professional behaviors. Based on the work of nationally-recognized author Charlotte Danielson as noted in "*Enhancing Professional Practice*," the Duval County rubric was established to include seven teaching dimensions: *Assessment, Planning for Instruction, Delivery of Instruction, Communication, Learning Environment,*

*Continuous Improvement and Professional Behaviors.* Each dimension has a set of indicators which describe both effective and ineffective behaviors; each dimension also has multiple ratings which include *unsatisfactory - not meeting the standard; satisfactory - working toward the standard; satisfactory - meets the standard; and high performing - exceeds the standard.* As a tool for improving instruction, the rubric would identify high-performing teachers based on effective classroom practices. While the rubric (*sample included in attachments*) is yet to be finalized for adoption, it does serve as a draft upon which the team will now build to develop a comprehensive system that recruits, retains and rewards highly-effective teachers and administrators in Duval County's highest need schools.

Many members of the original rubric design team – district- and school-based administrators, teachers, teachers' union leaders, and human resources representatives – gathered to collaborate on the development of **G.R.E.A.T. (*Gaining Rewards with Effective & Accountable Teachers*) EXPECTATIONS** to ensure the elements meet the needs of the district and the TIF grant requirements.

### **Increasing capacity of teachers & principals (Professional Development)**

A professional development system that offers teacher support at all levels to ensure their success as highly-qualified and highly effective educators in high-needs schools is essential for raising student achievement. Research supports that an inspiring and informed teacher is the most important school-related factor influencing student achievement. As a result, Duval County's **G.R.E.A.T. EXPECTATIONS** plan commits to providing high-quality professional development activities that inspire and increase capacity of teachers and principals in high-need schools to raise student achievement (**Goal**). Duval County will utilize a model for designing and evaluating professional development programs to determine impact on teacher practice and

student achievement. The model, developed by the district's professional development partner Schultz Center for Teaching & Leadership aligns with the Department of Education's Professional Development System Planning protocols and standards - the *6Rs Model for Successful Professional Development*. The purpose of the model is to provide a decision-making protocol for learning methods, delivery styles, teaching resources, materials and training practices to bring about improvements in teaching practices, as evidenced by student achievement. This protocol is often absent in high-need schools that are faced with state compliance mandates and requirements.

The process for evaluating the proposed professional development offerings in **G.R.E.A.T.** schools will include use of the *6Rs* model for the design of programs and courses of professional learning for all teachers and administrators. The process includes multiple forms of regular communication and sharing of results, as defined by goals and student learning. This ensures the transparency of results and that formative evaluation is used at every stage from program inception to end, comparing program goals with resources expended to contribute to improvements in teachers' practices and student learning.

Duval County Public Schools uses bodies of best practice literature and national studies of promising practices to guide development of new programs and methods to incorporate in professional learning opportunities for all teachers. **G.R.E.A.T. EXPECTATIONS'** teachers will pioneer several of them. Since 2007, lesson studies have been implemented as a vehicle for professional learning in Duval County elementary schools in the form of continuous learning cycles (*six to eight weeks*), with documented evidence of success at improving teacher practices and student performances. Lesson studies include identifying student needs based on data; identifying adult learning goals; defining the course of study; providing a forum to engage in

personal reflection and discussion about the work of colleagues; examining student work for evidence of learning; developing common assessments for measuring student learning; and evaluation of new approaches by documenting results. A pilot implementation of professional learning communities/lesson studies will be conducted in the **G.R.E.A.T.** schools to establish common metrics and process protocols that will be documented and used to replicate and expand lesson study work as an outgrowth of professional learning communities in all secondary schools.

A variety of professional development courses have been developed to address the needs of teachers and instructional staff to understand and use various forms of student work samples and assessment data to diagnostically plan for instruction and to choose or develop appropriate means of assessment to evaluate student performances. Based on research data which supports that teachers' effectiveness in urban schools are related to teachers knowing themselves, knowing the environment in which they teach, and maintaining high expectations (*Gehrke, R. 2010*), **G.R.E.A.T. EXPECTATIONS'** professional development activities support most recent advances in professional development that highlight challenges of diversity and equity in individual classrooms while addressing teachers' needs for assistance in identifying and altering classroom practices that may contribute to student failure. The most promising of such efforts engage teachers collectively in studying classroom practices in ways that build capacity and lead to more systemic changes at the school level (*Cochran-Smith and Lytle, 1992; Cone, 1992*).

In an effort to build capacity and strengthen the educator workforce in high need schools, a multi-year professional development plan will be designed for the **G.R.E.A.T.** schools. Patterned after the Maryland Institute for Minority Achievement and Urban Education (*University of Maryland*), the **G.R.E.A.T.** Urban Schools Academy will be designed to enhance

culturally relevant teaching and learning strategies by building upon (a) *knowledge of diversity, difference, and similarities among students and how each contributes to the school environment* (b) *an understanding of different cultural styles within a learning community and how students' cultural influences impact learning* (c) *steps in becoming competent, nurturing, and sensitive educators, who are proficient at structuring culturally collaborative classrooms;* (d) *proficiency in developing culturally responsive lessons, teaching and assessment strategies;* and (e) *an awareness of how different equity pedagogies can be applied in school content areas.*

Based on this framework, Duval County's professional development partner – the Schultz Center for Teaching & Leadership will collaborate with the district's Academic Services department to develop the Academy to serve teachers, teams (*professional learning communities*), and aspiring leaders in the **G.R.E.A.T.** schools. Each will have an opportunity to participate in a year-long professional development program that will help them deepen their pedagogical content knowledge, develop rigorous lessons supported by best practices for student engagement, analyze student data and work, establish strategies that directly support urban school needs, and implement a scheduled continuous improvement model within schools. Throughout each year, novice teachers and school-based leaders (*less than 3 years of experience*) in **G.R.E.A.T.** schools will be provided a blend of on-site and off-site Urban Academy professional development offerings.

**G.R.E.A.T.** teachers will be afforded the opportunity to share and collaborate with each other throughout the years. For the past two years, the Schultz Center for Teaching & Leadership has hosted an Urban Institute for teachers, administrators and support personnel in Duval County's high-need schools. A four-day session that delivers pedagogical content training through the lens of urban education, the Institute will serve as the kick-off to the **G.R.E.A.T.**

Urban Schools Academy. Throughout the year, a series of professional urban-reform based trainings (five) to include urban school needs/accountability, differentiated instruction/instructional strategies (*by core content area*), technology use/data analysis, and classroom management/motivation will be offered to **G.R.E.A.T.** schools' teachers and administrators. Sessions will be constructed based on educators' needs (*ESOL, Literacy certification – highest out-of-field contributor*) and professional experience – new (*less than three years*) to teaching or administrator position and/or school; veteran teacher or administrator. In addition, technology and Web-based tools such as Blackboard, videoconferencing, and blogging will supplement professional development offerings. The **G.R.E.A.T.** Urban Schools Academy will be piloted in Year 2 in the **G.R.E.A.T.** schools, following the Planning Year of development of curriculum, data assessments, and resources. Based upon the results of its effectiveness in increasing teachers' capacity as evidenced by student achievement, the **G.R.E.A.T.** Urban Schools Academy will be considered for roll-out to all Duval County teachers and leaders within and interested in serving students in high-need schools. In addition, the district will explore options for certification endorsement of participants who complete the Urban Schools Academy.

Further research supports that the use of instructional support and professional development are most effective when it includes components that are embedded in the work of the school and increases both teachers' and administrators' theoretical understandings about their work (*Loucks-Horsley, Hewson, Love, & Stiles, 1998; Darling-Hammond, L., 2000; Hord, S., 2003*). The capacity for teachers to instruct in ways that use rich, inquiry-based models for instruction and assessment require that not only are high-quality professional development

programs delivered, but that multiple methods exist for follow-up on initial training and mentoring in real applications of instruction within their classrooms (*Malcolm, S. et.al., 2002*).

To build capacity and support to improve practices of educators in the **G.R.E.A.T.** schools, a team of two core content and data specialists will conduct weeklong, rotational visits to each of the **G.R.E.A.T.** schools. Following the assessments and reviews of student data (lesson studies), school improvement plan needs/goals, cultural and environmental needs (*CASEL*), **G.R.E.A.T.** Instructional Specialists will provide classroom-based pedagogical, core content, culturally relevant practices and professional development support to teachers, professional learning communities, and school-based administrators. Often times, high-need schools are taxed with multiple challenges and time demands that limit educators' abilities to be removed from classrooms or schools. The **G.R.E.A.T.** Instructional Specialists' model represents an exceptional approach because it is school-based and tailored to address the unique needs of the teachers within the context of their schools. With job-embedded professional development support, **G.R.E.A.T.** teachers will increase their skills, capacity and teaching responsibilities, creating a pool of mentors and aspiring leaders that can support district-wide high need schools.

Duval County currently implements a mentoring program for which **G.R.E.A.T.** educators will become eligible. The program uses an innovative delivery model that provides on-going mentor support to assist teachers in learning and applying best practices. The mentors receive training from the Schultz Center for Teaching & Leadership through a tiered design that includes foundational tools and an inquiry based format. Selection criteria for mentors includes at least three years' teaching experience; strong content knowledge of subjects, as evidenced by student achievement levels; demonstrated success working with diverse students (*CASEL*);

demonstrated willingness and ability to collaborate with peers, and strong management skills. Mentors in **G.R.E.A.T.** schools would be matched with teachers according to subject area or grade level. They would assist novice teachers with student data analysis, lesson studies/plans, modeling instruction and pedagogy, adult learning styles, supporting professional learning communities, differentiating instruction, motivating students, etc. As evidenced by the data which reveals the high number of novice teachers (*less than three years*) within the six schools, a variety of mentoring models must be created to meet the needs of schools. These models include Mentor Roundtables (*breakout sessions in Urban Academy*), **G.R.E.A.T.** Specialists, site-based clusters of mentoring teams, professional learning communities, department chairs (*designated by student achievement gains and not seniority*), National Board Certified teachers, etc. Sustaining professional development offerings for mentors is critical to building their leadership skills and refining their own teaching practices. Research supports that the best teacher-preparation programs emphasize subject-matter mastery and provide multiple opportunities for teachers to spend time in real classrooms under the supervision of experienced mentors.

In 2007, Duval County collaborated with the Schultz Center for Teaching & Leadership to develop a competency-based leadership model based on Florida Principal Leadership, National Association of Secondary School Principals, American Association of School Administrators, and other national standard frameworks. The Aspiring Leaders Academy (*1-year program for high quality resource teachers, instructional coaches/mentors, counselors*), Assistant Principal Academy (*1-year program for assistant principals to increase their instructional leadership and viability as principal candidates*), and the Principal Academy (*3-year program that promotes collaboration and best practices among principals*) are theoretical models used to differentiate leadership instruction at three levels of leadership training to serve

current and aspiring school leaders. While they vary in role, scope, criteria, and content, the academies are commonly grounded in a coherent curriculum structured around five themes: *Vision and Purpose; Innovation & Improvement, Deep Knowledge of Teaching & Learning, High-Performing Teams & Collaborative Relationships, and Organizational Accountability Systems*. Educators in **G.R.E.A.T.** schools who meet rigorous eligibility criteria (*advanced degree, passing score on examinations - FELE and interviews, student achievement gains, and professional experience*) will receive priority and provided scholarships as incentives for participation. Six principals, two assistant principals per school/per year, and up to 15 percent of a **G.R.E.A.T.** schools' faculty per school/per year to include department chairs will be guaranteed placement. In tandem with the use of a common conceptual design, these leadership programs engage participants in multiple opportunities to collect and analyze data, apply problem-solving strategies and carry out action research projects to improve instruction at the classroom and school levels. **G.R.E.A.T.** leadership academy participants will be engaged in activities requiring self-assessment and reflection and participate in multiple opportunities to gather and evaluate feedback from constituent groups who will be asked to provide ratings of the extent to which they display behavioral characteristics constructed around competencies of a Schultz Center Leadership Institute Model.

Approximately three years ago, Duval County and Schultz Center partnered to construct and field test a technically sound instrument for use as a development tool for individual growth and planning for administrative action plans. For all themes and competencies identified in the leadership model, multiple group confirmatory factor analyses were carried out which resulted in high internal consistency reliability scores often greater than .95. This information is important

for **G.R.E.A.T.** Urban Schools Academy participants and principals to understand and interpret feedback and to commit to personal actions and individual leadership plans for development.

### **Data Management System**

Duval County teachers and administrators have expressed a need for more timely and accessible forms of data (*improve collection and use of data, Teachers' Voices Survey – Duval County School Board, 2009*) to use in the process of diagnostic planning for instruction and ongoing assessment of student learning and school improvements. The adoption of a common vocabulary and lexicon to guide data-based decision making and the organization, presentation, and reporting of student assessment, demographic and contextual factors influencing learning will provide the structural format and content of data systems, protocols, and professional learning activities dealing with interpretation, analysis, diagnosis and prescriptive planning for **G.R.E.A.T.** students. The guided principles for an integrated data system to support the work will be provided by “*Data Wise.*” Instead of implementing a new or different application or system, Harvard Graduate School of Education’s *Data Wise* permits Duval County to commit to a simple and cyclical process for organizing collaborative work, building assessment literacy, creating a common language for portraying data, unpacking and diagnosing sources of student instructional needs, and developing the action plans needed to address those needs. The common thread and powerful design principle undergirding the success of this work has been the adoption of common tools and protocols for presenting and exploring data so that all team members can join in a common dialogue aimed at student achievement from the individual to district-level groups.

Understanding that data from all aspects of student history, performance, and demographics is dependent on the effectiveness and efficiency of other organizational systems to

have a beneficial impact on students, Duval County will integrate various sources of fiscal, operational, and human capital data with student and school outcome data to make the best use of limited resources and produce ready evidence for accountability and return on investment by stakeholders and community members. Most recently, Duval County Public Schools' Information Technology department has developed a prototype and working model of an integrated system to combine multiple sources of data on students, resources and staff of Duval County which has as its critical advantage the ability to merge data across reporting functions, resulting in a data management system capable of assembling, organizing, and analyzing data that links student achievement data to teachers and other educators with necessary data from human resource systems (Goal). Based on role-assigned levels of access and categories of available data, the vision for the district-wide data portal will provide tabs for various categories of data groupings appropriate to each person's role and areas of responsibility. All district personnel will have available directory information, payroll and personnel information. Instructional personnel will have the same directory information and also a tab that contains the courses and data for all students for whom they have professional responsibilities. Data for all courses taught by teachers will be visible from the dashboard, and with it, the results of all student assessments used to evaluate and report the interim and summative achievements of students throughout the school year. Longitudinal data will also be incorporated to provide historical data on performance for the purpose of planning of instructional interventions and evaluating patterns of performance over time. In order to accommodate for instructional planning based on specialized student needs, the system will also permit password-based access to selected content from attendance and behavior tracking systems to allow the system to meet the differentiated needs of students and development. The system will utilize drill-down selection

and expansion of data provisions to provide more detailed information at each level of data mining, depending on the needs and responsibilities of end users. While in the early stages of production, this model is a core element of the **G.R.E.A.T. EXPECTATIONS** grant that Duval County commits to finalizing in the Planning Year and piloting to provide a viable conceptual design for incorporating and expanding access to the administrative, instructional, and support staff of **G.R.E.A.T.** and all Duval County schools.

## ADEQUACY OF SUPPORT

### **G.R.E.A.T. (Gaining Rewards with Effective & Accountable Teachers) EXPECTATIONS**

“Paying teachers more for moving students” is the single most common theme identified in the Teachers’ Voices’ survey commissioned by the Duval County School Board last September. The proposed **G.R.E.A.T. EXPECTATIONS**’ plan greatly expands the district’s current incentive performance pay programs for teachers and administrators, permitting Duval County Public Schools to design a comprehensive and integrated system that links increases in educator effectiveness as evidenced by student achievement with increases in compensation.

To ensure that Duval County Public Schools is not supplanting funds, **G.R.E.A.T. EXPECTATIONS** will further enhance the district’s existing performance pay program awarded to highly effective educators that meet merit award pay requirements in up to 36 of the district’s highest-need schools.

Since 2007 – the year it launched the state’s Merit Award Program (MAP) - Duval County Public Schools has paid over \$ [REDACTED] in merit bonuses to educators and principals who have produced the greatest results in increasing the academic achievement of students in over 160 schools, and \$ [REDACTED] in recruitment and performance incentives to 748 teachers and administrators in 34 Turnaround schools. Based on its current commitment to implementing incentive initiatives that reward student achievement in high-need schools, Duval County Public Schools will continue to utilize state and district operating funds to sustain incentive pay in schools beyond the five years of the Teacher Incentive Fund grant, as specified.

	Planning Year	Year 2	Year 3	Year 4	Year 5
<b>Total cost of program</b>					
<b>% of Total Cost Covered By Grant</b>					
<b>Total Cost Covered by Grant</b>					
<b>% of Total Cost Covered by Other Resources</b>					
<b>Total Cost Covered by Other Resources</b>					

Also required in the Teacher Incentive Fund proposal are the following Core Elements:

- (a) A plan for effectively communicating to teachers, administrators, other school personnel and the community-at-large the components of its performance-based compensation system

Duval County is privileged to have the support of the Jacksonville community in efforts that improve student achievement. Since 1998, when a blue-ribbon commission of community leaders appointed by the Duval County School Board and Mayor for the City of Jacksonville, collaborated on a year-long data-gathering and fact-finding review of Duval County Public Schools’ systems, programs and opportunities, a shared communitywide vision for improving public education in Duval County has strengthened. The establishment of the Alliance for World Class Education/Jacksonville Public Education Fund, Schultz Center for Teaching & Leadership, Learning to Finish, the Community Foundation in Jacksonville Quality Education for All Forum are among the initiatives that support transparency, visibility and dialogue about quality teaching

practices and student achievement. As specified in its letter of support (*attachment*), the Community Foundation in Jacksonville - a philanthropic leader and advocate who has invested more than \$2 million in Duval County's high school graduation efforts - has agreed to serve as a lead communications partner in **G.R.E.A.T. EXPECTATIONS**. During the Planning Year and throughout, the Community Foundation has committed to hosting, conducting, and supporting a variety of focus groups, surveys/opinion polls, and roundtable discussions with its Forum members (corporate, philanthropic, civic and education advocates), community members, teachers, principals, administrators and others about performance-based incentives, data reliability/accountability, evaluation methods, school/educator needs, achievement gaps, etc. In addition, the district will work with its communications department, elementary and secondary principal associations, teachers' union, School Advisory Councils and Parent Teacher Associations to develop and launch a comprehensive communications plan by September 1, 2011 to include Web site, video, media and other tools detailing the findings, progress, and recommendations obtained from the research.

(b.) Involvement and support of teachers principals and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant

Guided by a fundamental leadership belief (*P. Drucker*) that "people support what they help create," Duval County Public Schools recognizes the critical importance of collaboration in the development and implementation of **G.R.E.A.T. EXPECTATIONS**. During the Planning Year, a Council for **G.R.E.A.T. EXPECTATIONS** will be established by January 1, 2011.

Consisting of teachers, union representatives, school and district-based administrators, members will work collaboratively on the development of criterion and other elements of the performance-based compensation system and implementation plan. In addition, they will assess feedback, survey/focus group results, and polls to ensure that project goals are aligned with stakeholders' understandings of the system. Following the establishment of the plan, the Council will continue to meet routinely throughout and beyond the grant to review and monitor project implementation. In addition, with the piloting of **G.R.E.A.T. EXPECTATIONS**, the Council will be afforded the opportunity to make program modifications and refinements.

(c.) Rigorous, transparent and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide the observations of each teacher or principal at least twice during the school year by individuals (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability;

Duval County Public Schools' Human Resources division, along with its teachers' union and the elementary and secondary principal associations, conducted a two-year collaboration to develop a teacher classroom observation rubric as part of the district's evaluation system. While the rubric has yet to be adopted and implemented, the draft instrument does serve as a starting point from which the Council will use for piloting and expansion. The expansion offered by **G.R.E.A.T. EXPECTATIONS** will include a rubric aligned classroom observation tool (two times per year for teachers and administrators), measurements, and the acquisition and

development of additional forms of both pre and post assessments. The district, by Sept. 2011, will implement sound measurement methods for assuring quality control of items used in student growth measures and increase the capacity for carrying out statistically analyses on locally developed assessments. The validity and reliability of formative assessment instruments created for use in the district will be established by ongoing item analyses, and the periodic conduct of concurrent and predictive validation studies with high stakes student achievement measures.

(d.) A data management system that can link student achievement data to teacher and principal payroll and human resources

Duval County Public Schools currently has a process through the Merit Award Program designed to reward teachers and school leaders for improved student performance. Planned enhancements to the data system will build upon the existing process, providing a mechanism for better data integration and more advanced data analysis. Duval County's information management division is currently engaged in the process of developing a data warehouse that will standardize and integrate the data in all Duval County data repositories. This project, which builds upon what has already been accomplished with current internal and external applications and metadata, includes the acquisition and implementation of a comprehensive business intelligence and analytics tool. This tool, to be implemented by September 1, 2011, will not only provide the mechanism for standardization and centralized storage of all Duval County Public Schools' data but will facilitate timely and role appropriate data access, analysis and reporting for all Duval County information users.

(e.) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

All Duval County Public Schools’ educators share a collective responsibility to participate in continuous professional development opportunities resulting in increased and sustained achievement of all students. **G.R.E.A.T.** educators will be provided training during the Planning Year to ensure they understand how the continuous professional learning opportunities presented are standards-based, results-driven, culturally relevant (urban schools) and improves administrative leadership, teaching quality, and student achievement. The professional learning communities’ (PLCs) model, currently only operational in Duval County’s elementary schools, will be piloted in the first co-hort of six **G.R.E.A.T.** high schools. With PLCs, educators are less isolated and share in the collective responsibility for student success. An Urban Academy (*with on-site and off-site support services*) will be launched in **G.R.E.A.T.** schools during Year 2. Lead 360 is an instrument that Duval County Public Schools and the Schultz Center for Teaching & Leadership developed to assess individual growth and planning of individual professional development plans. For all themes and competencies included in the **G.R.E.A.T.** models, multiple group confirmatory factor analyses will be implemented to yield high internal consistency reliability scores.

The proposed management plan, identifying activities and milestones for **G.R.E.A.T. EXPECTATIONS** is identified in the following table -

<b>Timeline</b>	<b>Activities &amp; Milestones</b>	<b>Responsible</b>
<b>PLANNING YEAR</b>		
<i>STAFFING</i>		
Sept. 2010	Project Director	Senior Advisor
Oct. 2010	Data Analyst	Senior Advisor/Project Dir.
Oct. 2010	Instructional Specialists	Project Director
<b>COMMUNICATIONS PLANS</b>		
Sept. 2010	Finalize Memorandum of Understanding	DCSB/DTU
Sept. – Oct. 2010	Establish membership and goals for <b>Council for G.R.E.A.T. EXPECTATIONS</b> (monthly meetings) <b>to include teachers, principals, unions and</b>	Senior Advisor/Project Director/T/A Exec. Director/DTU

	<b>other personnel</b> required for grant compliance and oversight	
Sept. 2010– Jan. 2011	Establish G.R.E.A.T. Urban Schools Academy Development Committee – curriculum/goals	Project Director/Schultz Center
Oct. 2010 – Sept. 2011	<b>Plan/conduct focus groups/surveys/roundtables to ensure constituent input</b>	Project Director/Community Foundation/Data Analyst
Nov. 2010	Announcement Event – 6 G.R.E.A.T. Schools/Turnaround schools/Duval County School Board; <i>Dickens’ book awarded</i>	T/A Exec. Director/Project Director
Nov. 2010 – Sept. 2011	Coordinate/host school-level information sessions with all schools and administrators	Project Director/ T/A Exec. Director
Jan. – Sept. 2011	Develop and execute Communications Plan	Project Dir., PTA/SAC; Communications Dir.
Sept. 2011	Present annual report to Duval County School Board	Senior Advisor/Proj. Dir.
<b>PROJECT MANAGEMENT/DEVELOPMENT</b>		
Oct. 2010 – Sept. 2011	Establish process to receive district-wide input on rubric, value-added methodology, etc.	Proj. Dir./ T/A Exec. Dir./DTU/Data Analyst
Oct. 2010 – Sept. 2011	Set-up design/identify professional learning communities	Proj. Dir./ T/A Exec. Dir./
Nov. 2010 – Sept. 2011	Coordinate on-site Urban Schools Academy visits/plans	Proj. Director/T/A Exec. Director
Oct. 2010 – Sept. 2011	Design, and develop mechanism for administering common assessment tool	Project Director/ T/A Exec. Director/Data Analyst
Oct. 2010 – Sept. 2011	Determine measures of true progress, tracking, etc.	Project Director/Data Analyst
Oct. 2010 – Sept. 2011	Establish/host meetings for presentations to Principals’ associations	Project Director/ T/A Exec. Director/Council
Oct. 2010 – Sept. 2011	Conduct trainings of <b>new data management system developed that links student achievement to human resource systems</b>	Project Director/ Technology Dept./Schultz Center
Nov. 2010 – Sept. 2011	Pilot <b>implementation of objective evidence-based rubric</b>	Project Director/ T/A Exec. Director/Data Analyst/DTU
June 2011	Summer Institute – G.R.E.A.T. Urban Schools Academy – Kick-off	Project Director/ T/A Dir./Schultz Center
<b>PROJECT EVALUATION</b>		
Sept. 2010 - Sept. 2011	Assess current processes for teacher and administrator evaluations	Senior Advisor/Proj. Dir./Data Analyst
Sept. 2010 - Sept. 2011	Evaluate current Turnaround recruitment and selection processes	Senior Advisor/Proj. Dir./T/A Exec. Dir./Data Analyst
Sept. 2010 -	Develop teacher and principal surveys	Project Dir./Data

Sept. 2011		Analyst/Community Foundation
Sept. 2010 - Sept. 2011	Establish benchmarks, rationale, and complexity	Project Dir./Data Analyst
Sept. 2010 - Aug. 2015	Evaluate current Human Resources systems – compensation structures, etc.	Senior Advisor/ Project Dir./Data Analyst
Sept. 2010 - Aug. 2015	Examine reward systems within other corporate and public education sectors	Community Foundation
Sept. 2010 - Sept. 2011	Review/assess Council goals and objectives	Senior Advisor/ Project Dir./Data Analyst
<b>Timeline</b>	<b>Activities &amp; Milestones</b>	<b>Responsible</b>
<b>YEARS 2 - 5</b>		
<b>STAFFING</b>		
Sept. 2011-Aug. 2015	Recruit and hire as vacancies arise	Project Director
Sept. 2011-Aug. 2014	Establish a G.R.E.A.T. Schools Cluster	Project Dir./T/A Dire.
<b>COMMUNICATIONS PLANS</b>		
Sept. 2011 – Aug. 2015	Continue to host monthly Council for G.R.E.A.T. EXPECTATIONS Meetings	Proj. Dir./T/A Exec. Director/Council/DTU
Sept. 2011. – June. 2015	Continue to conduct focus groups/surveys/roundtables to ensure stakeholder engagement	Project Director/Community Foundation/Data Analyst
Sept. 2011. – August. 2015	Announcement Event – addition G.R.E.A.T. Schools/Turnaround schools/Duval County School Board – <i>Dickens’ book awarded</i>	T/A Exec. Director/Project Director
Sept. 2011 – Sept. 2014	Coordinate/host school-level information sessions with all schools and administrators	Project Director/ T/A Exec. Director
Jan. 2011 – Aug. 2014	Continue execution of Communications Plan	Project Dir., PTA/SAC; Communications Dir.
Sept. 2011-July 2015	Present annual report to Duval County School Board	Senior Advisor/Proj. Dir.
<b>PROJECT MANAGEMENT</b>		
June 2011-June 2014	Execute and launch G.R.E.A.T. Schools’ cohorts (10 additional each year)	Project Director/ T/A Exec. Director
June 2011-June 2014	Identify mentors/personnel for leadership academies	Project Director/ T/A Exec. Director
June 2011-June 2015	Monitor distribution of compensation and recruitment objectives	Project Director/ T/A Exec. Director
June 2011-June 2015	Conduct teacher/principal accountability observations (2x year)	Principals/T/A Exec. Dir.
June 2011-June 2014	Host G.R.E.A.T. Urban Schools Academy – kick-off each summer and year-long classroom and on-campus trainings	Project Director/ T/A Exec. Director/Schultz Center
Sept. 2011-July 2014	Data analysis training	Project Director/ T/A Exec. Director/Data Analyst/Schultz
Sept. 2011-July	Identify key internal and external	Project Director/ T/A Exec., Sr.

2015	constituencies – opinion leaders	Advisor; Communications
Sept. 2011-July 2015	Redefine roles/changes in responsibilities	Project Director/ T/A Exec. Director/Sr. Advisor
June 2012 - June 2015	Disseminate annual report of G.R.E.A.T. EXPECTATIONS to internal and external stakeholders	Project Director/ T/A Exec. Director/Council/Communications
<b>PROJECT EVALUATION</b>		
Sept. 2011-July 2015	Distribute and secure surveys to internal and external audiences	Project Director/ T/A Exec. Director/Data Analyst/Community Foundation
Sept. 2011-Aug. 2015	Assess costs and effectiveness of professional development delivery objectives – principals and teachers	Project Director/ T/A Exec. Director/Data Analyst/Sr. Advisor
Sept. 2011-July 2015	Conduct adjustments based on evaluative feedback	Project Director/ T/A Exec. Director/Data Analyst/Sr. Advisor
Sept. 2011-July 2015	Monitor distribution of compensation and recruitment objectives	Project Director/ T/A Exec. Director/Data Analyst/Sr. Advisor
May 2012-Aug. 2014	Review processes and criterion for selection of next cohort of turnaround schools	Project Director/ T/A Exec. Director/Data Analyst/Sr. Advisor
Sept. 2011-Aug. 2015	Evaluate level of mastery demonstrated by G.R.E.A.T. schools’ participants	Project Director/ T/A Exec. Director/Data Analyst/Sr. Advisor
Sept. 2011-Aug. 2015	Identify any constraints that may limit the district-wide rollout of the evaluation rubric	Project Director/ T/A Exec. Director/Data Analyst/Sr. Advisor

T/A – Turnaround

DCSB – Duval County School Board

**Required Core Element**

**G.R.E.A.T. EXPECTATIONS Leaders**

**Senior Advisor (25% Time):** Vicki Reynolds, J.D., is Chief, Human Resource Officer for Duval County Public Schools, a position she has held for nearly a decade. In this capacity, Reynolds is responsible for overseeing the recruitment and placement of over 15,000 employees, implementation of human resource procedures, employee assessments, union negotiations and litigation and board policy matters. Reynolds has an extensive background in education, serving as an elementary school teacher, Executive Director of Policy & Compliance, and Assistant General Counsel assigned to the Duval County School Board. Reynolds is a graduate of the University of Evansville (B.A.), University of North Florida (M.Ed.), and University of Florida

(J.D.). Reynolds holds numerous professional certificates, and memberships including the Florida Bar; Founding Member of Florida Educational Legislative Liaisons, and past president of Florida Educational Negotiators.

**Project Director - New Position (100%):** The Senior Advisor, with assistance and support from Human Resources and the **G.R.E.A.T. EXPECTATIONS'** Council, will recruit, interview and hire a highly qualified candidate to serve as a director for the project during the Planning Year. The selected candidate will have demonstrated experience working collaboratively with teams, experience in designing and administering professional development, understanding of data, mentoring and managing a federal grant program. A minimum of a master's degree in Education or an equivalent combination of education and experience are strongly required.

**Independent Evaluator (30%):** M. David Miller is the Director of the Collaborative Assessment and Program Evaluation Services (CAPES) for the University of Florida. He serves as a Professor of educational research methods and evaluation in UF's School of Human Development and Organizational Studies in Education, where he teaches in the areas of evaluation, psychometrics, and quantitative research methods. Dr. Miller has been the co-PI on grants in excess of \$ [REDACTED] and has served as the external evaluator on grants with the National Science Foundation (NSF), the National Institute for Health (NIH) and the Substance Abuse and Mental Health Services Administration (SAMHSA). His primary research areas are in assessment, psychometrics and evaluation methods. Dr. Miller has co-authored the 10<sup>th</sup> edition of *Measurement and Assessment in Teaching*, and has published more than 50 articles. He serves on the editorial board for several professional publications and is the editor of the National Council on Measurement in Education Web site.

**Executive Director, Turnaround Schools (35%)** – Tony Bellamy is the Executive Director of Turnaround Schools for Duval County Public Schools. In this capacity, Mr. Bellamy oversees all of the curriculum, and professional development, accountability measures and school improvement efforts for the school district’s lowest performing schools. Prior to this role assigned in 2008, Mr. Bellamy served as a secondary principal where he increased student achievement in two of the district’s most challenged schools. A graduate of the University of South Carolina (B.A.), and the University of North Florida (M.Ed.), Mr. Bellamy is a member of the Superintendent’s Leadership Cabinet and delivers a monthly report to the Duval County School Board on academic and staffing progress in the turnaround schools.

**Data Analyst (35%)**: Katherine Divine, Ph.D. is Director, Research, Design and Evaluation for the Schultz Center for Teaching & Leadership. In this capacity, Dr. Divine leads the design of assessment and measurement systems, quantitative and qualitative data analysis, and state and federal policy implementation and accountability efforts. Dr. Divine brings more than 30 years of evaluative leadership and research experience gained while serving universities and school districts in Florida and Virginia. Dr. Divine has a B.S. in Elementary Education from the Florida State University, M.Ed., Secondary Math Education for the University of North Florida; M.A., Psychometrics and Statistics from the Eastern New Mexico University; and a Ph.D. in Educational Research and Evaluation from the Virginia Polytechnic and State University.

**Council of G.R.E.A.T. EXPECTATIONS’ (25%)** – The Council, to include respected and qualified educators, union representatives, school and district-based administrators, community members, will serve as a planning/oversight committee that assists in program development, monitoring/compliance, and stakeholder engagement.

## LOCAL EVALUATION

The external evaluation will be conducted by the Collaborative Assessment and Program Evaluation Services (CAPES) at the University of Florida. Under the direction of Dr. M. David Miller, CAPES has conducted evaluations for NSF and NIH grants and for the Jacksonville Children's Commission. Dr. Miller has more than 20 years experience in evaluation. In addition, as a former director of a statewide K-12 assessment system, Dr. Miller has experience in instrument development and planning and implementing reliability and validity studies.

Local evaluation efforts will provide ongoing information to project personnel with quarterly reports of grant activities, and will facilitate the transfer of data required by external evaluators to compile and analyze summative results. The commitment of district resources to rigorous local evaluation is required since the proposal is not applying under the category for competitive evaluation to be conducted by a national evaluation contractor. Duval County has elected to engage CAPES as its external evaluator, and locally will partner with the Schultz Center for Teaching and Leadership to provide design and evaluation services for the customized professional development to be provided to the six target schools. The Schultz Center will ensure that data is generated and reported in a timely manner to allow for scheduled reporting and evaluation activities to be conducted for both formative and summative purposes. Dates and scheduled deliverables for local evaluation tasks are projected in light of the data requirements outlined by the external evaluation plan submitted by CAPES. The CAPES evaluation staff will conduct expert reviews of the overall system by faculty at the University of Florida in assessment (Dr. M. David Miller), educational finance (Dr. R. Craig Wood), and curriculum and instruction (Dr. Dorene Ross). In addition, focus groups will be conducted with teachers in Duval County to discuss alternative scoring models and perceived fairness. Finally, literature

reviews will be conducted to compare the weighting designs with current practice in other school districts.

Formative evaluation responsibilities, shared with local evaluation staff, will focus on designing and documenting data sources, collection methods, and scoring procedures used to administer and report results of student End-of-Course tests and teacher evaluations. In addition, local district staff will report internal data on reliability and validity of data generated by the use of locally produced End-of-Course tests. Local and external evaluation staff will utilize both quantitative and qualitative methods, as needed, to conduct evaluation activities and to support the data needs required by local and external evaluation teams.

CAPES will conduct an evaluation of the Teacher Assessment Instrument and results generated by its scoring rubric will include studies of the reliability and validity of the data as described in *The Standards for Educational and Psychological Testing* (1995). Under the current guidelines for performance pay in Duval County, a two-stage decision-making process is used to determine the recipients and amounts to be awarded to individuals. At the first stage, teacher performance is assessed by way of a rating system describing indicators which reflect desirable attributes, behaviors, and indicators of the following competencies:

- A. \*promotes student growth and performance
- B. evaluates the instructional needs of students
- C. plans and delivers effective instruction
- D. demonstrates knowledge of subject matter
- E. utilizes appropriate classroom management techniques
- F. shows sensitivity to students by maintaining a positive classroom environment
- G. communicates with parents

H. pursues professional development

I. demonstrates professional behaviors

Individual indicators for each competency are described and a holistic rating is applied and converted to a numeric score. The numeric ratings for each competency area are combined and applied to a total score of value points. Student Growth and Performance\* is currently weighted to result in 50% of the total value points which are used to determine eligibility for the second stage of decision-making which applies to the awarding of performance pay. Once the point value is determined from a teacher's assessment, 3 additional conditions are applied:

- if a teacher receives a “satisfactory or below,” the teacher is not eligible
- if the teacher receives more than one “satisfactory,” the teacher is not eligible
- if the teacher receives a “needs improvement” or “unsatisfactory” rating, the teacher will not be eligible.

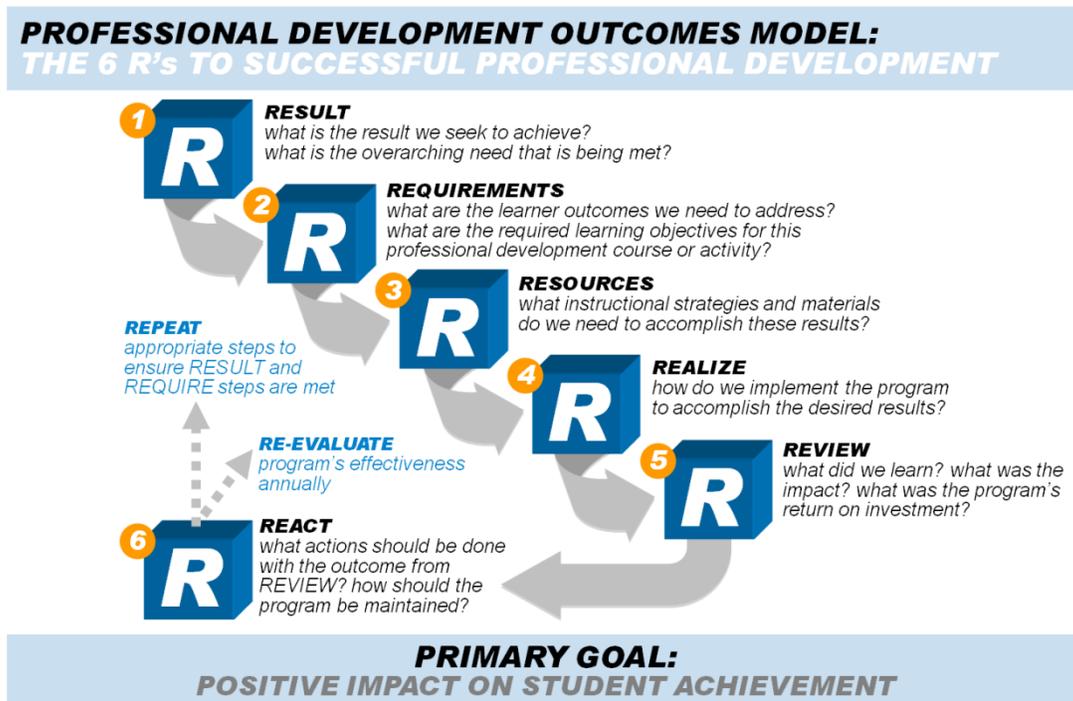
Currently, approximately 65% of teachers districtwide meet the criteria necessary for eligibility to receive MAP (Merit Award Program) pay. The second stage relies on student performance results, as measured by a combination of state standardized test results and locally developed End-of-Course exams in secondary grades.

The piloting of an enhanced Teacher Assessment Instrument will be conducted by CAPES, and include studies to determine the inter-rater agreement of trainers taught to apply the scoring protocol, as well as the consistency of components within the instrument for a total score. The analyses from reliability estimates will be conducted using generalizability theory assuming an absolute error model. Standard errors will also be estimated for interpretation of individual scores. The validity assessment will include the expert review of content using UF faculty (content evidence); interviews of observers (response process evidence); intercorrelations among

the components (substantive evidence); and studies of the relationship of scores to external variables including teacher’s educational background and teaching experience, and student achievement (external relationships evidence).

The Schultz Center will take the lead on designing and evaluating the comprehensive professional development system, and will monitor the quality and coherence of customized professional development programs for adult learners in target schools as they are adopted. The design and development of programs used for the Urban Academy within **G.R.E.A.T.**

**EXPECTATIONS** schools will be accomplished by applying the Schultz Center’s *6Rs Model to Successful Professional Development*.



Using this model, a plan for professional learning of educators will develop, ensuring that learning events and extended programs which adhere to the definition of “high quality” professional development described in No Child Left Behind legislation. This definition requires that educators are provided with training that is sustained, intensive, and classroom-focused. Use

of the Schultz Center’s planning model will result in a program with activities designed to gather data on quality and delivery of adult learning activities, the documentation of program implementation and follow-up, and the identification of appropriate measures of classroom practices and student performances which are intended. The opportunity for multiple forms of professional learning will be provided to teachers to develop the needed skills to be successful in these schools. Interim formative evaluation efforts will be conducted to annually document reported levels of job satisfaction and employee stability rates. In addition, annual retention rates and transfer requests will be monitored to determine whether patterns change over time, and whether similar or disparate patterns exist between the **G.R.E.A.T.** schools and other schools in the district after implementation of proposed new policies and programs of study for Urban Educators. Following is a table describing local plans for evaluation supporting each goal area:

*Goal 1: Develop and implement a performance-based compensation system for teachers and administrators in high-need schools.*

OBJECTIVES	METHODS	DELIVERABLES	REPORTING DATES
1.1 (Planning Year) utilize past year (2008-2009) teacher and student assessment results to project alternative G.R.E.A.T. Expectations pay for performance feasibility studies to determine resulting costs under each.	Cost Analysis	Report of projected costs under alternative plans for incentives and rewards being considered.	10/30/2010  Local evaluation staff reports to project personnel and External Evaluators (CAPES).
1.2 (Planning Year) conduct school by school inventory of teacher placement patterns including factors of: certification type, beginning teacher requirements, alternative	Needs Assessment and Program Design	Report documenting disparities currently present in faculty and staff qualifications in 6 (pilot), all Turnaround high schools, and remaining high	01/30/2011  Local evaluation staff reports to project personnel and External Evaluators (CAPES).

certification status, age, gender, school placement & scheduling patterns, etc.		schools.	
1.3 (Planning Year) conduct analyses of End-of-Course tests (pre and post) to determine internal consistency. Analyze results by school and by teachers as a function of teacher assessment results.	Item and Test Analyses	Summary report of current levels of internal consistency and subgroup equivalence in scoring patterns for 6 (pilot) schools, all Turnaround high schools, and remaining high schools.	11/30/2010  Local evaluation staff reports to project personnel and External Evaluators (CAPES).
1.4 (Year 2 and beyond) define procedures and ongoing local assessment quality control checks to monitor annual End-of-Course results for acceptable levels of confidence (equivalence & absence of bias, consistency).	Program Quality and Local Confidence	Summary report compiling local administration and scoring procedures of currently used End-of-Course tests.	12/30/2011  Local evaluation staff reports to project personnel and External Evaluators (CAPES).

*Goal 2: Provide high-quality professional development activities that increase the capacity of teachers and principals in high-needs schools to raise student achievement.*

OBJECTIVES	METHODS	DELIVERABLES	REPORTING DATES
2. (Planning Year) Conduct research and best practices reviews of strategies, methods, and materials most effective for use in high-needs urban schools.	Synthesis of research for professional development program planning	Schultz Center compendium of best practices and current research to provide basis of Urban Academy planning	10/30/2010  Schultz Center provides to project personnel and External Evaluators (CAPES).
2.2 (Planning Year) Develop hybrid plan for meeting prescriptively determined professional development plans for teachers in high-need	Program Design and Curriculum Development	Schultz Center plan for deploying professional development to pilot schools over time including	09/30/2010  Schultz Center provides to project personnel and External Evaluators

schools.		summer institutes, school-based events, professional learning communities, and use of technology-based delivery methods.	(CAPES).
2.3 (Planning Year) Develop planning syllabus for Urban Academy Model with differentiated levels of accomplished skills, techniques, and successful practice as demonstrated by mentor (teacher) documentation.	6Rs Design Model for Program Planning and Effectiveness (R1,R2, R3)	Schultz Center completed syllabus outlining content, methods, background research and delivery model for multiple years.	12/31/2010  Schultz Center provides to project personnel and External Evaluators (CAPES).
2.4 (Year 2 and beyond) Provide evaluation data on participant reactions and feedback in response to planned professional learning events and courses delivered to teachers and administrators of 6 pilot schools	6Rs Evaluation of Courses (R4,R5)	Schultz Center reports summarizing participant reactions to Urban Academy content (quality of content, materials, delivery, relevance to school-based needs).	6/30/2011 and annual  Schultz Center provides to project personnel and External Evaluators (CAPES).

*Goal 3: to develop a data management system capable of assembling and analyzing data accurately to link student achievement data with professional development and human resources data.*

OBJECTIVES	METHODS	DELIVERABLES	REPORTING DATES
3.1 (Planning Year) Develop systems overview and design document describing procedures and methods used to construct End-of-	Describe current contents of End-of-Course tests with training guidelines used by item writing teams to develop item	Documentation of item specifications and test blueprints outlining content assessed on End-of-Course tests.	12/31/2010  Present to project personnel and External Evaluators (CAPES).

Course tests.	stems, distractors, levels of difficulty, and item formats.	Summary document presenting overview of current products and needs for expansion.	
3.2 (Planning Year) Develop process diagram of administrative scanning, and scoring protocols. Include system review of hardware, software, and facilities needs to provide accurate and timely reporting of student results from End-of-Course tests.	Review of current capacity, production to time last assessment of administration, scoring, and reporting procedures. Determine district needs versus current status of hardware, software, and human resource (training needs) to adequately support timely and accurate reporting of student End-of-Course test results.	Documentation of current district procedures, hardware and personnel capacity to score and report results of End-of-Course tests. Overview and gap analysis presenting current status and needs for expansion.	4/30/2011  Present to project personnel and External Evaluators (CAPES).
3.3 (Planning Year) Review of current training procedures, support materials, and grievances or disputes filed for Teacher Assessment System results (past three years).	Review procedures used and evidence of standardization and consistency in use of observational rating scale. Compile results of inter-rater reliability or rater agreement studies and training protocols based on examples or descriptions, video clips, etc. used to provide training.	Review of 2007-2010 results of MAP (performance pay) plan currently in use, and summary statistics on findings, MAP rewards made and patterns of awards made to schools and teacher groups.	03/31/2011  Present to project personnel and External Evaluators (CAPES).
3.4 (Year 2 and Ongoing) Provide guides for administration, scoring, and reporting of End-of-Course tests Teacher Assessment Instrument system results, based on internal review findings and recommendations for	Gap and needs analysis, with rationales and recommendations for improvements.	Summary of 2007-2010 results of applying teacher performance rating system (Teacher Assessment Instrument) to all schools and	04/30/2011  Present to project personnel and External Evaluators (CAPES).

improvement.		teacher groups.	
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“Local evaluation support will also be provided to project personnel and CAPES external evaluators to report annual descriptive data on placement and retention of high quality (effective) teachers as assessed using the newly enhanced Teacher Assessment Instrument. This goal (recruiting and retaining) effective teachers in high need schools is a major priority for the grant project. Determining the success of this goal, however, is primarily a long term summative goal of the work, and will be addressed largely by the external evaluators in their periodic and final reports for the project.”

Summative Evaluation

The external evaluators (CAPES) will conduct summative evaluation activities which will include assessments of the impact of the professional development system on beliefs and attitudes of teachers, teacher practices, and effects of the performance-based compensation system and professional development system on (a) the distribution of money, (b) the recruitment and retention of high quality teachers, and (c) student achievement. Data will be analyzed on the relationship between the compensation system and the distribution of money to the high-needs school to show that the compensation plan and incentives are effectively reaching the high-quality teachers in the high needs schools. The recruitment and retention of high-quality teachers into high-needs schools will be monitored using descriptive statistics and survival analyses. The relationship of student achievement to demographics and indicators of teacher quality will be assessed using hierarchical linear modeling.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **High-Needs Documentation** Pages: **8** Uploaded File: **C:\Documents and Settings\oliverm\Desktop\High Needs Documenation.pdf**

## HIGH-NEEDS DOCUMENTATION

### G.R.E.A.T. (Gaining Rewards with Effective & Accountable Teachers) EXPECTATIONS

#### Duval County Public Schools' Eligibility for Free/Reduced Lunch Benefits

Title I					
	F/R 90-100%	F/R 70-89%	F/R 50-69%	Total	Total %
Elementary Schools	9	32	11	52	78%
Middle Schools	1	7	8	16	70%
<b>High Schools</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>48%</b>
Charter Schools	1	1	0	2	86%
Exceptional Centers	0	0	2	2	65%
Alternative Centers	0	1	1	2	73%
<b>TOTAL</b>	<b>11</b>	<b>41</b>	<b>33</b>	<b>85</b>	<b>69%</b>

Source: DCPS Title I Economic Survey 13 February 2009

#### G.R.E.A.T. EXPECTATIONS' SCHOOLS

School Names (High)	2008-09 School Acct Grade	Free/Reduced Lunch %	Adequate Yearly Progress	Reading 3+ (%)	Math 3+ (%)	Writing 3.5+ (%)	Science 3+ (%)
E. White	F	50	N	29	60	78	26
A.P. Randolph	D	69	N	28	31	79	26
N.B. Forrest	F	54	N	27	56	70	30
A.Jackson	F	69	N	17	47	72	17
W.M. Raines	F	77	N	11	45	76	18
J. Ribault	D	64	N	23	59	86	25

**TEACHERS FOR G.R.E.A.T. EXPECTATIONS**

<i>School Name (2008-09 Data)</i>	<i>&lt;3 Years Experience %</i>	<i>Advanced Degrees %</i>	<i>Nat'l Board Certified #</i>	<i>Earned Performance Pay %</i>	<i>Out of Field %</i>	<i>Teacher Turnover %</i>
<i>District Average</i>	21%	30%	477	25%	19.8%	16.5%
<b>Forrest</b>	<b>29</b>	<b>27</b>	<b>1</b>	<b>10</b>	<b>24</b>	<b>18</b>
<b>Jackson</b>	<b>31</b>	31	<b>0</b>	<b>0</b>	<b>23</b>	<b>18</b>
<b>Raines</b>	<b>28</b>	31	<b>0</b>	<b>5</b>	<b>24</b>	<b>34</b>
<b>Randolph</b>	<b>33</b>	45	<b>1</b>	<b>3</b>	<b>21</b>	<b>24</b>
<b>Ribault</b>	18	47	<b>1</b>	<b>5</b>	17	15
<b>White</b>	<b>24</b>	<b>29</b>	<b>3</b>	<b>19</b>	<b>27</b>	<b>22</b>

DATE CERTAIN: 12 February 2010			Ages 5-17 inclusive			
Final		OPTION 6				
<b>Economic Survey</b>				DOB Range of >08/31/92 and <09/01/04 inclusive		
SCHOOL NAME	SCH	GRD	TITLE I	ENR	#F/R	% F/R

EVANS	1241	PK-5	X	486	477	98.15%
JOHN LOVE	0731	PK-5	X	192	187	97.40%
LONG BRANCH	1061	PK-5	X	214	207	96.73%
W JACKSONVILLE	1431	PK-5	X	228	218	95.61%
BUTLER MID	1681	6-8	X	318	303	95.28%
BILTMORE	0781	PK-5	X	292	278	95.21%
CARVER	1581	PK-5	X	359	341	94.99%
MORGAN	0211	PK-5	X	386	366	94.82%
WOODSON	1661	PK-5	X	428	403	94.16%
LIVINGSTON	1491	PK-5	X	405	381	94.07%
WOODLAND ACRES	0891	PK-5	X	576	534	92.71%
SPRING PARK	0721	PK-5	X	241	222	92.12%
PEARSON	0951	PK-5	X	260	239	91.92%
PINEDALE	0931	PK-5	X	371	341	91.91%
NORTH SHORE	0701	PK-5	X	959	874	91.14%
GILBERT MID	1461	6-8	X	531	481	90.58%
RAMONA	0791	K-5	X	487	440	90.35%
NORTHWESTERN MID	1551	6-8	X	439	395	89.98%
ROBINSON	2621	K-5	X	752	672	89.36%
PAYNE	1631	K-5	X	393	350	89.06%
JUSTINA RD	2151	PK-5	X	308	273	88.64%
PICKETT	2051	PK-5	X	228	201	88.16%
HYDE GROVE	2141	PK-5	X	443	390	88.04%
MATHIS	0911	PK-5	X	288	250	86.81%
REYNOLDS LANE	2021	PK-5	X	280	242	86.43%
HIGHLANDS	0991	PK-5	X	381	326	85.56%
PINE ESTS	2501	K-5	X	311	266	85.53%
HYDE PARK	0771	K-5	X	413	353	85.47%
HULL	1691	PK-5	X	290	247	85.17%
ARLINGTON	0461	K-5	X	268	227	84.70%
ARLINGTON HGTS	2401	K-5	X	520	439	84.42%
LAKE FOREST	0741	PK-5	X	455	381	83.74%

DATE CERTAIN: 12 February 2010			Ages 5-17 inclusive			
Final		OPTION 6				
<b>Economic Survey</b>				DOB Range of >08/31/92 and <09/01/04 inclusive		
SCHOOL NAME	SCH	GRD	TITLE I	ENR	#F/R	% F/R

KING	2201	PK-5	X	405	339	83.70%
TIGER ACADEMY	1211	PK-2	X	108	90	83.33%
RIBAUTL MID	2121	6-8	X	606	499	82.34%
SOS ACD	1021	6-8	X	281	228	81.14%
PAXON MID	0921	6-8	X	660	534	80.91%
BRENTWOOD	0151	PK-5	X	417	337	80.82%
TILLIS	1161	PK-5	X	593	479	80.78%
UPSON	0191	K-5	X	321	257	80.06%
WINDY HILL	0941	K-5	X	568	448	78.87%
SAN JOSE	0831	K-5	X	725	569	78.48%
OAK HILL	2101	K-5	X	603	473	78.44%
GREGORY DR	2431	K-5	X	685	535	78.10%
RUTHERFORD ALT	0061	6-8	X	151	117	77.48%
TIMUCUAN	0981	K-5	X	596	458	76.85%
WAYMAN ACAD OF ART	1131	K-5	X	313	240	76.68%
<b>RAINES HIGH</b>	<b>1651</b>	<b>9-12</b>	<b>X</b>	<b>641</b>	<b>490</b>	<b>76.44%</b>
KINGS TRAIL	2031	K-5	X	431	328	76.10%
CEN RIVERSIDE	0181	K-5	X	374	282	75.40%
FORD	1542	K-8	X	750	564	75.20%
BROWN	1481	K-5	X	535	396	74.02%
HIGHLANDS MID	2441	6-8	X	873	644	73.77%
BISCAYNE	2691	K-5	X	559	410	73.35%
PALM AVE ESE	1701	6-12	X	77	56	72.73%
CEDAR HILLS	0971	PK-5	X	383	277	72.32%
JACKSONVILLE HGTS	2291	K-5	X	894	645	72.15%
OCEANWAY	2701	K-5	X	620	447	72.10%
KITE	0371	K-5	X	343	247	72.01%
ARLINGTON MID	2131	6-8	X	843	607	72.00%
LAKE SHORE MID	0691	6-8	X	1157	831	71.82%
ENGLEWOOD	0871	K-5	X	429	308	71.79%
JACKSON	2341	K-5	X	304	218	71.71%
BAYVIEW	0841	K-5	X	324	230	70.99%

DATE CERTAIN: 12 February 2010			Ages 5-17 inclusive			
Final		OPTION 6				
<b>Economic Survey</b>				DOB Range of >08/31/92 and <09/01/04 inclusive		
SCHOOL NAME	SCH	GRD	TITLE I	ENR	#F/R	% F/R

SOUTHSIDE ESTS	0761	PK-5	X	479	339	70.77%
STUART MID	2072	6-8	X	762	539	70.73%
NORMANDY VILLAGE	2211	K-5	X	581	410	70.57%
LAKE LUCINA	0851	K-5	X	396	279	70.45%
JACKSON HIGH	0351	9-12	X	721	502	69.63%
GRAND PARK ALT	0141	6-12	X	152	105	69.08%
SOUTHSIDE MID	2111	6-8	X	1015	700	68.97%
MAYPORT	2271	K-5	X	386	265	68.65%
FT CAROLINE	2351	K-5	X	618	422	68.28%
DAVIS MID	2161	6-8	X	1282	869	67.78%
RANDOLPH ACADEMIES	2851	PK, 6-1	X	585	394	67.35%
HOGAN-SPR GLEN	0641	PK-5		442	297	67.19%
W RIVERSIDE	0121	PK-5		340	228	67.06%
GARDEN CITY	0591	K-5		677	444	65.58%
DUPONT MID	0661	6-8		853	558	65.42%
FT CAROLINE MID	2381	6-8		895	582	65.03%
LOVE GROVE	0821	PK-5		446	289	64.80%
WESTVIEW K-8	2741	K-8		816	523	64.09%
ORTEGA	0161	K-5		314	201	64.01%
DANIELS	1621	K-5		352	225	63.92%
PARKWOOD HGTS	2081	K-5		515	324	62.91%
RIBAULT HIGH	0961	9-12	X	678	421	62.09%
VENETIA	0681	K-5		412	253	61.41%
STILWELL MID	2191	6-8		1034	625	60.44%
TOLBERT	1281	K-5		383	218	56.92%
MAYPORT MID	2541	6-8		706	394	55.81%
JONES	2361	K-5		398	222	55.78%
ALDEN RD ESE	2521	6-12	X	61	34	55.74%
BROOKVIEW	2061	K-5		823	457	55.53%
MT HERMAN ESE	1641	PK-12	X	112	62	55.36%
ENGLEWOOD HIGH	0901	9-12	X	1200	664	55.33%
DROP BACK IN ACADEMY	0501	9-12	X	127	70	55.12%

DATE CERTAIN: 12 February 2010			Ages 5-17 inclusive			
Final		OPTION 6				
<b>Economic Survey</b>				DOB Range of >08/31/92 and <09/01/04 inclusive		
SCHOOL NAME	SCH	GRD	TITLE I	ENR	#F/R	% F/R

<b>FORREST HIGH</b>	<b>2411</b>	<b>9-12</b>	<b>X</b>	<b>1120</b>	<b>617</b>	<b>55.09%</b>
DINSMORE	0451	K-5		526	288	54.75%
<b>LEE HIGH</b>	<b>0331</b>	<b>9-12</b>	<b>X</b>	1269	693	54.61%
FINEGAN	2471	K-5		424	231	54.48%
LONE STAR	2331	K-5		724	393	54.28%
CRYSTAL SPRGS	2261	K-5		1169	634	54.23%
WHITEHOUSE	0511	K-5		540	291	53.89%
BEAUCLERC	2301	K-5		1210	639	52.81%
ENTERPRISE LRN ACAD	2551	K-5		723	368	50.90%
<b>WHITE HIGH</b>	<b>2481</b>	<b>9-12</b>	<b>X</b>	<b>1278</b>	<b>649</b>	<b>50.78%</b>
CHAFFE TRAIL	1421	K-5		650	330	50.77%
<b>PARKER HIGH</b>	<b>0861</b>	<b>9-12</b>	<b>X</b>	1154	575	49.83%
JEFFERSON	0481	K-5		549	273	49.73%
<b>PETERSON ACADEMIES</b>	<b>2801</b>	<b>9-12</b>	<b>X</b>	889	442	49.72%
<b>WOLFSON HIGH</b>	<b>2241</b>	<b>9-12</b>	<b>X</b>	1190	584	49.08%
CHIMNEY LAKES	2321	K-5		1149	560	48.74%
GREENFIELD	2221	K-5		527	253	48.01%
CROWN POINT	2451	K-5		1151	552	47.96%
DON BREWER	2171	3-5		555	245	44.14%
MERRILL RD	2281	K-2		609	268	44.01%
ABESS PARK	2631	K-5		716	310	43.30%
HOLIDAY HILL	2091	K-5		631	273	43.26%
KIRBY-SMITH MID	0251	6-8		950	406	42.74%
NEPTUNE BCH	2461	K-5		912	382	41.89%
FISHWEIR	0201	K-5		419	171	40.81%
LANDMARK MID	2561	6-8		1252	510	40.73%
GLOBAL OUTREACH	1221	K-8		219	89	40.64%
KERNAN MIDDLE	2791	6-8		1230	488	39.67%
OCEANWAY MIDDLE	0621	6-8		1256	491	39.09%
KERNAN TRAIL	2311	K-5		800	311	38.88%
FIRST COAST HIGH	2651	9-12		1458	557	38.20%
PINE FOREST	1591	K-5		493	187	37.93%

DATE CERTAIN: 12 February 2010		Ages 5-17 inclusive				
Final	OPTION 6					
<b>Economic Survey</b>			DOB Range of >08/31/92 and <09/01/04 inclusive			
SCHOOL NAME	SCH	GRD	TITLE I	ENR	#F/R	% F/R

SEABREEZE	2251	K-5		580	217	37.41%
BALDWIN MID/HIGH*	0381	6-12		967	352	36.40%
TWIN LAKES MIDDLE	2531	6-8		1394	501	35.94%
SANDALWOOD HIGH	2371	9-12		2292	806	35.17%
PATHWAYS	1191	9-12		43	15	34.88%
SAN MATEO	2181	K-5		698	239	34.24%
SAN PABLO	0801	K-5		444	152	34.23%
ATLANTIC BCH	0651	K-5		491	162	32.99%
MANDARIN OAKS	2581	K-5		1159	378	32.61%
RIVER CITY SCIENCE ACAD	1201	6-8		503	164	32.60%
SHEFFIELD	2421	K-5		846	270	31.91%
NEW BERLIN	1501	K-5		966	293	30.33%
TWIN LAKES	2511	K-5		1214	358	29.49%
LAVILLA MID	2671	6-8		1109	322	29.04%
ALIMACANI	2571	K-5		985	281	28.53%
DARNELL-COOKMAN MID	1451	6-9		1081	304	28.12%
FLETCHER HIGH	2231	9-12		1557	422	27.10%
SABAL PALM	2391	K-5		1256	335	26.67%
FLETCHER MID	0631	6-8		1195	314	26.28%
CHETS CREEK	2641	K-5		1289	329	25.52%
MANDARIN MID	2591	6-8		1596	393	24.62%
JOHNSON MID	1521	6-8		1040	234	22.50%
SCH OF INT ACAD & TECH	1181	9-12		27	6	22.22%
HENDRICKS AVE	0711	K-5		703	156	22.19%
PAXON HIGH	0751	9-12		1193	246	20.62%
LANDON MID	0311	6-8		661	129	19.52%
LORETTO	0301	K-5		1190	229	19.24%
STOCKTON	0881	K-5		488	93	19.06%
MANDARIN HIGH	2601	9-12		2123	394	18.56%
GREENLAND PINES	2491	K-5		898	165	18.37%
STANTON PREP	1531	9-12		1224	180	14.71%
BANK OF AMERICA CEN	2661	K-4		194	27	13.92%

DATE CERTAIN: 12 February 2010			Ages 5-17 inclusive			
Final		OPTION 6				
<b>Economic Survey</b>				DOB Range of >08/31/92 and <09/01/04 inclusive		
SCHOOL NAME	SCH	GRD	TITLE I	ENR	#F/R	% F/R

AXSON	1411	K-5		450	61	13.56%
BARTRAM SPRINGS	1611	K-5		608	80	13.16%
ANDERSON ARTS	1073	9-12		907	118	13.01%
MARINE SCIENCE	0321	11-12		8	1	12.50%
JACKSONVILLE BCH	1441	K-5		615	45	7.32%
DISTRICT				109368	57633	52.70%

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

### Attachment 1:

Title: **Letters of Support** Pages: **12** Uploaded File: **C:\Documents and Settings\oliverm\Desktop\G.R.E.A.T. EXPECTATIONS Letters of Support.pdf**

**There was a problem with the PDF file uploaded and the PDF service could not recognize all of the pages. Therefore, this compiled PDF of the application is not complete.**

**You must open up this component of the application separately in e-Application or G5 to view or print the file.**



1601 ATLANTIC BLVD. • JACKSONVILLE, FLORIDA 32207  
(904) 396-4063 • FAX (904) 396-9389

June 30, 2010

*Affiliated with the Florida Education Association, American Federation of Teachers, Local 3326, National Education Association, and AFL-CIO*

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

Dear Secretary Duncan:

Duval Teachers United (DTU) is delighted to endorse Duval County Public Schools' application for the Teacher Incentive Fund (T.I.F.).

DTU has long been a collaborative partner in professional development programs and activities designed to improve the effectiveness of teachers and increase student achievement – differentiated pay; early dismissal/extended day; establishment of the Schultz Center for Teaching and Leadership, etc. Moreover, DTU is an advocate of the district's strategic plan which lists "employ the best teachers and principals" and "deliver high-quality support for schools" among its top beliefs and commitments. The **G.R.E.A.T.** (Gaining Rewards with Effective & Accountable Teachers) **Expectations'** proposal being submitted for T.I.F. builds upon these strategic goals with targeted plans and efforts that support and engage teachers and increase student achievement in schools with the greatest needs.

Over the past several weeks, we have worked closely with Duval County Public Schools on the design of **G.R.E.A.T. Expectations**. It is our plan to continue discussions and collaborations in the development of an innovative performance compensation program that greatly improves student achievement. We commit to engaging in negotiations during year one (Planning Year) to collaboratively develop a plan that supports the grant requirements and efforts beyond the five-year grant period.

Thank you for granting districts with the opportunity to inspire and empower teachers with practices that contribute to increases in academic achievement levels for students.

Sincerely,



Terrie Brady, President

***The Caring Professionals***





TRUSTEES

Cynthia Edelman  
*Chair*

William Brinton  
Peggy Bryan  
Bishop Frank S. Cerveney  
Deborah Pass Durham  
Eleanor J. Gay  
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Paul Perez  
C. Daniel Rice  
The Honorable  
Harvey E. Schlesinger  
James Van Vleck  
Tracey Westbrook

Nina Waters  
*President*

June 28, 2010

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

Dear Secretary Duncan:

I am pleased to provide this letter of support for Duval County Public Schools' application for the Teacher Incentive Fund (T.I.F.) – CFDA 84.385.

Since 2005, The Community Foundation in Jacksonville has worked with Duval County Public Schools and other community partners to improve public education in Duval County. Quality Education for *All* formed the basis for the Foundation's ten-year, \$2 million commitment to focus on Jacksonville's graduation crisis with a companion goal to cultivate citizen expectation and demand for, understanding of and involvement in quality public education.

Quality Education for *All* is comprised of three broad strands of work -- Community Learning, Direct Investment, and Public Policy and Advocacy. The Forum on Quality Education was the initial community learning activity. Twenty seven community leaders – including college presidents, philanthropists, civic leaders, the school superintendent, business leaders, teachers and parents – committed to 22 months of half-day meetings dedicated to learning about the challenges of public education nationally and locally, and the paths others were taking to address those challenges. Members of the Forum continue their commitment and meet, formally, at least twice a year.

A Public Opinion Poll was the initial public policy/advocacy activity under Quality Education for *All*. Foundation staff realized that they needed a baseline of public opinion if they were to measure changes in public perceptions and attitudes over time. The poll, conducted in winter 2005-2006, provided that baseline.

A COPY OF THE OFFICIAL REGISTRATION AND FINANCIAL INFORMATION MAY BE OBTAINED FROM THE DIVISION OF CONSUMER SERVICES BY CALLING TOLL-FREE (800-435-7352) WITHIN THE STATE. REGISTRATION DOES NOT IMPLY ENDORSEMENT, APPROVAL OR RECOMMENDATION BY THE STATE. (CH2304)

Stimulating Philanthropy to Build a Better Community

245 Riverside Ave.

Suite 310

Jacksonville, Florida 32202

T 904.356.4483

F 904.356.7910

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



I share but a portion of the Foundation's five-year history as a partner in this community journey to create systemic change in the public school system to underscore our willingness to work with Duval County Public Schools on Core Element A of its' Teacher Incentive Fund grant, G.R.E.A.T. Expectations. The District's preliminary planning involves hosting a variety of focus groups to gain insight from teachers, administrators, education advocates and community members about performance pay, recruitment and retention of high-quality teachers, and student achievement. Focus groups might include members of the Forum on Quality Education and Learning to Finish leadership, in addition to teachers, administrators and the community at-large. As well, we are willing to share our experience with a public opinion poll on education so that the District might explore the use of a survey to specifically solicit perceptions and ideas among teachers and administrators throughout the district.

The Community Foundation is committed to support G.R.E.A.T. Expectations. We hope that you share our confidence in this work and will fund the Teacher Incentive Fund grant proposal submitted by Duval County Public Schools. Please don't hesitate to call me at 904-356-4483 should you have questions.

Sincerely,



Nina Waters  
President



4019 BOULEVARD CENTER DRIVE  
JACKSONVILLE, FL 32207

T 904.348.5757  
F 904.348.5761

www.schultzcenter.org

Ed Pratt Dannals  
Superintendent,  
Duval County Public Schools  
1701 Prudential Drive  
Jacksonville, FL 32207

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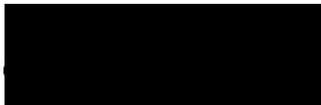
Dear Superintendent Dannals,

The purpose of this letter is to confirm my support and commitment of the Schultz Center for Teaching and Leadership for Duval County Public Schools' proposal for **G.R.E.A.T. (Gaining Rewards with Effective & Accountable Teachers) Expectations**, a Teacher Incentive Fund Grant proposal. As a long term partner with Duval County Public Schools, we support the District's Strategic Plan and its goal of providing top quality educational opportunities for all children and teachers.

We look forward to assisting the District by designing, developing and deploying an Urban Education Academy focused on providing customized professional learning experiences for teachers and leaders in the named high schools. We envision this Academy to be a multi-year, combination face to face and on-line learning model that will be delivered both at the Schultz Center and on-site at each school. Teachers from each school will represent a variety of content areas and will form both vertical and horizontal cohorts. Topics of learning will include, but are not limited to, teaching children of poverty, data analysis for instructional planning at the building and teacher level, developing a supportive culture while maintaining high expectations, engaging parents and the community, differentiating instruction based on student needs, and delivering effective strategies for assisting struggling readers across content areas.

Our vision is to develop a model that will build capacity in each school, and that can easily be replicated and customized for use in other schools. Methods for making professional development more relevant to the needs of educators require us to be responsive to the unique needs of schools, and delivered as often as possible in job-imbedded and context-sensitive models to ensure their effectiveness. We look forward to having the opportunity to develop such custom models of professional learning for the group of high needs high school identified in the G.R.E.A.T. Expectations grant.

Sincerely,



BGL



Duval County Public Schools

Ed Pratt-Dannals  
Superintendent of Schools

1701 Prudential Drive  
Jacksonville, FL 32207-8182  
904.390.2115  
www.duvalschools.org

June 26, 2010

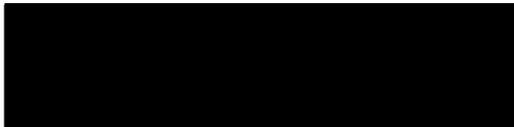
William Pratt-Dannals, Superintendent of Schools  
Duval County Public Schools  
1701 Prudential Dr.  
Jacksonville, FL 32207

Acquiring and retaining high quality educators is a top priority for Duval County Public Schools. With dynamic and outstanding teachers in the classroom, our students will experience the rigor and relevance that public education demands they receive. However, it has become more and more challenging to ensure that we have high quality teachers in our classrooms and superior principals and leaders that can show success both quantitatively and qualitatively.

This letter is written to show my support for Duval County Public Schools as we apply for the Teacher Incentive Fund (T.I.F.). Duval County has put together a grant proposal, G.R.E.A.T. (Greater Rewards with Effective & Accountable Teachers) Expectations that will allow for us to attain effective teachers, place them in high needs schools, and reward them for showing student success. This progression will allow for highly effective teachers to be placed in the greatest need schools and therefore better ensuring success for those students.

Duval County Public Schools and our School Board have my full support in this application and if I can be of any further assistance, please do not hesitate to contact me.

Warm Regards,



Zachary Champagne  
2010 Duval County Teacher of the Year  
Mandarin Oaks Elementary School  
10600 Hornets Nest Road  
Jacksonville, Florida 32257  
[champagnez@duvalschools.org](mailto:champagnez@duvalschools.org)  
(904) 635-3142

**COMMITTEES:**

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PROGRESSIVE CAUCUS  
THE DUMA CONGRESS STUDY GROUP

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

**CORRINE BROWN**  
3D DISTRICT, FLORIDA

**June 24, 2010**

REPLY TO:

**WASHINGTON OFFICE:**

2338 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-0123  
FAX: (202) 225-2256

**DISTRICT OFFICES:**

101 EAST UNION STREET  
SUITE 202  
JACKSONVILLE, FLORIDA 32202  
(904) 354-1652  
FAX: (904) 354-2721

219 LIME AVENUE  
ORLANDO, FLORIDA 32802  
(407) 872-0656  
FAX: (407) 872-5763

GAINESVILLE, FLORIDA  
(352) 376-6476

**Mr. William Pratt-Dannals**  
**Superintendent of schools**  
**Duval County Public Schools**  
**1701 Prudential Drive**  
**Jacksonville, Florida 32202**

**Dear Mr. Dannals:**

**I am pleased to offer this letter in support of the Duval County Schools grant proposal for the Teacher Incentive Fund (T.I.F), G.R.E.A.T. (Gaining Rewards with Excellent and Accountable Teachers) Expectations. Empowering teachers and administrators to implement practices that contribute to increases in academic achievement levels for all students is a recognized focus Duval County Public Schools seeks to sharpen with its application for the Teacher Incentive Fund.**

**This U. S Department of Education grant, T.I.F. supports projects that use performance based compensation systems for teachers, principals and other personnel to increase educator effectiveness and student achievement in high-need schools. It is my understanding that high school reform has been a leading priority of programs and initiatives established in Duval County and the nation. Learning to Finish, Dual Enrollment, Early College High School, and Advance Placement are among the initiatives the school system has implemented to improve high school and college readiness of students.**

**I would therefore be pleased to offer my support for those initiatives that seek to improve both student outcomes and teacher effectiveness, and it is this Grant's purpose to assist the school district in achieving those objectives.**

Sincerely,



**Corrine Brown**  
**Member of Congress**



# United States Senate

WASHINGTON, DC 20510-0905

BILL NELSON  
FLORIDA

June 17, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, Southwest  
Washington, District of Columbia 20202-0001

**RE: Teacher Incentive Fund, CFDA# 84.385**

Dear Secretary Duncan:

I am pleased to provide this letter in support of the Duval County Public Schools' efforts to obtain a federal grant. The goal of their proposed project, G.R.E.A.T. (Greater Rewards with Effective and Accountable Teachers), is to establish comprehensive approaches of differentiated levels of performance compensation that are tied to student achievement. I respectfully request your consideration of this organization's application for federal funding.

Quality programs that empower teachers and encourage academic achievement in public education are among my priorities as a U.S. Senator. If funded, the following high need schools will be addressed: William M. Raines, Andrew Jackson, Randolph Academies of Technologies, Jean Ribault, Englewood, Nathan B. Forrest, Robert E. Lee and Ed White High Schools. These schools are all high schools and high school reform has been a leading priority of programs and initiatives established throughout Duval County.

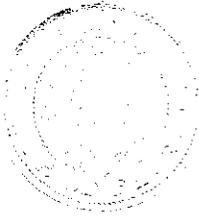
Again, I encourage your consideration of this worthy cause. If I can be of further assistance in this matter, please do not hesitate to contact me at the address below.

Sincerely,

A handwritten signature in black ink that reads "Bill Nelson". The signature is written in a cursive style with a large, prominent "B" and "N".

BN/ut

CC: Ms. Michelle Barth, Regional Director, U. S. Senator Bill Nelson



# THE FLORIDA SENATE

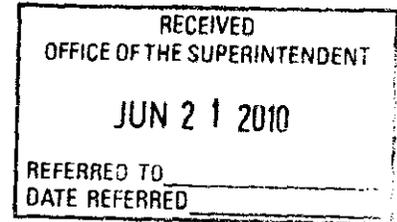
Tallahassee, Florida 32399-1100

**COMMITTEES:**  
Transportation and Economic Development  
Appropriations, *Vice Chair*  
Children, Families, and Elder Affairs  
Community Affairs  
Governmental Operations - Policy and Steering  
Military Affairs and Domestic Security  
Regulated Industries  
Ways and Means - Policy and Steering

**SELECT COMMITTEE:**  
Florida's Economy

**JOINT COMMITTEE:**  
Intergovernmental Relations, *Chair*

**SENATOR ANTHONY C. "TONY" HILL, SR.**  
*Democratic Whip*  
1st District



June 21, 2010

Mr. Ed Pratt-Dannals, Superintendent of Schools  
Duval County Public Schools  
1701 Prudential Drive  
Jacksonville, Florida 32207

Dear Mr. Pratt-Dannals:

This letter is being sent in support of the Duval County Public Schools submitting a grant application for the Teacher Incentive Fund (T.I.F.) – CFDA 84.385 to the Department of Education.

I am glad to know this grant will help the Duval County Public Schools to increase educator effectiveness and student achievement in high-need schools. High-school reform has been a leading priority of programs and initiatives established throughout Duval County and the nation. This grant will enable them to recruit highly effective teachers to teach in the specified schools, retain them with professional development supports, and reward them for increased student achievement.

If the Senate District 1 office may be of further assistance in helping you accomplish the goals and objectives for this project, please do not hesitate to call.

Sincerely,

Anthony C. "Tony" Hill, Sr.  
State Senator  
District 1

REPLY TO:  
 5600 New Kings Road, Suite 5, Jacksonville, Florida 32209 (904) 924-1646  
 213 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5024

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

One day, all children in this nation will have the opportunity to attain an excellent education.



June 25, 2010

To Whom It May Concern:

It is my pleasure to write this letter in support of the G.R.E.A.T. (Gaining Rewards with Excellent & Accountable Teachers) EXPECTATIONS grant proposal for Duval County Public Schools.

***Teach For America's mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort.*** We do this by building a corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools and become lifelong leaders in ensuring educational equity and excellence for all children. Duval County Public Schools in Jacksonville, Florida has been a great partner with Teach For America since our inception as Florida's second TFA site in 2008. From the very beginning we have had extremely positive interactions and full support of the school board, superintendent, and administrative leaders in Duval County. In the 2010-2011 school year, we will have 100 first and second year teachers (called corps members) throughout 23 low-performing and turnaround schools in Duval County. In addition, we will have about 20 alumni in the district continuing to teach for a third year beyond their two-year commitment.

According to *Barron's Profile of American Colleges*, 70 percent of Teach For America corps members graduated from either "most competitive," "highly competitive," or "very competitive" schools, while just four percent of other teachers in the schools where our corps members teach have graduated from colleges ranked at these levels. In addition to seeking candidates who have proven records of achievement academically, Teach For America aims to identify individuals who demonstrate the traits needed to excel as teachers in low-income communities and to effect long-term fundamental change in our country. Individuals who have demonstrated personal responsibility and perseverance; utilized strong critical thinking and organizational skills; and have the ability to influence and motivate others have proven to be successful Teach For America corps members both in the classroom and as alumni. It is also important that corps members respect children and families in low-income communities while establishing high expectations. Most importantly, any candidate selected must reflect a desire to work relentlessly toward our mission and vision.

The district's Teacher Incentive Fund grant initiative, which supports quality teaching in high need schools, complements the goals of Teach For America. Education research proves that providing high-quality teachers to the communities that need them most is fundamentally important in closing the achievement gap<sup>1</sup>. Research consistently demonstrates that good teaching is the single most important factor in student learning

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<sup>1</sup> Haycock, K. Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap, *Education Trust*, 1998. & Quality Counts 2003. *Education Week*, 2003.

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

and that if schools can get effective teachers to students who need them, the teachers can impact children's life prospects<sup>2</sup>. One recent study by prominent education theorists concluded that “having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socioeconomic background<sup>3</sup>.”

Despite this evidence, low-income students are less likely to get highly effective teachers in their classrooms than wealthier students by all measures<sup>4</sup>. It is estimated that school districts across the country will hire two million teachers over the next four years; the acute teacher shortage is far worse in high-poverty and high-minority districts<sup>5</sup>. Low-income children are also far more likely to have teachers who scored poorly on college and licensure exams and who are teaching out of their field of study<sup>6</sup>. As Jacksonville continues to strive to provide a high quality education for all of its students, the time is right to focus on our teachers. I am in full support of Duval County Public Schools' application for a Teacher Incentive Fund grant.

Sincerely,

A large black rectangular redaction box covers the signature area, obscuring the name and any handwritten notes.

Crystal Jones, Executive Director  
Teach For America – Jacksonville  
[crystal.jones@teachforamerica.org](mailto:crystal.jones@teachforamerica.org)

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<sup>2</sup> The Real Value of Value Added: Getting Effective Teachers to the Students Who Need Them Most. *Education Trust*, 2004 (citing multiple studies).

<sup>3</sup> Rivkin, S.G., Hanushek, E.A. and Kain, J.F. Teachers, Schools and Academic Achievement. *National Bureau of Economic Research, Inc.* 1998.

<sup>4</sup> The Real Value of Value Added: Getting Effective Teachers to the Students Who Need Them Most. *Education Trust*, 2004.

<sup>5</sup> Murphy, P.J., DeArmond, M.M. From the Headlines to the Frontlines: The Teacher Shortage and its Implications for Recruitment Policy. *Center on Reinventing Public Education*, 2003.

<sup>6</sup> Jerald, C.D., Ingersoll, R. All Talk, No Action: Putting and End to Out-of-Field Teaching. *Education Trust*, 2002.



OFFICE OF THE MAYOR

John Peyton, Mayor

June 29, 2010

Mr. Ed Pratt-Dannals  
Superintendent of Schools  
Duval County School System  
1701 Prudential Drive  
Jacksonville, Florida 32207

Dear Mr. Pratt-Dannals:

As mayor, I offer my support to the Duval County School System's Teacher Incentive Proposal, Great Expectations.

The education and quality of life of our children are issues of critical importance to every Jacksonville citizen. I applaud the Duval County School Board and your efforts to initiate educational improvement through recruitment, employment, and retention of excellent classroom teachers and principals. I am pleased to offer my support for your proposal under the Teacher Incentive Fund Grant program.

The proposal reflects the entire community's support of academic excellence, higher expectations for students and for educators, and equitable access to education for every student. A considerable body of research says that a child's teacher is the single most important factor in his or her educational achievement. I have also heard considerable number of teachers say that the principal is the single most important factor in their satisfaction with their working environment and the quality of the principal's leadership skills has significant impact on their ability to perform effectively in the classroom. I am pleased to see that an extensive professional development component is integral to the overall strategy, and I look forward to a model for recruitment, retention, and job satisfaction that can be shared across the state.

I share your commitment to eliminating the achievement gap and believe strongly that a staff of quality teachers and administrators will be the driving force for educational excellence in Jacksonville. They certainly deserve compensation commensurate with their performance.

Sincerely,

John Peyton  
Mayor





July 1, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Ave. S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

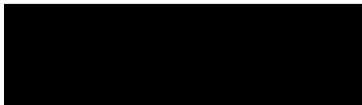
It is with great excitement that I write you this letter in support of Duval County Public Schools' application for the Teacher Incentive Fund – CFDA 84.385.

The Jacksonville Public Education Fund is a local education fund that has worked extensively with the Duval County Public Schools around key issues such as improving the graduation rate in our lowest-performing schools. Six of those high-need high schools are targeted in this grant application, which seeks to build upon the Merit Awards Program already in place in our district.

Our organization sees merit pay as just one of the many needed changes in the human capital system in Duval County Public Schools to ensure that our lowest performing students have consistent access to exemplary teachers and leaders. We will continue to advocate for wholesale changes in teacher recruitment, support, evaluation and compensation, which we expect will aid the successful implementation of this grant and contribute to its significant impact on student achievement.

Thank you for your consideration of this request; should our organization be able to be of assistance in any way, please do not hesitate to contact me directly at 904-356-7757 or [trey@jaxpef.org](mailto:trey@jaxpef.org).

Sincerely,



President

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Resumes & Indirect Agreement** Pages: **14** Uploaded File: **C:\Documents and Settings\oliverm\Desktop\Resumes & Indirect Agreement.pdf**

# VICKI RIDEOUT REYNOLDS

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## EDUCATION

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UNIVERSITY OF FLORIDA  
*Juris Doctorate • With Honors, 1986*  
Law Review • Book Award, Income Taxation  
Book Award, Criminal Law

UNIVERSITY OF NORTH FLORIDA  
*Master of Education • Magna Cum Laude, 1980*

UNIVERSITY OF EVANSVILLE  
*Bachelor of Arts • Magna Cum Laude, 1972*

## EXPERIENCE

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CHIEF HUMAN RESOURCE OFFICER  
DUVAL COUNTY SCHOOL BOARD  
*January, 2002 to present*  
Responsible for recruitment and staffing of 14,000 District employees  
Responsible for Human Resource policies and procedures  
Chief Negotiator for the Board with seven unions  
Oversees assessment and discipline of all District employees  
Responsible for maintaining Human Resource records and personnel files

EXECUTIVE DIRECTOR, POLICY AND COMPLIANCE  
DUVAL COUNTY SCHOOL BOARD  
*January, 2000 to January, 2002*  
Responsible for coordinating litigation and all other legal matters  
Responsible for Board policies and procedures  
Contract drafting and administration  
Supervised Desegregation Office  
Supervised Student Assignment Office

ASSISTANT GENERAL COUNSEL  
CITY OF JACKSONVILLE  
*June, 1997 to January, 2000*  
Represented School Board  
Represented Neighborhoods Department  
Represented Tourist Development Council

LIAISON FOR LEGAL AFFAIRS  
DUVAL COUNTY SCHOOL BOARD

*1988 to 1997*

Chief Negotiator for the Board with six unions  
Contract drafting and administration  
Sexual harassment investigations  
Americans with Disabilities Acts coordinator  
State and federal lobbying activities  
Responsible for total revision of Board's policy handbook  
Responsible for Code of Student conduct  
Responsible for student conduct hearings  
Responsible for coordinating litigation and all other legal matters

ASSOCIATE

ROGERS, TOWERS, BAILEY, JONES AND GAY

*1986 TO 1988*

Residential and commercial real estate

CLERK

ROGERS, TOWERS, BAILEY, JONES AND GAY

*May to August, 1985*

ELEMENTARY TEACHER

DUVAL COUNTY SCHOOL BOARD

*1974 TO 1983*

**OTHER**

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Member, Florida Bar Association  
Past President and Board Member, Florida Educational Negotiators  
Founding Member, Florida Educational Legislative Liaisons  
Speaker at National and State Conferences on:  
    Sexual Harassment  
    Florida Educators' Ethics Code  
    Workplace Employee Investigations  
    Privatization of Public Work  
    Collective Bargaining  
    Religion in the Public Schools  
Florida Professional Certificates in:  
    Elementary Education  
    Administration and Supervision

# KATHERINE P. DIVINE, PH.D.

## AREAS OF EXPERTISE

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- Educational Research Design and Program Evaluation
- System and School Improvement Planning & Reporting
- Design of Assessment and Measurement Systems
- Standardized Testing and Classroom Assessment Design
- Design of Data Analysis Systems and Training in Data-Based Decision Making
- Alignment of Systems for Standards-Based Curriculum & Assessment

## EDUCATION

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- Ph.D., Educational Research and Evaluation: Virginia Polytechnic and State University; Blacksburg, VA (1993)
- M.A., Psychology (Psychometrics and Statistics): Eastern New Mexico University; Portales, NM (1984)
- M.Ed., Secondary Mathematics Education: University of North Florida; Jacksonville, FL (1982)
- B.S., Elementary Education: Florida State University; Tallahassee, FL (1970)

## PROFESSIONAL HISTORY

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October 2006 – Present	Executive Director, for Research Design and Evaluation Schultz Center for Teaching and Leadership and Duval County Public Schools – Jacksonville, Florida
Feb. 2004 – Oct. 2006	Research Associate, Florida Institute of Education at the University of North Florida – Jacksonville, Florida
1996- Jan. 2004	Director, Research, Evaluation, and Accountability District School Board of Pasco County - Land O' Lakes, Florida
1993-96	Director, Research, Communication, and Student Services Portsmouth Public Schools; Portsmouth, VA
1984-93	Supervisor, Research and Program Evaluation Newport News Public Schools; Newport News, VA



## RECENT PROFESSIONAL ACCOMPLISHMENTS PROJECTS

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- Development of the *6Rs Model for Successful Professional Development* – a strategic planning model for ensuring high quality professional learning explicitly to student achievement. Schultz Center for Teaching and Leadership, September 2009.
- Development of data analytics mart for integrating data from multiple sources to evaluate effectiveness of professional development training programs - including the assessment of adult learner outcomes, implementation of practices in classrooms, student achievement outcomes, and cost effectiveness reporting. Schultz Center for Teaching and Leadership, December 2008.
- Development of individual, group, and disaggregated subgroup reports for *Lead 360°* presenting results of leadership assessment identifying strengths and needs for development of skills of individuals and needs of the organization for improvement, December 2007.
- Construction and implementation of the *Lead 360°* - an online leadership assessment instrument based on customized leadership model. Schultz Center for Teaching and Leadership, November 2007.
- Literature and research synthesis of academic and business resources identifying skills, knowledge and abilities common to highly successful leaders in business and school settings; development of a logic model and theory of action to guide model and program development. Schultz Center for Teaching and Leadership, October 2007.
- Advanced Certification in *Cost Effectiveness Evaluation Methods* at the Evaluators Institute, Washington, D.C., July 2007.
- Advanced Certification in *Performance Measurement Systems* and *Multiple Stakeholder Evaluation* at Evaluators Institute, Washington, D.C., July 2005.
- Keynote Speech - Riverside Publishing Company's National Assessment Sales Conference "Changing School District Needs in An Era of High-Stakes Accountability", January 2004.
- Design and Implementation of Pasco-StAR (Student Assessment Reports) System, a web-based Assessment Data Mart application for use by district teachers and administrators of Pasco County Schools, July 2003.
- Design of Classroom Assessment Training Module: *Classroom Managed Assessments* for Distribution and Use by Florida Department of Education, 2001.
- Paper Publications at AERA/NCME (April, 2000 and 2002) with USF Professor (Dr. Bruce Hall) Validating the Effectiveness of Alternative Forms of Classroom Assessment to Monitor Reading Achievement, April 2000 and March 2002.



## RECENT PUBLICATIONS, EVALUATIONS & RESEARCH STUDIES

- Working on the Work: *Online book studies as effective professional development*, Schultz Center for Teaching and Leadership, November 2009.
- Working on the Work: *How comfortable are educators with online learning?* Schultz Center for Teaching and Leadership, October 2009.
- Phase I Data Collection: *Northeast Florida Career & Professional Academy Training Council*, Schultz Center for Teaching and Leadership, September 2009.
- Longitudinal Impact Study of the Effect of *Fast ForWord* on Students' Reading Achievement (October 2008)
- The Impact of Standards-Based Mathematics Courses on Teacher Practice and Student Achievement (August 2008)
- An Evaluation of School Instructional Coaches and the *Coaching Academy* (July 2008), Schultz Center for Teaching and Leadership for Duval County Public Schools
- The Continuous Learning Cycle Coaching Program for Elementary Schools (July 2008), Schultz Center for Teaching and Leadership for Duval County Public Schools.
- Collaborative Coaching and Learning Model (July 2007), Schultz Center for Teaching and Leadership for Duval County Public Schools.
- STRIVE Project Evaluation: FLDOE Grant to Duval Public Schools (2006-07)
- DELTA SREB Leadership Academy Evaluations: FLDOE Grants to Crown Consortium (2005 and 2006)
- Mentoring and Coaching for School Leaders: DELTA Professional Partners Evaluation, FLDOE Grants to Crown Consortium (2005-2006)
- Jacksonville Early Literacy Partnership Evaluation: Year I and II Reports, Florida Institute of Education at the University of North Florida (2005 and 2006)

## REFERENCES UPON REQUEST



**Abbreviated Vita**  
**M. David Miller**

**Professional Preparation**

UCLA	Mathematics and Psychology	B.S.	1977
UCLA	Research Methods and Evaluation	M.A.	1978
UCLA	Research Methods and Evaluation	Ph.D.	1981
Northwestern	Psychology	Postdoc	1982

**Appointments**

1/08-present	Director – Collaborative Assessment and Program Evaluation Services, University of Florida
7/98 – 7/05	Department Chairperson - Educational Psychology, University of Florida
7/97	Appointed University of Florida Research Foundation Professor
8/96 –present	Professor - Department of Educational Psychology, University of Florida
8/91 - 8/96	Associate Professor - Foundations of Education, University of Florida
8/87 - 8/91	Assistant Professor - Foundations of Education, University of Florida
8/84 - 8/87	Co-Director Kansas Minimum Competency Testing Program Adjunct Assistant Professor - Educational Psychology and Research, University of Kansas
10/82 - 8/84	Data Analyst - Second International Mathematics Study Adjunct Assistant Professor -Educational Psychology, University of Illinois

**Selected Publications**

Miller, M.D., Linn, R. L., and Gronlund, N. (2009). *Measurement and Assessment in Teaching (Tenth Edition)*. Upper Saddle River, NJ: Prentice-Hall.

Miller, M.D. (2010). Education Measurement: Classical Test Theory Reliability. In E. L. Baker & R. L. Linn (Eds.), *International Encyclopedia of Education*. Thousand Oaks, CA, Sage Publications.

Miller, M. D. (2008). Data for school improvement and educational accountability: Reliability and validity in practice. In L.A. Shepard & K. Ryan (Eds.), *Educational accountability* (pp. 249-261), Mahwah, NJ: Routledge/Lawrence Erlbaum.

Miller, J.M., & Miller, M.D. (2008). No zero left behind: Comparing the fit for zero-inflation models as a function of skew and proportion of zeros. *Interstat*, 1-35, <http://interstat.statjournals.net/YEAR/2008/abstracts/0810011.php>

Miller, M. D. (2008). Reliability. In N. Salkind (Ed.), *Encyclopedia of Educational Psychology*. Thousand Oaks, CA: Sage Publications.

Miller, M. D., & Bottoms, G. (2007). *Accountability and curriculum*. In P.S. George (Ed.), *The space between: Why the middle years matter*. Tampa, FL: Helios Education Foundation.

Miller, M. D. (2002). *Generalizability of performance-based assessments*. Washington, DC: Council of the Chief State School Officers.

Seraphine, A. E., Algina, J. J., & Miller, M. D. (2001). The assessment of unidimensionality of normal and lognormal data: A look at two nonparametric procedures. *Journal of Applied Measurement*, 2(1), 27-47.

Miller, M. D., & Linn, R. L. (2000). Validation of performance-based assessments. *Applied Psychological Measurement*, 24(2), 367-378.

### **Synergistic Activities**

Director of Collaborative Assessment and Program Evaluation Services (CAPES) to help with evaluation of grants at University of Florida – examples of successful funding with ongoing evaluations include Water Management IGERT (NSF), Center for International Business Education and Research, Innovation through Institutional Integration (NSF), and PIRE: Collaborations with France and Japan on Multiphase Fluid Science and Technologies (NSF).

Editor of Website for National Council on Measurement in Education  
(<http://www.ncme.org/>)

### **Collaborators and Other Affiliations**

Collaborators:

James J. Algina	University of Florida
Robert L. Linn	University of Colorado

Advisors or Sponsors:

Robert Boruch	Northwestern University
Leigh Burstein	deceased

<b>Job Title: District Instructional Coach</b>		Job#: SCH0010-DD	
<input type="checkbox"/> Exempt	<input type="checkbox"/> Non-exempt	<b>Pay Scale: AB</b>	<b>Pay Grade: 01</b>
<b>Department:</b> Instruction		<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised 07/24/07
<b>Board Approved:</b>			
<b>Reports to:</b> Supervisor, Professional Development			
<b>Supervises:</b> None			
<b>Length of Work Year:</b> 10 months			
<b>Job Goal:</b> To assist in the district-wide implementation of standards-based instruction by coaching, training, and supporting school-based standards coaches and classroom teachers.			
<b>Job Specifications: (Minimum knowledge, skills, and abilities required)</b>			
<b>Education/Training (or equivalent)</b>			
<input type="checkbox"/> Technical/Professional	<input type="checkbox"/> Associate's Degree from an accredited college or university		
<input checked="" type="checkbox"/> Certification	<input checked="" type="checkbox"/> Bachelor's Degree from an accredited college or university Masters Degree preferred		
<input type="checkbox"/> Other _____	<input type="checkbox"/> Master's Degree from an accredited college or university		
<b>Experience: (Type of work experience, minimum number of years of each)</b> Three (3) years teaching experience with background in planning, organizing and conducting in-service training/professional growth activities. Exceptionally skilled in writing, with experience in developing multi-media presentations and communications dissemination. Must have the ability to manage projects, facilitate groups, and analyze data.			
<b>Technical Knowledge:</b> To perform this job successfully, an individual must demonstrate knowledge in MS Word, spreadsheet applications and visual presentations; Working knowledge of professional development methodologies including using a variety of in-service programs.			
<b>Administrative Knowledge:</b> To perform this job successfully, an individual should demonstrate the ability to design workflow and procedures, manage team activities and implement continuous improvement processes.			
<b>Additional Skills and Abilities:</b> Manage multiple tasks using time management skills, facilitate meetings effectively, solve problems creatively, communicate effectively (orally and in writing).			
<b>Roles /Responsibilities:</b>			
<ul style="list-style-type: none"> <li>• Collaborate with Schultz Center Faculty Instructional Coaches, Chief Instructional Coaches, Cadre, District Content Coaches/Supervisors, and school-based staff regarding the alignment of the Sunshine State Standards, New Performance Standards, District Frameworks, and Implementation Rubric using the Collaborative Coaching and Learning (CCL) model.</li> <li>• Provide training based on the Nation Staff Development Council's Standards for Staff Development (NSDC) for School Standards Coaches to deepen their understanding of the New Performance Standards, literacy instruction, how to connect the standards and reading strategies with instruction and student work in all content areas, and adult learning theory.</li> </ul>			
<b>Roles /Responsibilities:</b>			
<ul style="list-style-type: none"> <li>• Provide focused instruction and professional development for the School Standards Coaches through the Schultz Center based on targeted needs within the CCL model.</li> <li>• Support school standards coaches and the leadership teams in the development and facilitation of small learning communities for the purpose of professional study and collaborative work at the school level using the CCL model.</li> <li>• Help schools understand state and district mandates, the rationale, and how these mandates support improved student achievement.</li> <li>• Assist schools using the Critical Friends Group (CFG) protocols in analyzing school, class, and student data to develop appropriate improvement plans at all levels aligned with district expectations</li> <li>• Work with school leadership teams regularly to support the schools' progress in meeting the District Framework expectations and problem solve solutions to academic challenges.</li> </ul>			

- Provide support for school-site professional development in the implementation of the CCL model and the coaching cycles.
- Support the School Coach in lab site demonstrations (in the classroom) and conducting teacher conferences/debriefing.
- Model and conduct focus walks with district, and school-based personnel to collect and analyze data to plan for instruction and professional development.
- Support the School Instructional (Standards) Coach in the development of lab site demonstrations and the development of courses of study.
- Participate in district meetings to facilitate the implementation of standards-based instruction.
- Participate in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning.
- Monitor the use of tools such as readers/writers workshop, implementation rubrics, focused walk results to determine the status of implementation, and plan next steps.
- Perform other responsibilities assigned by the district to support the implementation of standards-based instruction such as:
  - Participate in Snapshots
  - Develop training curriculum as needed
  - Identify literature and resources for professional development
  - Keep a daily activity log and submit monthly

**Physical Requirements and Working Conditions:**

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Lifting:**

Please check one:

- Light**            Lifting up to 20 pounds occasionally and/or up to 10 pounds of force as frequently as needed to move items.
- Moderate**        Lifting, pulling, pushing up to 25 pounds or moving, assisting and/or helping lift items or awkward weights.
- Heavy**             Lifting, pulling, pushing, up to or over 25 pounds or moving, assisting and/or lifting items or awkward weights.

**Legend:**    **0% = Zero (NR)**    **1-30% = Little (SR)**    **31-60% = Moderate (MR)**    **61-100% = Great (GR)**  
                   **No Requirement**    **Some Requirement**    **Moderate Requirement**    **Great Requirement**

**Movement:**

- |                                          |                                        |
|------------------------------------------|----------------------------------------|
| <u>SR</u> Climbing/high places           | <u>SR</u> Crawling                     |
| <u>MR</u> Bending/stooping               | <u>SR</u> Kneeling                     |
| <u>SR</u> Reaching above/below the waist | <u>MR</u> Operate equipment            |
| <u>GR</u> Walking                        | <u>GR</u> Sitting                      |
| <u>GR</u> Standing                       | <u>MR</u> Pushing/pulling movements    |
| <u>MR</u> Operate motor vehicle          | <u>GR</u> Fine hand & finger movements |

Other \_\_\_\_\_

- Ability to stand for extended periods.
- Ability to lecture for extended periods
- Ability to walk up stairs.
- Ability to devote additional hours beyond the workday for grading papers, preparation of lesson plans, etc.
- Ability to manage students.
- High energy level.

**Work Conditions:**

NR Hot

NR Cold

NR Dusty

MR Outdoor elements

MR Color perception necessary

Other \_\_\_\_\_

NR Mechanical hazards

NR Gloves necessary

NR Bleach, soaps, water

NR Chemical exposure

NR Hazardous substances

**The following are necessary to perform this job:**

Seeing

Hearing

Talking

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

---

T. WILLARD FAIR, *Chairman*

*Members*

DR. AKSHAY DESAY

MARK KAPLAN

ROBERTO MARTÍNEZ

JOHN R. PADGET

KATHLEEN SHANAHAN

SUSAN STORY

Dr. Eric J. Smith  
Commissioner of Education



June 11, 2010

Mr. Michael Perrone  
Duval County School District  
1701 Prudential Drive  
Jacksonville, Florida 32207-8182

Your indirect cost proposal for fiscal year 2010-2011 has been reviewed and the rate of 4.58% is approved with an effective date of July 1, 2010 through June 30, 2011.

If you have any questions please call Laura Castaño at (850) 245-9205.

Sincerely,



Jonathon Manalo

JONATHON MANALO  
CHIEF COMPTROLLER, BUREAU OF COMPTROLLER

---

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-0401 • FAX (850) 245-9220  
[www.fdoe.org](http://www.fdoe.org)

Doval  
#REP#

**CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

**Federal Programs - Restricted with Carry Forward** 4.58%

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2008-2009, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

e11

	
Signature of District Superintendent	Signature of Finance Officer
<u>5/12/10</u>	<u>5/13/10</u>
Date Signed	Date Signed

Your proposal has been accepted and the following rate approved:

**Federal Programs - Restricted with Carry Forward** 4.58%

These rates become effective **July 1, 2010, and remain in effect until June 30, 2011**, and will apply to all eligible federally assisted programs as appropriate.

	<u>6/11/10</u>
Signature of Comptroller, Florida Department of Education	Date Signed

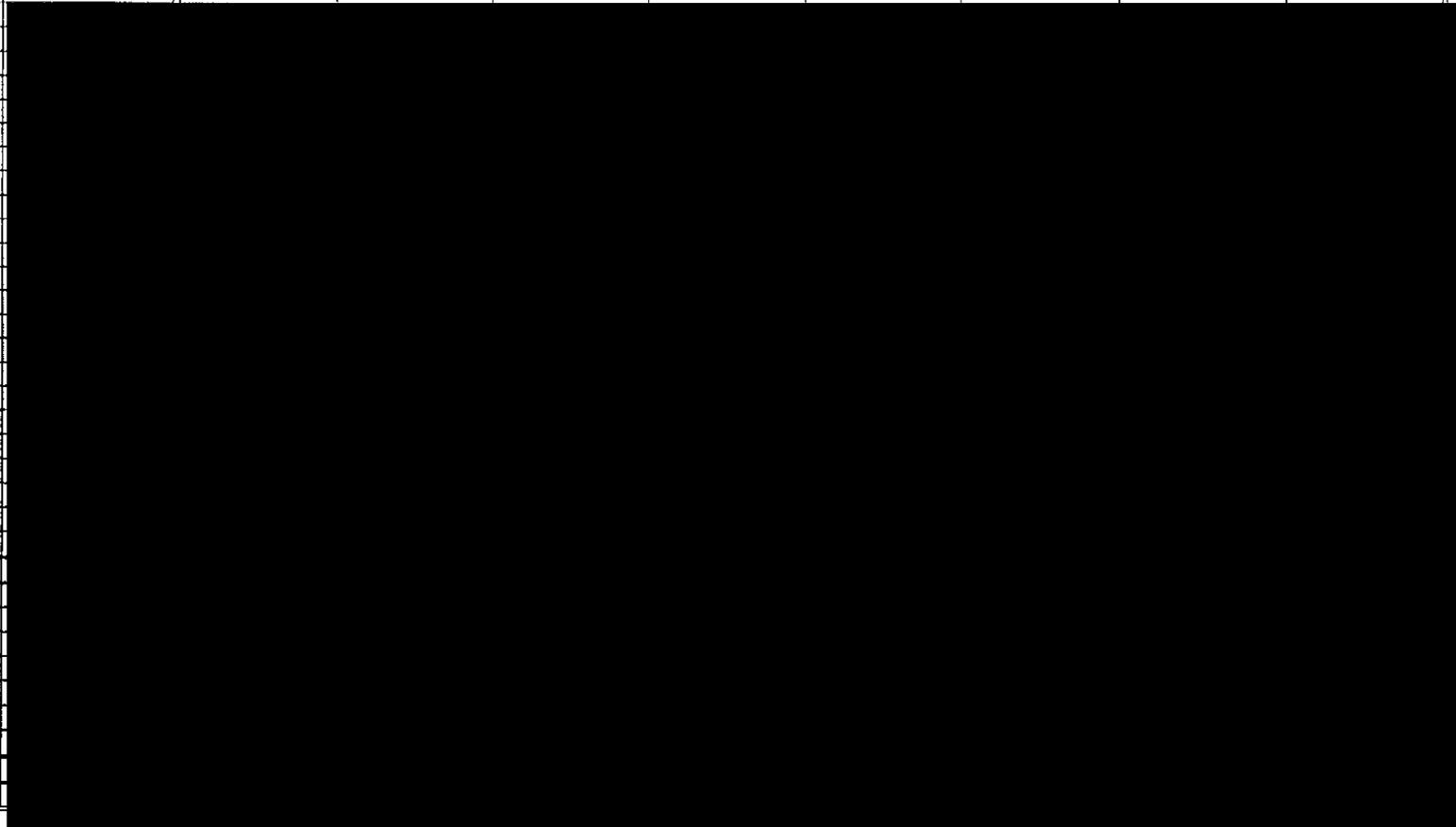
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DISTRICT SCHOOL BOARD OF DUVAL COUNTY  
 SCHEDULE OF EXPENDITURES FOR COMPUTATION OF INDIRECT COST - RESTRICTED RATE  
 GENERAL AND SPECIAL REVENUE FUNDS  
 YEAR ENDED JUNE 30, 2009

PRAward # S985A1009

(dollars only)

FUNCTION	TOTAL EXPENDITURES	DIRECT / UNALLOWED COSTS	INDIRECT COSTS	EXCLUDED COSTS					
				CAPITAL OUTLAY (OBJ 600)	DEBT FINANCING (FUNC 9200)	FINES & PENALTIES (OBJ 740)	FOOD SERVICES (OBJ 500)	PROFESSIONAL / TECHNICAL SERVICES (OBJ 310)	OTHER
<b>L. FUND</b>									
Instruction									
Pupil Personnel									
Instructional Media									
Instruction-Curriculum Development									
Instructional Staff Training									
Instructional -- Related Technology									
Board Members									
General Administration									
School Administration									
Facilities Acquisition & Construction									
Fiscal Services									
Food Services									
Central Services									
Pupil Transportation									
Operation of Plant									
Maintenance of Plant									
Administrative Technology Services									
Community Services									
<b>Capital Outlay:</b>									
Facilities Acquisition & Construction									
Other Capital Outlay									
<b>Debt Service:</b>									
Debt Services									
<b>EXPENDITURES:</b>									
<b>REVENUE FUNDS:</b>									
<b>FOOD SERVICES:</b>									
Food Services									
<b>SPECIAL REVENUE FUNDS:</b>									
Instruction									
Pupil Transportation-speical revenue									
Training Functions									
<b>EXPENDITURES:</b>									
<b>TOTAL</b>									



DISTRICT SCHOOL BOARD OF DUVAL COUNTY

RECONCILIATION

DIRECT (A)  
 INDIRECT (B)  
 ADDED COSTS:  
 CAPITAL OUTLAY, OBJECT 600, ALL FUNCTIONS  
 DEBT SERVICES, FUNCTION 9200  
 FEES AND PENALTIES, OBJECT 740  
 FOOD SERVICES, FUNCTION 7600, OBJECT 500  
 PROFESSIONAL & TECHNICAL SERVICES:  
 OBJECT 310, FUNCTIONS 5000 & 7800  
 OTHER:  
 - EXPENDITURES  
 GENERAL FUND  
 CAPITAL REVENUE - OTHER  
 CAPITAL REVENUE - FOOD SERVICE  
 - EXPENDITURES  
 DIFFERENCE



RESTRICTED RATE COMPUTATION  
ACTUAL COSTS

RESTRICTED IDC RATE: 4.58% ✓  
 DIRECT BASE (A)  
 INDIRECT COST POOL (B)



with AFR Statement of Revenues, Expenditures and Changes in Fund Balance which require input

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **G.R.E.A.T. Budget Narrative Pages: 2** Uploaded File: **C:\Documents and Settings\oliverm\Desktop\Budget Narrative - GREAT EXPECTATIONS.pdf**

**Duval County Public Schools – G.R.E.A.T. EXPECTATIONS**

**BUDGET NARRATIVE – Teacher Incentive Fund CFDA 84.385**

Activity	Explanation	FY1	FY2	FY3	FY4	FY5
<b>1. Personnel</b>						
TIF Performance Bonuses	G.R.E.A.T. Performance Bonuses to top 25% of teachers as described in the narrative					
TIF Performance Bonuses to other personnel (principals and assistant principals)	G.R.E.A.T. Performance Bonuses to top 25% of principals and assistant principals as described in the narrative					
TIF Incentive Bonuses	G.R.E.A.T. Incentive Bonuses to teachers who commit to 3 years at a high-needs school as described in the narrative					
TIF Incentive Bonuses to other personnel (principals and assistant principals)	G.R.E.A.T. Incentive Bonuses to principals and assistant principals at high-needs schools who commit to 3 years as described in the narrative					
Mentor Supplements	60 G.R.E.A.T. Mentor bonuses at 6 schools (10 at each school)					
Project Manager	Project manager to oversee grant activities (1 FTE)					
Trainers/course developers for Urban Academy	2 trainers/developers for Urban Academy (2 FTE-overseen by Schultz Center)					
Researcher	Researcher for course development for Urban Academy (.5 FTE-overseen by Schultz Center)					

Data Analyst	Data Analyst for performance pay plan 1 (FTE)					
Substitutes	Contractual rate between the District and Kelley Services at [REDACTED] per day for attending focus groups – 3 days for 20 teachers					
<b>2. Fringe Benefits</b>						
Personnel	Fringe benefits on bonuses at 9.62%					
	Fringe benefits on salaries at 38%					
<b>3. Travel</b>						
In-county Travel	Trainer in-county travel between participating schools 1800 miles at .50 a mile for 2 teachers and project manager					
Out-of-county Travel	Travel expenses for 3 participants to attend 2 TIF Grantee meetings annually which includes airfare of [REDACTED] each, hotel at [REDACTED] night for 2 nights, local transportation of [REDACTED] and per diem of [REDACTED]					
<b>4. Equipment</b>						
Laptops	Laptops, projectors and accessories for 2 trainers and project manager					
<b>5. Supplies</b>						
Trainer supplies	Professional books, Dickens book Great Expectations, resources, and materials required for 2 trainers and project manager	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<b>6. Contractual</b>						
External Program Evaluator	Contract with an external evaluator to design and implement the grant evaluation plan	██████	██████	██████	██████	██████
<b>9. Total Direct</b>						
		██████	██████	██████	██████	██████
<b>10. Indirect Cost</b>						
	4.58%	██████	██████	██████	██████	██████
<b>12. Total Cost</b>						
		██████	██████	██████	██████	██████
<b>Grand Total</b>						██████