

# **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 # S385A100124**

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

Closing Date: JUL 06, 2010

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

## **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
GEPA Statement	e13
7. Dept of Education Supplemental Information for SF-424	e14
Explanation Narrative	e16

## **Narratives**

1. Project Narrative - (Project Abstract...)	e17
Abstract	e18
2. Project Narrative - (Application Narrative...)	e19
Project TOC Narrative References	e20
3. Project Narrative - (High-Need Schools Documentation...)	e86
High Needs School Documentation	e87
4. Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)	e88
Letters of Support	e89
5. Project Narrative - (Other Attachments...)	e101
Other Attachments and Appendices	e102
6. Budget Narrative - (Budget Narrative...)	e158
Budget Narrative	e159

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

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

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

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Iberville Parish School District

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

**d. Address:**

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

**e. Organizational Unit:**

Department Name:	Division Name:

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

Prefix:	Dr.	* First Name:	P. Edward
Middle Name:			

\* Last Name: Cancienne

Suffix: Jr.

Title: Superintendent

Organizational Affiliation:

\* Telephone Number:

[REDACTED]

Fax Number:

[REDACTED]

\* Email:

[REDACTED]

**Application for Federal Assistance SF-424**

Version 02

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

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

EDGRANTS052110001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA

84.385

**13. Competition Identification Number:**

Title:

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

Iberville Parish, Grosse Tete, Plaquemine, St. Gabriel, Bayou Pigeon, Maringouin, Rosedale, and White Castle

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

BOOSTER: Balanced, Objective, Observable, Specific, Timely, Enhancing, and Rigorous

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: LA-006

\* b. Program/Project: LA-006

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

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

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

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

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

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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Dr. \* First Name: P. Edward

Middle Name:

\* Last Name: Cancienne

Suffix: Jr.

Title: Superintendent

\* Telephone Number: [REDACTED] Fax Number: [REDACTED]

\* Email: [REDACTED]

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Iberville Parish School District

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	█	█	█	█	█	█
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 0%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Iberville Parish School District

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 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:** P. Edward Cancienne, Dr.

**Title:** Superintendent

**Date Submitted:** 06/28/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: P. Edward Cancienne, Jr. Title: Superintendent Applicant: Iberville Parish School District Date: 06/28/2010	
<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>
Iberville Parish School District
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
Prefix: Dr.      First Name: P. Edward      Middle Name:
Last Name: Cancienne      Suffix: Jr.
Title: Superintendent
Signature: _____      Date: 06/28/2010
ED 80-0013 <span style="float: right;">03/04</span>

## 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 Statement

File : [427 GEPA.doc](#)

## **427 GEPA Statement**

Iberville Parish School District will promote and ensure full and equal access to the BOOSTER program services. Furthermore, Iberville Parish School District ensures that there are no barriers that impede equitable access to the multiple career paths, ongoing professional development opportunities, additional leadership opportunities, or performance-based pay. Gender, race, national origin, color, disability or age will not be a factor in any hiring, termination, reward, or evaluative activity.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Dr. P. Edward Cancienne Jr.

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 : Explanation Narrative  
 File : Explanation Narrative.doc



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

**Explanation Narrative**

This project will not conduct any research activities involving human subjects at any time during the proposed project period.

# Project Narrative

## Project Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **TIF ABSTRACT SUBMITTED.pdf**

## Abstract

The lead applicant, Iberville Parish Schools (IPS), along with its partners Advance Innovative Education (AIE), and the Louisiana State TAP™ Office, housed in the Louisiana Department of Education (LA-TAP), is applying under the TIF Evaluation Competition.

**Proposed Initiative:** The overarching goal of the **BOOSTER** system (*Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous*) is to increase educator effectiveness in ten high need, rural schools in Iberville Parish, LA. IPS will implement TAP™, coupled with a communications and outreach plan, to draw more talented educators to the district and dramatically improve the teaching skills of current staff.

**Target Population:** **BOOSTER** will target the 450 teachers, assistant principals, and principals working in a rural school district ranked #60 out of #69 in state rankings of academic achievement. Of the 4,176 students in the district, 84% of them are eligible for free or reduced lunch prices, and 18.8% of them live in poverty.

**Goal 1:** Change personnel deployment practices in Iberville Parish Schools to dramatically improve teacher effectiveness.

**Goal 2:** Change teacher and principal compensation to a Performance Based Compensation System in Iberville Parish Schools.

**Goal 3:** Improve student achievement in ten high-need schools.

**Goal 4:** Increase number of highly qualified and effective teachers in Iberville Parish Schools.

**Plan of action:** IPS will implement TAP™, a comprehensive school reform system that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability, and competitive compensation for educators (based on performance as measured by student growth).

# Project Narrative

## Application Narrative

Attachment 1:

Title: **Project TOC Narrative References Pages: 66** Uploaded File: **TIF NARRATIVE AND REFERENCES SUBMITTED.pdf**

## Table of Contents

Abstract.....	1
<b>I. Project Narrative - Need for the Project .....</b>	<b>1</b>
<b>I.1 Iberville Parish: A Community in Need of New Beginnings.....</b>	<b>1</b>
<b>I.2 Persistently Low Student Achievement and Conditions Conducive to Educational Failure.....</b>	<b>2</b>
<b>I.3 Lack of Highly Qualified and Effective Teachers in Iberville Parish Schools.....</b>	<b>5</b>
I.3.1 Factor 1: Teacher Pay in Iberville Schools.....	7
I.3.2 Factor 2: Geographic and Social Isolation for Educators in Iberville Schools.....	8
I.3.3 Factor 3: Difficult Working Conditions in Iberville Schools.....	9
I.3.4 Factor 4: NCLB Requirements for Highly Qualified Teachers in Iberville Schools .....	9
I.3.5 Beginning of a New Era in Education.....	10
<b>II. Project Narrative - Project Design.....</b>	<b>11</b>
<b>II.1 Project Overview .....</b>	<b>11</b>
<b>II.2 Project Goals and Objectives .....</b>	<b>14</b>
<b>II.3 TAP™: Comprehensive Approach to the Performance-Based Compensation System (Absolute Priority 3) .....</b>	<b>16</b>
II.3.1 Multiple Career Paths.....	17
II.3.2 Ongoing Applied Professional Development.....	17
II.3.3 Instructionally-Focused Accountability .....	19
II.3.4 Differentiated Levels of Compensation for Effective Teachers and Principals ( <i>Absolute Priority 1</i> ) and Based on the Use of Value-Added Measures of Student Achievement ( <i>Competitive Preference 4</i> ) .....	20
<b>II.4 Increased Recruitment and Retention of Effective Teachers to Serve High Need Students and in Hard-to-Staff Subjects and Specialty Areas (<i>Competitive Preference 5</i>) .....</b>	<b>23</b>
<b>II.5 New Applicant to the Teacher Incentive Fund (<i>Competitive Preference 6</i>) .....</b>	<b>23</b>
<b>II.6 Planning Year Activities to Develop Five Core Elements and Convert to Pre-TAP™ .....</b>	<b>23</b>
II.6.1 Convert IPS to Pre-TAP™ Schools .....	24
II.6.2 Addressing the Five Core Elements of an Effective PBCS.....	27
II.6.3 Core Element 1: Communication and Outreach Plan .....	27
II.6.4 Core Element 2: Support for BOOSTER.....	30
II.6.5 Core Element 3: System of Evaluation is Rigorous, Transparent, and Fair .....	31
II.6.6 Core Element 4: Data Management.....	33
II.6.7 Core Element 5: Data-Driven Professional Development .....	35
<b>III. Project Narrative - Adequacy of Support for the Project .....</b>	<b>37</b>
<b>III.1 Management Team .....</b>	<b>37</b>
<b>III.2 Management Plan .....</b>	<b>39</b>
<b>III.3 Fiscal Sustainability of the Performance-Based Compensation System (<i>Absolute Priority 2</i>).....</b>	<b>44</b>
<b>IV. Project Narrative - Quality of Local Evaluation .....</b>	<b>48</b>
<b>IV.1 Participation in TIF Evaluation Competition.....</b>	<b>48</b>
<b>IV.2 Introduction to Local Evaluation Plan .....</b>	<b>49</b>
<b>IV.3 Data Collection and Reporting Plan.....</b>	<b>49</b>
References.....	1

# I. Project Narrative - Need for the Project

## **I.1 Iberville Parish: A Community in Need of New Beginnings**

Iberville Parish is a rural parish (county) situated between the swamps of the Atchafalaya and the state capitol of Baton Rouge. The parish is rich with history, where tales of survival and triumph are central to its core. It is a parish of a people strong and resilient from life's challenges. It is a parish proud of the role it has played in helping south Louisiana thrive for over 200 years. The meandering bayous and waterways teem with life, and the historic antebellum homes and massive live oaks stand watch over the rural parish. Seven municipalities house the 32,505 people, 10,674 households, and 8,016 families of the (U.S. Census Bureau, 2010). The racial makeup of the parish is 49.3% White, 49.6% Black or African American, 0.2% Native American, 0.3% Asian, and 0.6% from two or more races. 1.3% of the population is Hispanic or Latino of any race (U.S. Census Bureau, 2008).

Behind the façade of beauty and Southern hospitality, Iberville Parish citizens are not thriving. Other community statistics paint a poignant picture of decline rather than growth.

- Per capita personal income in Iberville Parish is \$20,695, which is 75% of the national per capita income. 18.8% of children live below poverty level (U.S. Census Bureau, 2010).
- Only 71% of adults possess a high school diploma. The national rate is 84.5% (*Ibid*)
- Just 12% of citizens possesses a bachelor's degree or higher, compared to a national rate of 27.4% (*Ibid*)
- Approximately 23% of adults in the parish are functionally illiterate (PBS, 2003).

- In the past five years, the towns in this parish have been affected by a trifecta of economic disasters: three hurricanes in five years (Katrina, Rita, and Gustav), the worst oil spill in history, and a national economic recession.

**I.2 Persistently Low Student Achievement and Conditions Conducive to Educational Failure**

The local school district, Iberville Parish Schools (IPS), operates ten schools, serving 4,176 students (2009-

<b>Table 1: Basic Facts About City/Parish Public Elementary/Secondary Schools - Iberville/Louisiana</b>		
	<b>Iberville</b>	<b>Louisiana</b>
<b>Number of Public Schools</b>	10	1,477
<b>Number of Principals</b>	10	100,000
<b>Number of Teachers</b>	427	
<b>Number of Students</b>	4,176	650,000
<b>Average % of Students in Poverty</b>	84%	64.9%
<b>Graduation Rate</b>	49.3%	65.9%

10 school year) from pre-kindergarten through 12<sup>th</sup> grade, and employing 427 teaching professionals.<sup>1</sup> The rural parish is home to many small schools; while a

smaller number of larger schools would be more financially efficient, and likely more effective, transportation issues for families necessitate the need for schools in relatively close proximity to where the students live. Overall, the students in the Iberville Parish school system are very much at risk of educational failure. Many students live in poverty (18.8%; U.S. Census Bureau, 2010) and are at risk of not graduating with a diploma on time. Additionally, 1.4% of students reside in

<sup>1</sup> These ten schools include one optional school center and two Math and Science Academies. The Academies are academic centers that are on separate sides of the Mississippi River. The Optional Education Center serves students in need of academic or behavioral intervention. These three schools not have their own site codes for student achievement data purposes, but they each have their own teaching and administrative staff.

foster care (Annie E. Casey Foundation, 2007), 12.8% have some form of learning disability (Annie E. Casey Foundation, 2007), 1.5% are under the care of the Office of Juvenile Justice (*Ibid*), and .6% are English learners (*Ibid*). Table 1 displays basic statistics for the district.

While near in proximity to the state’s capitol, the parish could be light years away in terms of student academic achievement. The parish’s graduation rate is 49.3%, compared to state rate of 65.9% and the national rate of 73.9% (National Center for Education Statistics, 2009; Louisiana Department of Education, March 2009). Out of the 69 school districts in the state, the district is ranked at the bottom at #60 (Louisiana Department of Education, 2009). Its District Performance Score (DPS) is 77.6, out of a maximum score of 140 (Louisiana Department of Education, 2009).<sup>2</sup> There are no schools in the district ranked above a two-star school, five being the highest. In the 2007-2008 school year, six schools in the district were in some level of Academic Assistance, and one was declared “Academically Unacceptable” (Louisiana Department of Education, 2009). Table 2 displays school growth numbers for 2008 and 2009.

<b>Table 2: School Growth Numbers</b>				
<b>Participating School Name</b>	<b>2007-08</b>	<b>Goal SPS</b>	<b>2008-09</b>	<b>Achieved</b>
	<b>Baseline SPS<sup>3</sup></b>		<b>Growth SPS</b>	<b>Growth Target</b>
Crescent Elementary	92.1	96.5	101.4	Yes
Dorseyville Elementary	79.3	85.5	83.8	No
Iberville Elementary	66.0	74.2	75.8	Yes

<sup>2</sup> District Performance Scores (DPS) are a “roll up” of a school district’s individual student scores on the LEAP, iLEAP and Graduation Exit Exam as well as attendance and dropout rates, and graduation outcomes.

<sup>3</sup> School Performance Scores (SPS) are based on LEAP, iLEAP and Graduation Exit Exam as well as attendance and dropout rates, and graduation outcomes.

North Iberville Elementary	71.7	79.3	76.1	<b>No</b>
East Iberville Elementary and High School	73.5	80.7	71.1	<b>No</b>
Plaquemine Senior High	64.9	73.5	72.7	<b>No</b>
White Castle High School	64.9	73.3	74.0	Yes
Math and Science Academy West	Historic SPS not available; new academies			
Math and Science Academy East	Historic SPS not available; new academies			
Optional Education Center	SPS scores are routed to students' home schools.			

All ten schools in the district are identified as “high need”, as defined in the TIF Application notice, and the proposed performance-based compensation system will be implemented in all schools. See the required “Other Attachment” for a summary of the eligibility for free or reduced-price lunch data for each school in the district.

Table 3 provides basic data on Iberville Parish Schools as compared to two comparable school districts. We defined “comparable” as districts similar in terms of several characteristics: rural geography, number of students, number teachers, number schools, and poverty levels. Student achievement in IPS is much lower than in comparable districts. Appendix A provides more detailed information.

<b>Table 3: Student Achievement and Growth Rates - 2008</b>			
	<b>Iberville</b>	<b>Avoyelles</b>	<b>West Feliciana</b>
Number of students	4160	6111	2401
Number of teachers	427	414	215
Number of schools	10	14	5

% Free/Reduced Lunch	84%	84.8%	48.9%
District Performance Score	<b>77.6</b>	<b>80.8</b>	<b>105.9</b>
Ranking by DPS	<b>60</b>	<b>49</b>	<b>2</b>
Graduation Rate	49.3% (2007)	62.9% (2007)	65.9% (2007)
% Caucasian	24.1%	51.7%	56.2%
% African American	74.8%	45.9%	43%
% Other	1.1%	2.4%	.8%

### **I.3 Lack of Highly Qualified and Effective Teachers in Iberville Parish Schools**

Although high-quality<sup>4</sup> teacher shortages are a problem nationwide, it is clear that some types of schools have always had much greater difficulty attracting and retaining high-quality teachers than others. High-poverty, low-achieving urban schools have long been regarded as difficult to staff, and much has been written about the problems that they face finding and keeping teachers (Ascher, 1991; Bruno & Negrete, 1983; Claycomb, 2000; Haberman, 1987; Hoff, 2001; Lankford, Loeb, & Wyckoff, 2002; Lippman, Burns, & McArthur, 1996; Prince, 2002; Eubanks, 1996 ). Those who study the plight of urban schools point to low teacher salaries, large class sizes, lack of resources, poor physical working conditions, and student discipline problems as some of the underlying reasons.

Chronic shortages of effective teachers are not strictly an urban problem, however. The Education Commission of the States maintains that “schools in rural America face an array of problems every bit as daunting and intractable as those confronting schools in urban

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<sup>4</sup> Here, “high-quality” is equated with “effective,” not with “highly-qualified.” Highly qualified teachers are teachers with degrees and certification in the areas in which they teach. High quality/effective teachers are those with talent, knowledge, and skill.

communities” (Christie, 2001). See also Collins, 1999; Jimerson, 2004; McClure, Redfield, & Hammer, 2003; Reeves, 2003. Chief among these problems is attracting and retaining *effective* teachers (McClure & Reeves, 2004; Schwartzbeck & Prince, 2003). Rural-specific literature identifies four challenges related to recruiting and retaining high-quality teachers in rural areas: (1) lower pay; (2) geographic and social isolation; and (3) difficult working conditions; and (4) NCLB requirements for highly qualified teachers.

For the purposes of this proposal, we differentiate between a “highly qualified” teacher, as defined by NCLB, and highly qualified AND effective teachers. “Highly qualified” and “effective” are not synonymous terms. Louisiana’s definition of a “highly qualified” teacher is aligned with the NCLB definition of the same. Highly qualified teachers in a core subject area must hold a bachelor’s degree, full state certification, and demonstrate subject matter competence. The presence of a highly qualified teacher (as defined by NCLB and Louisiana) does not lead to high student achievement. Darling-Hammond (1997) found that more than 25 percent of teachers hired each year are not fully prepared and licensed for their jobs. Even if new teachers have certification, they are frequently not certified in areas of greatest need, such as math, science, and special education (Darling-Hammond, 1997).

We believe that while Iberville teachers may be technically defined as “highly qualified,” this does not mean they are effective teachers in terms of raising student achievement. We believe that implementing a performance-based compensation system will contribute to increased recruitment and retention of highly-qualified AND effective teachers.

IPS currently employs 427 teachers, 10 assistant principals, and 10 principals across all schools and grade levels. See Appendix G for detailed teaching staff figures.

### **I.3.1 Factor 1: Teacher Pay in Iberville Schools**

Educators looking to teach in Louisiana can expect salaries that are among some of the lowest in the nation. The American Federation of Teachers (AFT) has ranked the salaries of Louisiana’s teachers at 39<sup>th</sup> in the nation (Di Carlo, Johnson, & Cochran, 2008).

In the 2009-10 school year, salaries in Iberville schools ranged from [REDACTED] for first-year teachers with a bachelors degree, and [REDACTED] for teachers with 20+ years of experience and a Ph.D./Ed.D.(Louisiana Department of Education, 2009). First-year teacher salaries (with bachelors degrees) are comparatively high. The current superintendent passed a large tax millage to accomplish this as part of a plan to increase the quality of the educator workforce.

The literature shows that salary alone won’t guarantee that a teacher will stay in an isolated region (Holloway, 2002). Additionally, “there is strong consensus that the way we pay teachers does little to attract talented candidates to the profession, and especially to high- poverty schools. Nor does the current system reward the most effective teachers,” according to the Center for American Progress (Chait & Miller, 2009). This has been evident in IPS. Despite some of the highest teaching profession salaries in the state, Iberville administrators cannot manage to attract the right teachers – effective teachers - to improve student achievement and attain growth targets. In the 2009-2010 and 2008-2009 school years, the overall district attrition rate for teaching personnel was less than 10%, and less than 15% for principals. We believe this is an effect of the relatively high teaching salaries offered by the district. There are few vacancies for highly qualified staff positions in hard-to-staff subjects. On the surface, this seems to be a positive characteristic. However, when one reviews student achievement data for this district, and the fact that the district is #60 of 69 in the state, it is clear that having technically “highly qualified teachers” in classrooms does not mean that learning is occurring.

### **I.3.2 Factor 2: Geographic and Social Isolation for Educators in Iberville Schools**

Geography plays an important role in rural schools' ability to attract and retain teachers. Geographically isolated communities tend to have greater problems in attracting teachers. Some analysts (Collins, 1999; Harris, 2001) theorize that teachers who stay in rural areas are more likely to have grown up in small communities or to be committed to living in the region. Iberville Parish is located approximately 15 miles from Baton Rouge, across the other side of the Mississippi River. Few of the families who founded the town have ever left. The distinct culture of the parish, mixed with a challenging working environment (see next section for details), creates a barrier that prevents teachers from leaving the local town to attend conferences, social events, or professional workshops in a consistent manner.

There are several local families who, for generations, have had many members in the teaching profession in Iberville schools. Young teachers work their way up the ranks to eventually become administrators and district office personnel. It is rare for outsiders to enter into the teaching profession in Iberville, and it is even rarer for citizens to leave. According to Saegert, et al., social capital in isolated rural towns is a hard-to-come by commodity, especially for those in poverty. The authors quote a rural townspeople in Mississippi: *"You can hear somebody's last name, and before you even meet them, you've already got the idea that they're a good person or as sorry as they can be. Everybody knows everybody's family's names. If you're a certain family then you're this way. But if you're from that family, then you're that way. There are last names that you would just immediately associate with being trouble or lazy – they're immediately in a class"* (Saegert, Thompson, & Warren, 2001).

### **I.3.3 Factor 3: Difficult Working Conditions in Iberville Schools**

Class sizes in IPS are sufficient, at about 15 students per teacher on average. The physical environment of the district's schools is also sufficient. However, other hallmarks of positive working conditions are not present in IPS:

- **Little time for collaboration:** There is no joint planning time built into the school day, and no time to collaborate except at departmental meetings that generally occur once per week.
- **Low level of joint decision making:** There is some joint decision making at the school level, and some indication (not evidence) of teacher leadership in *some* schools.
- **Piecemeal professional development offerings:** Professional development is not job-embedded, and is neither based on the needs of the students nor the teaching professionals.
- **Dropout Rates:** The student dropout rate for students in grades 9-12 is 9%, compared to the state average of 6.9% (Louisiana Department of Education, 2009).
- **School Safety:** 28 percent of students have been suspended from school and 19 percent have attacked someone with the intent of doing harm (Louisiana Department of Health and Hospitals Office of Addictive Disorders, 2004).

### **I.3.4 Factor 4: NCLB Requirements for Highly Qualified Teachers in Iberville Schools**

As referenced above, we do not equate a “highly qualified” teacher, as defined by NCLB, with a “highly qualified and effective” teacher. In Iberville parish, 75.6% of core classes were taught by highly qualified teachers, compared with the state average 83.5% in the (Picard Center for Child Development and Lifelong Learning, 2008). See Appendix B for current and historical school-level data on the percentage of core subject classes taught by highly qualified teachers.

### **I.3.5 Beginning of a New Era in Education**

In an effort to rethink how it serves its students and the community, IPS has recently implemented a number of the new superintendent's district-wide and school-level reforms to meet the needs of its citizens, whose children will become the workforce in the parish's chemical and industrial plants, family-owned businesses, parish government, and agricultural industry. Recent environmental and natural disasters have severely affected the local economy and laid bare the fact that the isolation and self-sufficiency once embraced by the community is killing the region rather than preserving it. One bold move to transform the community was to hire a superintendent from outside of the parish, with a record of reform.

Dr. P. Edward Cancienne came to Iberville Parish in 2007. To date, he has tackled many financial and policy-making obstacles, which have set the stage to tackle the issues that have been preventing student achievement. In his first year of the superintendency, he advocated for and got approved a millage for increased educator salaries to improve recruitment efforts. The following year, he was able to increase those salaries yet again. With this measure, the district was able to attract some teachers to the hard-to-staff positions. State tenure laws constrained the district from replacing ineffective teachers who had been long-term employees of the district. While the tenure laws haven't changed, Louisiana now has recently implemented a law mandating value added assessments of teacher effectiveness (see below for more detail). At the same time, a district-wide restructuring effort (in progress) has laid the foundation for reform. Efforts include the below:

- The superintendent has launched a new district improvement plan – “#15 by 2015” whereby the district aspires to be among the top fifteen districts in the state by the year 2015.

- The district was one of the first in the state to sign on to participate in the State’s Race to the Top application (currently under Phase II review).
- Louisiana has legislated the implementation of value-added assessment of teacher effectiveness, which was supported by IPS and its partner, AIE. This legislation will change the method used to evaluate teacher performance in the state of Louisiana. The value-added system will be phased in over the next two years with 25 volunteer districts, of which Iberville is one. By the time the proposed performance-based compensation system is prepared to launch in Year 2 (2011-2012), the value added system in the pilot phase.
- Two extremely low-performing schools were closed prior to the 2009-2010 school year.

Iberville Parish is a region in peril. Its rural economy is suffering, and the lack of a quality education is creating a barrier that prevents children reaching their full potential. The following sections describe the plan for preventing academic, economic, and personal failure.

## II. Project Narrative - Project Design

### II.1 Project Overview

Iberville Parish Schools (IPS) is collaborating with Advance Innovative Education (AIE) and the Louisiana State TAP™ Office, housed in the Louisiana Department of Education (LA-TAP) to undertake a district-wide implementation of **TAP™: The System for Teacher and Student Advancement**. The proposed project is entitled **BOOSTER: *Balanced, Objective, Observable, Specific, Timely, Enhancing, and Rigorous***, and is a coherent and integrated strategy that utilizes TAP™ strategies and tools, while adding communications and outreach components necessary to the success of TAP™, and tailored to the specific needs of the individuals who learn, teach, and work in Iberville parish.

**BOOSTER** is designed to drive recruitment, development and retention of highly qualified and effective staff in Iberville’s ten high-need schools, which serves 4,176 students, has 427 teachers, 10 assistant principals, and 10 principals. BOOSTER will serve all teachers assistant principals, and principals in all schools in the district. IPS has recently implemented a number of district-wide and school-level reforms. These efforts, while impactful, require a bold and integrated strategy to tie them together to improve the educator workforce. Thus, the district has elected to implement TAP™, a comprehensive school reform system that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability, and competitive compensation for educators in high-need schools (based on performance as measured by student growth).

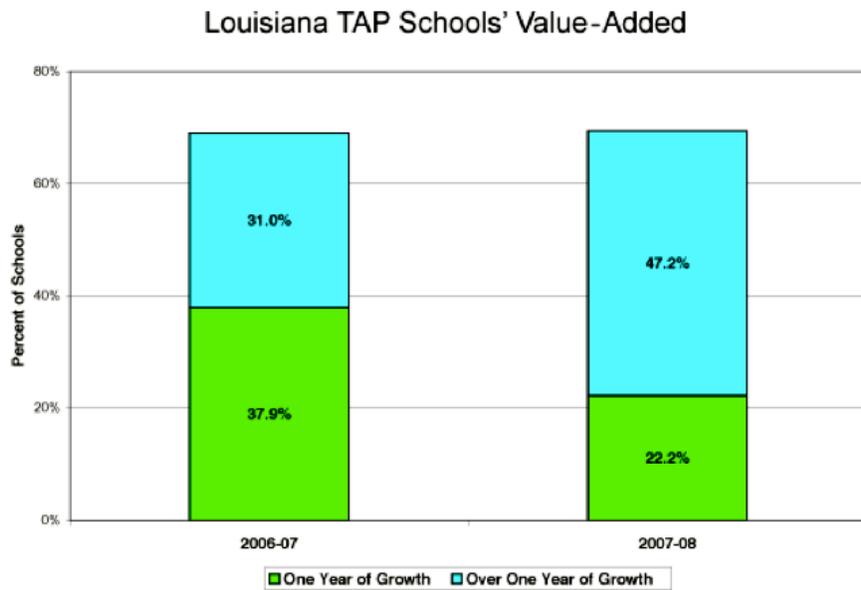
The benefits and features of TAP™ have been researched in several national venues, and have been proven to be effective. TAP™ strategies and expected outcomes are especially appropriate for the schools located in Iberville Parish. Every school in the district exceeds the definition of “high-need,” as defined by the USDOE-TIF announcement. As with other high-need schools, Iberville schools are difficult to staff with highly qualified AND effective teachers. This is exacerbated by the isolated rural location of the parish. The rationale used for selecting the TAP™ model is described below:

- **TAP™ primarily serves schools with high-need students:** In 2008-2009, 88% of TAP™ schools were high-need schools. In three states where TAP™ has been highly successful with a statewide support structure (Louisiana, South Carolina, and Texas), the percentage of students in poverty and minority students served by TAP™ schools greatly exceeded their state averages in 2008-09 (National Institute for Excellence in Teaching, 2010).
- **TAP™ schools out-perform similar non-TAP™ schools in value-added:** In a comparative

study of student achievement outcomes using data provided by an independent source, 41% of TAP™ schools achieved a score of 5 on a 5-point scale in 2007-2008, representing significantly more than a year of student growth in the school year ending in spring 2008. This means that its achievement growth rate is much higher than the average for similar students in other schools. In contrast, only 31% of comparable non-TAP™ schools in the same states scored that well. This trend held true in 2004-2005 and 2005-2006 (*Ibid*).

- **Positive results in**

**Louisiana:** In 2008-2009, there were 28 schools implementing TAP™ in Louisiana. Over two-thirds of the schools made at least a year's worth of academic growth that year. See Figure 1. Over



**Figure 1:** TAP Schools in Louisiana experiencing more than one year of growth - 2008-2009  
Source: Louisiana Department of Education

900 Louisiana teachers received performance payouts this year, totaling approximately \$1.96 million. At Algiers Charter Schools in New Orleans, LA, TAP™ schools showed positive growth in teacher skills and outstanding value-added results during 2007-2008 and 2008-2009. These schools have open enrollment (as do Iberville Parish Schools) and serve a population where 87 percent of the students qualify for free or reduced price lunch (*Ibid*).

- **State TAP™ Office in Louisiana:** The Louisiana Department of Education houses a state-level TAP™ office (LA-TAP). LA-TAP is a partner in this project.

- **TAP™ teacher evaluation ratings are positively related to teacher value-added scores.**  
This means that TAP™ evaluation methodologies have a positive correlation with value added scores, which take into account student achievement gains year over year (*Ibid*).
- **Improvement of teaching skills:** State and district analysis of TAP™ teacher evaluation data by the NIET has shown that TAP™ teachers improve their skills throughout the year. According to preliminary data, teachers who remain in TAP™ schools tend to have higher evaluation scores, while those with lower scores are more likely to leave the school (*Ibid*).
- **Improved Teacher Recruitment and Retention:** The majority of TAP™ principals report that TAP™ has made it easier for them to hire effective teachers. Furthermore, they report that the TAP™ system makes it attractive for effective teachers to stay at a school rather than leaving the school or leaving the profession (*Ibid*).

## **II.2 Project Goals and Objectives**

**BOOSTER** meets all three absolute priorities, and all three competitive preferences. The overarching goal of the BOOSTER system is to increase educator effectiveness and student achievement in ten high-need schools in rural Iberville parish. Project goals and objectives are below, with evaluation measures detailed in section IV.2.

**Goal 1: Change personnel deployment practices in Iberville Parish Schools to dramatically improve teacher effectiveness.**

- Objective 1.1: Increase percentage of teachers in high-need schools who are effective (as defined by TAP™ ).
- Objective 1.2: Increase percentage of principals in high-need schools who are effective (as defined by TAP™ ).

**Goal 2: Change teacher and principal compensation to a Performance Based Compensation System in Iberville Parish Schools.**

- Objective 2.1: Increase percentage of district's personnel budget used for performance-related payments to effective (as defined by TAP™ ) teachers.
- Objective 2.2: Increase percentage of district's personnel budget used for performance-related payments to effective (as defined by TAP™ ) principals.

**Goal 3: Improve student achievement in ten high-need schools.**

- Objective 3.1: Increase student achievement on value added measures.
- Objective 3.2: Close gap on student achievement on value added measures when compared with comparison school districts.
- Objective 3.3: Increase school-level measures of satisfaction of school environment by teachers, other school personnel, students, parents, and community to 85%.
- Objective 3.4: Increase the percentage of teachers in each school overall who show year-over-year gains in raising student achievement.

**Goal 4: Increase number of highly qualified and effective teachers in Iberville Parish Schools.**

- Objective 4.1: Increase number of highly qualified and effective teachers in each school, as measured by TAP™ rubric and value-added measures, beginning in Year 2.
- Objective 4.2: Increase the number of highly qualified and effective teachers in hard-to-staff subjects, beginning in Year 2.

- Objective 4.3: Increase effective communication and outreach efforts to *recruit* highly qualified and effective teachers and principals.
- Objective 4.4 Increase effective communication efforts to *retain* highly qualified and effective teachers and principals.

**II.3 TAP™: Comprehensive Approach to the Performance-Based Compensation System**

**(Absolute Priority 3)**



**Figure 2: TAP™ “Elements of Success”**

Source: National Institute for Excellence In Teaching

The **BOOSTER** implementation of TAP™ represents a coherent and integrated strategy for strengthening the educator workforce in IPS. Over five years, all ten schools will participate in **BOOSTER**, the IPS implementation of TAP™. Schools eligible to participate in the program exceed the definition of “high-need” set forth by the USDOE, and all school principals elected to participate.

The goal of TAP™, and likewise of **BOOSTER**, is to increase student achievement by maximizing teacher and principal effectiveness. TAP™ maximizes effectiveness through comprehensive reform to **attract, develop, motivate** and **retain** highly qualified and effective teachers and principals. The TAP™ “elements of success” are described below, and depicted in Figure 2. Through all four elements, TAP™ addresses many of the impediments that plague the teaching profession: ineffective professional development, teacher isolation, lack of career advancement, unsupported accountability demands, and undifferentiated compensation.

### **II.3.1 Multiple Career Paths**

TAP™ allows teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities and accomplishments. As teachers move up the ranks, their qualifications, roles and responsibilities increase, as does their compensation. TAP™ allows interested and qualified teachers to voluntarily accept additional responsibilities and leadership roles. Master and mentor teachers are hired through a competitive, rigorous, performance-based selection process, from within the school or from outside schools or districts. They possess expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They take on additional responsibilities and authority, and are required to work a longer school year. Master and mentor teachers are held to a higher performance standard than career teachers, and thus are compensated accordingly.

Master and mentor teachers form a TAP™ Leadership Team, along with the principal, to deliver school-based professional support and conduct evaluations with a high level of expertise. The TAP™ Leadership Team members drive school planning, lead weekly professional development sessions, and become trained teacher evaluators. Mentor and master teachers are compensated for taking on these responsibilities, earning an additional [REDACTED] and [REDACTED] annually. Thus, in combination with annual performance bonuses, the most effective teachers in TAP™ schools may earn as much as [REDACTED] in performance-based compensation. See Appendix C for sample descriptions of leadership roles available through TAP™.

### **II.3.2 Ongoing Applied Professional Development**

An essential element of the TAP™ system is ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. Professional development in TAP™ schools is provided by school-based expert master and

mentor teachers (as referenced above). Every week, master and mentor teachers lead “cluster groups,” which are small professional development sessions focused on instructional improvement for increasing student achievement. Scheduling in Iberville schools is currently being reviewed to accommodate common planning time. This summer (July 2010), school principals are undergoing professional development provides strategies to incorporate at least 50 to 90 minutes of common planning time in each school week.

Cluster groups examine student data, engage in collaborative planning, and learn instructional strategies that have been field-tested in their schools by master teachers. This ensures that the strategies undertaken are tailored to the specific needs of students. Professional development continues into each classroom on a more individualized basis, as master teachers model lessons, observe classroom instruction and support other teachers to improve their teaching. This support is based on the needs of the teacher, which are exposed during the multiple observation points referenced in the next section, as well as on the needs of the high need school the teacher serves. The external evaluator will initiate a formative evaluation process for assessing the effectiveness of the professional development to improve practice.

State and district analysis of TAP™ teacher evaluation data shows that teachers improve their skills throughout the year due to the support provided by TAP™. The TAP™ Instructional Rubric takes the standards of effective teaching and breaks them down by operationalizing each of the standards according to a five-point scale, and clearly spells out what effective instruction should look like on each of twenty-six indicators. By identifying specific areas of improvement with detailed evidence from a teacher’s instruction, and concrete examples to address these areas, the TAP™ Instructional Rubric (discussed in further detail below) shows teachers where they need to improve, and as a result, helps them provide higher quality instruction. Growth in

Improvement in Average Observed TAP Teacher Skills, 2007-08 and 2008-09<sup>4</sup>

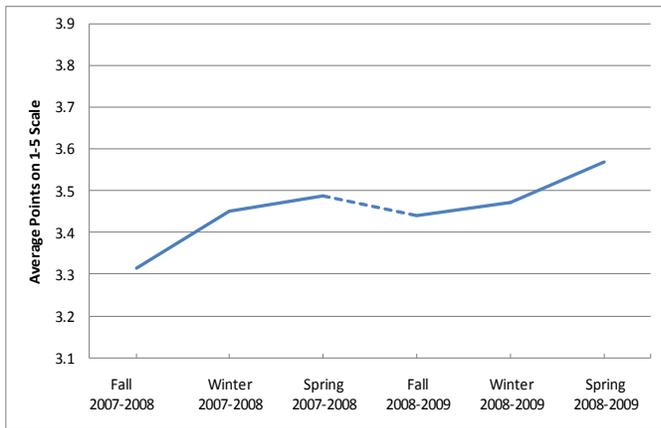


Figure 3: Improvement in Average Observed TAP Teachers Skills

Source: National Institute for Excellence In Teaching

teacher skills over time increases the level of effectiveness of the entire school and leads to growth in student achievement. Figure 3 depicts the average improvement in instructional skill scores over a two-year period for teachers in

Texas and Louisiana. Despite a dip over the summer, teachers

demonstrated, on average, a trend of improvement that continued over both years.

### II.3.3 Instructionally-Focused Accountability

TAP™ teachers are observed in classroom instruction several times a year by multiple trained observers, including principals and master and mentor teachers, using rubrics (the TAP™ Instructional Rubric) for several dimensions of instructional quality.

Teachers with High Classroom Observation Scores Demonstrate High Value-Added to Student Achievement Growth

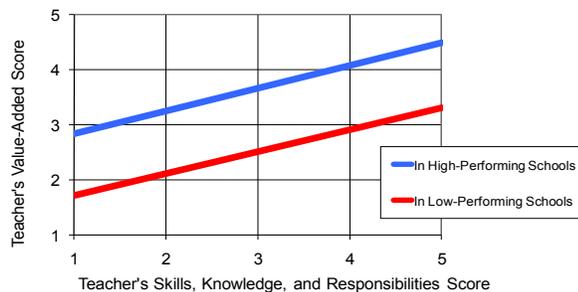


Figure 4: High Observation Scores Correlated to High-Value Added

Source: National Institute for Excellence In Teaching

Evaluators are trained and certified, and school-level leadership teams monitor the reliability and consistency of evaluations in their schools. AIE will be trained in TAP™ observation and assessment techniques to provide oversight of the process.

The TAP™ Skills, Knowledge and Responsibilities score (from TAP™'s classroom observation) measures excellence in teaching. When teachers demonstrate strong instructional

skills as measured by the TAP™ observation methods and rubrics, their students show higher academic growth regardless of previous achievement and socioeconomic status. In TAP™ schools, “higher classroom observation scores for teachers during the school year are associated with higher value-added assessment scores for their students at the end of the year (using data for 1,780 TAP™ teachers in ten states for 2006-07 and 2007-08) (NIET, 2010).” Figure 4 shows that the relationship between teacher classroom observation scores and student achievement growth holds true regardless of the school’s overall level of performance.

#### **II.3.4 Differentiated Levels of Compensation for Effective Teachers and Principals (Absolute Priority 1) and Based on the Use of Value-Added Measures of Student Achievement (Competitive Preference 4)**

The **BOOSTER** implementation of TAP™ will use a value-added measure of the impact on student growth as a significant factor in calculating differentiated levels of compensation provided to teachers and principals. Together, the **BOOSTER** partners have the capacity to implement the proposed value-added model through robust data systems that collect the necessary data and ensure data quality (See Section II.6.6 for Data Management Plan), particularly with the expertise provided by the Louisiana State TAP Office (LA-TAP). Additionally, IPS will be participating in a state pilot program to implement value added assessments statewide (see below for more information), and has a plan to clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices (See Section II.6.3).

The TAP™ system and several state education agencies (recently including Louisiana) use a statistical method called “value added” to measure the contributions of teachers and schools to student achievement during a school year. The value added method matches each student’s test

scores to his or her own previous scores in order to measure the student's progress during the year—not only the student's attainment as of the end of the year. Value added separates the impact of a school year on a student from the student's prior experiences in and out of school, individual characteristics, socioeconomic status and family conditions. A new bill recently signed into law - Louisiana HB 1033 - will change the method used to evaluate teacher performance in the state of Louisiana. The new method will rely on local observations as in the past, but these will now count for only 50 percent of a teacher's evaluation. The other 50 percent of the evaluation will be based on student achievement gains. The value-added system will be phased in over the next two years with 25 volunteer districts, of which Iberville is one. By the time BOOSTER is prepared to launch in Year 2 (2011-2012), the value added system will be ready for pilot testing.

The value-added measure of the impact on student growth is a significant factor in calculating differentiated levels of compensation provided to teachers and principals. In fact, value-added data, measured at the classroom and school levels, accounts for half of teacher and principal annual bonuses under the TAP™ performance-based compensation system.

**Incentive payments to teachers are based on differentiated levels of effectiveness.** The criteria for determining whether a teacher is eligible for payment are challenging: TAP™ recommends 50 percent of annual teacher bonuses be based on classroom evaluation results, 30 percent based on classroom student achievement growth, and 20 percent based on school-wide student achievement growth. Teachers in untested subjects have their bonuses determined 50 percent by their evaluations and 50 percent based on school-wide value added growth. Both of these recommendations tie in with the new Louisiana methodology of value added, wherein in classroom observation results form 50% of the evaluation, and, 50% of the evaluation will be

based on student achievement gains. The average teacher payout is substantial: TAP™ recommends a minimum of [REDACTED] per teacher be put into the bonus pool. IPS has followed this recommendation (See Budget and Budget Narrative). Based on TAP™'s multiple measures of performance, an individual teacher's performance compensation could range from zero to [REDACTED] or [REDACTED]. Master and mentor teachers receive additional compensation based on their added roles and responsibilities. TAP recommends augmentations of [REDACTED] for Mentor Teachers. We have budgeted for [REDACTED] augmentations for each Mentor Teacher. TAP recommends augmentations of [REDACTED] for Master Teachers. We have budgeted for [REDACTED] augmentations for each Master Teacher. There is an expectation of meaningful differences in resulting teacher pay: Combining these sources, performance pay for a teacher in a TAP™ school can reach up to [REDACTED] per year.

**Likewise, incentive payments to principals and assistant principals are based on differentiated levels of effectiveness.** The criteria for determining whether a principal is eligible for payment are challenging: Bonuses for TAP™ principals are calculated based on school-wide student achievement growth and other factors including principal evaluations, graduation rates or other measures determined locally. We will utilize the same formula for assistant principals. The average principal payout is substantial: TAP™ does not have a recommended minimum amount to be put into the bonus pool; however, IPS has budgeted for an average of [REDACTED] per principal, and [REDACTED] per assistant principal. A principal or assistant principal's performance compensation could range from zero to [REDACTED] or [REDACTED]. There is an expectation of meaningful differences in resulting principal pay.

Effectiveness is primarily evaluated by the *TAP™ Skills, Knowledge and Responsibilities Performance Standards (SKR)* evaluation standards, developed by TAP™. The

observation-based assessments of teacher and principal performance are assessed using the TAP™ Instructional Rubric, an objective, evidence-based rubric based on SKR. Observations take place at multiple points in the year by the TAP™ Leadership Team (principal, assistant principal, and master teachers), who must undergo annual training and certification.

#### **II.4 Increased Recruitment and Retention of Effective Teachers to Serve High Need Students and in Hard-to-Staff Subjects and Specialty Areas (Competitive Preference 5)**

**BOOSTER** will assist the schools in IPS to serve high need students, attract highly qualified and effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition as well as retain those new teachers, and fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective. As noted in Section I.3.4, 75.6% of core classes in Iberville were taught by highly qualified teachers, yet student achievement in these subjects is overwhelmingly poor. Clearly, a “highly qualified” teacher does not equate to an “effective” teacher in this instance. The TAP™ methodology will determine teacher effectiveness when recruiting and retaining personnel. In Section II.6.3, a plan is outlined for effectively communicating to teachers which subjects/specialty areas are considered hard-to-staff.

#### **II.5 New Applicant to the Teacher Incentive Fund (Competitive Preference 6)**

Iberville Parish Schools is a new applicant to the TIF program.

#### **II.6 Planning Year Activities to Develop Five Core Elements and Convert to Pre-TAP™**

Year 1 activities will focus on preparing the district and school environment for the full implementation of TAP™ in Year 2. The activities undertaken in Year 1 will comprise the following: (1) Convert Iberville Parish Schools into “Pre-TAP™ schools,” and (2) address all

five “core elements” identified and required by the USDOE to create an environment conducive to the implementation of a performance-based compensation.

**II.6.1 Convert IPS to Pre-TAP™ Schools**

In Year 1 of the project, IPS will convert Iberville Parish Schools into “Pre-TAP™ schools.” LA-TAP will lend its considerable expertise in this area. Schools and partners will undertake the following activities in Year 1:

<b>Year 1 Planning Activities – Pre-TAP™ Rollout</b>				
<b>Timeline</b>	<b>Activity</b>	<b>Audience</b>	<b>Conducted by</b>	<b>Core Element</b>
October <sup>5</sup>	Participate in a Pre-TAP™ Schools Orientation meeting	District leadership, teachers	LA-TAP, AIE, project staff	1, 2
October- November	Research and share information on the Louisiana TAP™ System with faculty/staff	Teachers	District leadership, AIE, school principals, project staff	1, 2
	At least 2 site visits to observe TAP™ implementation around the state (cluster meetings, coaching,	Key teacher leaders and administrators,	Host TAP schools, LA-TAP, AIE, project staff	1, 2

<sup>5</sup> This activity is normally undertaken in August/September but this will commence in October to allow for adequate planning time.

	evaluation process, post-conferencing, data collection).			
December-January	Attend a state-wide informational workshop, “Roles and Responsibilities of the Master/Mentor Teacher and the TAP™ Principal”	Small school teams (teachers/administrators)	LA-TAP, AIE	3, 5
December-February	TAP™ overview presentation to faculty/staff	Teachers, key district staff	LA-TAP	1, 2, 3, 5
January - February	Attend a full-day Planning/Implementation Workshop to make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.	School administrators and key teacher leaders, AIE, project staff	LA-TAP	3, 5
March	Faculty to determine	Teachers and	Key district	2

	buy-in with a majority vote to participate	administrators	staff, AIE	
March-April	Attend the National TAP™ Conference.	School administrators and key teacher leaders, AIE, project staff	National TAP™	3, 5
	Plan for full TAP implementation (inc. cluster configurations, master/mentor contract addendums, bonus pool	School administrators, district leadership, project staff	AIE, LA-TAP	3, 5
April-Mid-May	Advertise and recruit quality master/mentor teachers; hire through a competitive hiring process.	District leadership, school administrators	LA-TAP, project staff	N/A
June - July	Attend 5-day training <i>Preparing for Success in a TAP School</i> and <i>Preparing to Become a Certified TAP Evaluator</i>	TAP™ Leadership Teams (administrator, master teachers, and mentor teachers) AIE, project staff	LA-TAP	3, 5

**II.6.2 Addressing the Five Core Elements of an Effective PBCS**

The following sections detail a plan for attaining the five core elements identified by the USDOE as necessary to a successful implementation of a performance-based compensation.

**II.6.3 Core Element 1: Communication and Outreach Plan**

In addition to the pre-TAP™ implementation activities in Year 1 outlined in Section II.6.1, **BOOSTER** will begin implementing its plan for communicating the components, benefits, and progress of TAP™ to its stakeholders: teachers, administrators, other school personnel, parents, and the community at-large. This Communication and Outreach plan (C&O Plan) is not a component of the TAP™ model, and is included to ensure that communication with stakeholders is maximized. The need for effective communication and the inclusion of stakeholder input is a “lesson learned” from previous TIF grant holders.

The goal of the C&O Plan is to enhance positive relations between the district, its schools and teaching staff, and the community, and to keep them informed about TAP™ progress, initiatives, policies, and other pertinent areas, particularly increased student achievement. The plan is designed to provide an avenue for feedback and involvement from all stakeholders. See Table 4 for the modes of communication utilized. The C&O Plan will commence in October 2010, and will be evaluated and revised at annually with input from stakeholders.

<b>Table 4: Modes of Communication Utilized for Stakeholder Groups</b>				
	<b>Target Audience</b>			
	<b>Teachers</b>	<b>Administrators</b>	<b>School Personnel</b>	<b>Community</b>
<b>BOOSTER</b> Website	X	X	X	X
District-wide meetings (3x/yr)	X	X	X	

School meetings (1x/month)	X	X		
Parent-Teacher Organization meeting (3x.yr.)	X			X
Facebook	X	X	X	X
Twitter	X	X	X	X
E- and paper-based newsletters (1x/mo.)	X	X	X	X
Community forum (2x/yr.)				X
<b>BOOSTER</b> hotline	X	X		

The goals of the **BOOSTER** communication plan are as follows, with objectives and assessments provided for each goal below:

<p><b>Goal 1:</b> Develop a community of practice to facilitate timely information flow between teachers and administrators and <b>BOOSTER</b> administrators.</p>
<p><b>Objectives:</b></p> <p>1.1 Develop a <b>BOOSTER</b> website with pages tailored to teachers and administrators</p> <p>1.2 Develop Facebook page and Twitter account tailored to teachers/principals.</p> <p>1.3 Produce a paper-based and e-newsletter with information tailored to teachers/ administrators</p> <p>1.4 Conduct regular district-wide and school-level meetings to disseminate information.</p> <p>1.5 The <b>BOOSTER</b> Project Coordinator will be available for phone consultations and meetings (during business hours (<b>BOOSTER</b> hotline).</p>
<p><b>Assessment:</b></p> <p>- Survey teachers and administrators at the beginning, middle, and end of the school year to</p>

evaluate their knowledge of, perceptions of, and feelings about **BOOSTER**. Survey will also contain items about the effectiveness of the communication strategies used. Results reported on the Facebook page and in the monthly newsletter and used as a formative assessment.

- Track phone calls made to the **BOOSTER** hotline.

**Goal 2: Inform parents, community members, and other school personnel, in a timely manner, about TAP™ progress, initiatives, policies, and procedures.**

**Objectives:**

**1.1** Develop a **BOOSTER** website with pages tailored to parents, community members, and other school personnel

**1.2** Develop Facebook page and Twitter account tailored to teachers/principals.

**1.3** Produce a paper-based and e-newsletter with information tailored to parents, community members, and other school personnel

**1.4** Attendance at Parent-Teacher Organization meetings (school-level; 3 times per year)

**1.5** Host two community forums.

**Assessment:**

- Survey parents, community members, and other school personnel at the beginning, middle, and end of the school year to evaluate their knowledge of, perceptions of, and feelings about **BOOSTER**. Survey will also contain items about the effectiveness of the communication strategies used. Results reported on the Facebook page and in the monthly newsletter and used as a formative assessment.

- Teachers track communications with parents.

- Principals track communications with community members.

**Goal 3: Obtain timely feedback from all stakeholders on TAP™ implementation and perceived**

effectiveness so that program can be altered if necessary.

**Objectives:**

- 3.1 Provide opportunities for stakeholders to give input.
- 3.2 Provide opportunities for stakeholders to communicate with each other.

**Assessment:**

- Transcript of public comments at the district-wide meetings, with themes analyzed and reported on the Facebook page and in the monthly newsletter. *(Teachers and administrators)*
- A survey sent home to parents at the beginning of the school year, at the end of the Fall semester, and at the end of the school year to evaluate the parents' knowledge of and perceptions of **BOOSTER**. Results reported on the Facebook page and in the monthly newsletter, and used as a formative assessment. *(Parents and other community members)*
- **BOOSTER** suggestion boxes at each school, with suggestions collected twice per month, synthesized by **BOOSTER** administrators, and posted on the Facebook page and reported in the monthly newsletter. *(Teachers, administrators, parents, community members)*
- Sign-in sheets at district, school-level, PTO, and Community Forums recorded. *(Teachers, administrators, parents, community members)*

**II.6.4 Core Element 2: Support for BOOSTER**

**BOOSTER** has district support and support from all ten principals from the district's ten schools.<sup>6</sup> See Appendix D for letters of support from the superintendent and principals. From the commencement of the communications and outreach plan in Year 1 (Section II.6.3) through Year 5 and beyond, **BOOSTER** will strive to obtain, and then maintain, teacher and principal support

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<sup>6</sup> The Math and Science Academies are administered by one principal, with an assistant principal at each school who serve in the capacity as principals.

and involvement. In IPS, teachers' unions are not designated exclusive representatives for the purpose of collective bargaining; this group is not a target for garnering support.

During Year 1 (planning year), IPS and AIE will garner the involvement and support of the teachers and principals who will benefit from the system through the activities listed in II.6.1. During Years 2 – 5 (implementation years) and beyond, IPS and AIE will continue increase the level of support and involvement on an annual basis through continuation and enhancement of the activities that are part of Core Element 1.

### **II.6.5 Core Element 3: System of Evaluation is Rigorous, Transparent, and Fair**

With technical assistance from LA-TAP (the Louisiana State TAP office), **BOOSTER** will implement a rigorous, transparent, and fair evaluation system for teachers and principals that differentiates effectiveness using multiple rating categories that take into account student growth as a significant factor. The TAP™ system of teacher evaluation differentiates effective from ineffective teaching using a comprehensive process that is rigorous, transparent, and fair. Multiple classroom observations, utilizing an evidence-based rubric, form the basis of the evaluation process.

A foundational definition that guides the evaluation system is how **BOOSTER** defines “effective” for the purposes of the proposed performance-based compensation system. In alignment with TAP™, we define an *effective teacher* as one who (1) scores positively on multiple annual observations of their professional practices using TAP™ methodologies and (2) who has a positive impact on their students' academic achievements and the school's overall academic progress during the school year, as measured by a value added analysis.

Likewise, again in alignment with TAP™, we define an *effective principal and assistant principal* as one who (1) scores positively on multiple annual observations of their professional

practices and (2) who has a positive impact on the school's overall academic progress during the school year, measured by a value added analysis. The National Institute for Excellence in Teaching has developed a set of leadership standards that define what successful school leadership in a TAP school should look like. Principals are evaluated based on these standards as a part of the annual TAP School Review process, which determines the quality of system implementation.

TAP™ provides a comprehensive system for evaluating teachers that rewards them for how well they teach their students. This evaluation system is summarized below:

**Multiple classroom observations by qualified evaluators.** Teachers are evaluated four to

Teachers with High Classroom Observation Scores Demonstrate High Value-Added to Student Achievement Growth

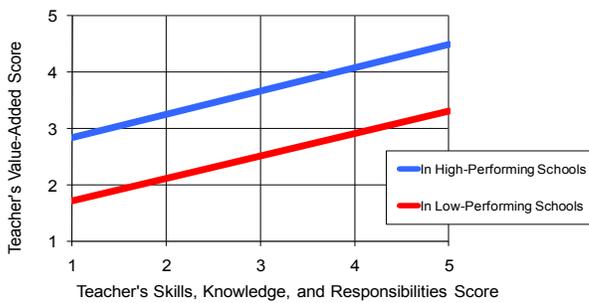


Figure 5: High Observation Scores Correlated with High Value Added

Source: National Institute for Excellence in Teaching

six times a year in announced and unannounced classroom observations by the school-level TAP™ Leadership Team (principal, assistant principal(s), master and mentor teachers). Specific to **BOOSTER**, a

third-party observer (Advance Innovative Education) will provide oversight to this process. Following each classroom observation, teachers have a post-conference session with their evaluator to discuss the findings. This offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. Additionally, evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system.

**TAP™ Instructional Rubric.** To ensure the rigor of these observations, the TAP™

Leadership Team must undergo annual training and certification in the use of TAP™ classroom evaluation standards, known as the *TAP™ Skills, Knowledge and Responsibilities Performance Standards (SKR)*. The SKR establishes a 26-indicator, research-based rubric of effective teaching, spanning the sub-categories of *planning instruction, implementing instruction, the learning environment, and responsibilities*. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness. The TAP™ Instructional Rubric sets high expectations for what effective teaching should look like. It is designed to identify a range of proficiency on various indicators, allowing teachers to gain feedback on various aspects of their teaching and providing a more accurate representation of teachers' instruction. As shown in Figure 5, higher classroom evaluation scores for teachers during the school year are associated with higher value-added student achievement scores for their students at the end of the year. Evaluators use a five-point scale, where a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator. All teachers are trained in the details of the rubric and know the standards to which they will be held accountable.

Additionally, rigorous data systems incorporate the collection and evaluation of the various forms of evidence of effectiveness to generate a high degree of inter-rater reliability. The data systems required to maintain the educator performance data are discussed in section II.6.6.

#### **II.6.6 Core Element 4: Data Management**

The *National Educational Technology Plan* recommends that states, districts, and schools “use data from both administrative and instructional systems to understand relationships between decisions, allocation of resources and student resources” (U.S. Department of Education, 2005). IPS utilizes two powerful data management systems (**EdPerformance** and **PowerSchool**) to

track student and teacher data with the goal of improving student achievement. Added to this will be the **TAP™ Comprehensive Online Data Entry system (CODE)**.

**Feasibility Testing:** During the planning year (Year 1), IPS will work to evaluate the feasibility of linking the EdPerformance system with CODE and PowerSchool. These three systems contain both student and teacher performance data collected by various means and displayed in different reports. All three of these systems, or some combination of the systems, will then be tied to teacher and principal payroll and human resources systems. A preliminary system compatibility review by a computer science expert indicates that this plan is feasible and achievable within the time frame. The IT Director, Human Resources Director, and Student Data Director will be involved in this process in Year 1, and a programmer will be hired to ensure the systems detailed below are functioning in concert.

The **TAP™ Comprehensive Online Data Entry (CODE)** system ensures the fairness and consistency of TAP™ evaluations. All evaluation data is entered into the TAP™ Comprehensive Online Data Entry (CODE) system, which allows TAP™ Leadership teams to monitor inter-rater reliability of evaluators, scoring inflation or deflation, and will flag cases where there appear to be discrepancies in teachers' assigned evaluation scores.

**EdPerformance** is a web-based diagnostics system that allows teachers, at the classroom level, to recognize individual student needs and to provide each student with individualized instruction targeted at his or her proficiency level. This assessment solution helps Iberville's educators meet NCLB requirements and raise the level of student achievement through a combination of standards-based district-wide assessment and computer-adaptive diagnostic testing. Preliminary district data shows that students' scores on the Performance Series are highly

predictive (at least 85%) of their performance on the Louisiana Educational Assessment Program (LEAP) and iLEAP.

**PowerSchool** is a comprehensive student information system (SIS) that allows district administrators, teachers, and parents to access student data through a web-based interface. Powerschool performs the following functions: scheduling/course request manager; integrated gradebook and attendance; parental access via internet or phone; transcripts and report cards; electronic daily bulletins; electronic progress reports; and student discipline logs.

### **II.6.7 Core Element 5: Data-Driven Professional Development**

An essential element of the TAP™ system is ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. All teachers and principals will receive on-going, high-quality professional development (consistent with the definition of the term professional development in section 9101(34) of the ESEA) that enables them to use data generated by these measures to improve their practice. Section II.6.3 describes a comprehensive plan that, among other things, ensures that teachers and principals understand the specific measures of teacher and principal effectiveness included in TAP™. Weekly cluster meetings at the school level will reinforce this information, and TAP™ Leadership Teams at the school level will serve as a resource. Technical assistance from LA-TAP will ensure the quality of the professional development, and the external evaluator will collect and analyze data to confirm this.

Each TAP™ school will establish a TAP™ Leadership Team, generally comprised of school administrators as well as the master and mentor teachers. This group meets once per week and has the responsibility to analyze student achievement data, set school-wide and cluster group student achievement goals, review individual student growth plans, and ensure that the cluster

groups are properly implementing the *TAP STEPS for Effective Learning*. Other responsibilities include becoming certified TAP™ evaluators using the TAP™ Instructional Rubric, ensuring their inter-rater reliability as a leadership team and monitoring for score inflation.

Professional development in TAP™ schools is done in-house and is provided by school-based master and mentor teachers. Schools re-configure their daily schedule to allow for 50 to 90 minutes of uninterrupted, collaborative learning time in grade-alike or subject-alike groups, called “cluster groups.” Each week, master and mentor teachers lead these professional development sessions, focused on instructional improvement for increasing student achievement.

These cluster meetings provide teachers the collaborative opportunity to identify specific student needs based on data. Once these broad needs are identified, the focus is narrowed to specific student skills that support those broad areas of student need. A school goal is established as well as specific cluster cycle goals outlining a timeline for cluster groups to focus on specific areas. Master teachers then identify research-based strategies to target those needs, do field testing with students, and then model the strategies for other teachers. Master and mentor teachers provide follow-up support to classroom teachers as they implement the strategies and collect samples of student work to help frame their next steps. Although master teachers are prepared with numerous researched-based, field-tested strategies, it is the student work that dictates cluster’s focus. Teachers also receive individualized support in their classrooms.

State and district analysis of TAP™ teacher evaluation data shows that teachers improve their skills throughout the year due to TAP™ ’s effective support. As previously discussed, the TAP™ Instructional Rubric takes the standards of effective teaching and breaks them down by operationalizing each of the standards according to a five-point scale and clearly spells out what effective instruction should look like on each of 26 indicators. By identifying specific areas of

improvement with detailed evidence from a teacher's instruction and concrete examples to address these areas, the TAP™ Instructional Rubric leads to genuine effort on the part of teachers to improve and, as a result, to higher quality instruction.

The TAP™ Training Portal, offered by the Louisiana TAP Office, will be utilized throughout to track and monitor progress. The system will allow for regular assessments of the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement and making modifications necessary to improve its effectiveness.

In addition to the strategies provided through the TAP™ system, each school in the district will installing "data rooms" beginning in 2010-11. The purpose of the data rooms is to track student growth and correlate this with instructional strategies. Administrators who use data rooms say putting the information out in the open has helped them learn more about trends and zero in on problem areas they might have missed.

### III. Project Narrative - Adequacy of Support for the Project

#### III.1 Management Team

The collective experience of the **BOOSTER** management team is yet another strength of the project. IPS and AIE staff have significant experience with large-scale federal projects with significant budgets (School Leadership Program, Transition to Teaching, Title I, National Science Foundation). IPS is completely dedicated to fidelity of implementation, careful and timely measurement and documentation of procedures and outcomes, and dissemination of lessons learned. Listed below are the time commitments and backgrounds on the key project staff

**Project Director – Dr. P. Edward Cancienne, Jr. (5% effort):** Dr. Cancienne is the Superintendent of IPS. He holds a Ph.D. in Education in Administration, and a Masters degree +30 in Education Administration. Prior to taking the top leadership position at IPS, Dr.

Cancienne served eight years as the superintendent of St. James Parish Schools, and ten years before that in Assumption Parish. During his career, he has instituted incentive programs for teachers to assist them in becoming highly qualified, increased teacher salaries, developed the “Blueprint for Successful Schools” with community members, and restructured district offices to become more effective and efficient. Dr. Cancienne will be responsible for oversight of program implementation, fiscal sustainability, and submission of all interim and annual reports. Résumé is included as an appendix.

**Co-Project Director – Dr. Kristy Hebert (20% effort):** Dr. Hebert is the CEO of Advance Innovative Education, a 501(c) non-profit organization dedicated to systemic change in public education. She holds a Ph.D. in Educational Foundations and Administrative Services from Louisiana State University. Prior to joining Advance Innovative Education in March 2006, she served as a Senior Vice President of Edison Charter Schools in New York. She also brings 25 years of experience from the educational field as a teacher, vice principal, principal, and professor. Throughout her career, she has introduced transformational practices to her schools, such as advocating for distributed leadership teams that resulted in significant gains in student achievement. She will be responsible for oversight of program implementation, co-leadership of the program evaluation, and will drive the communications plan during the planning year and throughout. She will be instrumental in ensuring the five core elements are developed in Year 1. See Budget and Budget Narrative for further information regarding the partnering firm, Advance Innovative Education. Résumé is included as an appendix.

**Project Coordinator/District TAP Liaison (100% effort):** To be hired immediately. This person will be hired and supervised by the superintendent. This individual will be responsible for all aspects of the project including planning, oversight of grant management,

collaboration with LA-TAP as the District TAP Liaison, planning and execution of professional development activities, and co-member of evaluation team.

**Louisiana Department of Education – State TAP Office (LA-TAP):** Sheila Talamo is the Louisiana State TAP Director. Louisiana's State TAP Team develops policies, practices, and procedures regarding evaluation and teacher quality in the state, and serves as a resource to all TAP schools in the state. This office will serve as a resource to IPS for the term of the grant. LA-TAP will provide technical assistance on TAP implementation through regular site visits and training on TAP, host regular TAP master teacher meetings, and assign a State Executive Master teacher to provide guidance with the TAP implementation process.

### **III.2 Management Plan**

Close coordination between the Project Director, co-Project Director, LA-TAP, evaluator, and school district staff will allow for continuous feedback and assessment of project services and activities. Bi-monthly or more frequent meetings of project staff will incorporate discussion focused on: (1) project implementation activities and barriers to successful implementation; (2) project successes and outcomes; and (3) the allocation of resources to support the project.

The systematic evaluation process (Section II.3.3; II.6.5) will involve all staff and partners in the reporting and feedback loop and features an external evaluator examining the project implementation and outcome data on a quarterly basis. A comprehensive computerized database will facilitate rapid and accurate compilation of project statistics monthly, quarterly, and annually to track progress in achieving objectives clearly. Data accumulated through this process will provide information for further strengthening of performance, or if the established

performance standard is not achieved, a basis for examining the reasons for this shortfall, and the programmatic changes that must be made in order to meet the original objective.

IPS will submit an annual performance report, accompanied by an evaluation report, documenting its success in addressing these performance measures. These reports will contain a data summary, conclusions, and recommendations. IPS will also cooperate with any evaluation of the TIF program carried out by the U.S. Department of Education.

The following table (Table 5) illustrates the adequacy of the management plan to achieve the objectives on time and within budget.

<b>Table 5: Management Plan</b>					
<b>Year 1: October 1, 2010 – September 30, 2011</b>					
<i>Activity/Task</i>	<i>Timeline</i>	<i>Budget/Resources</i>	<i>Person(s) Responsible</i>	<i>Milestones</i>	<i>Project Goal</i>
Establish baseline data for student achievement, highly qualified teachers, evaluation scores, compensation for teachers and	Onset of grant	Data collection resources, principals, Student Data Director	Evaluator	Data collected and report written by December 2010	1-4

principals					
Core Element 1 Activities (Section II.6.3)	Onset of grant	All communications plan resources	AIE	Plan deployed in January 2011	4
Core Element 2 Activities (Section II.6.4)	Onset of grant	LA-TAP, key administrators, principals	AIE	Positive vote in March 2011	1-4
Core Element 3 Activities (Section II.6.5)	Onset of grant	LA-TAP resources, TAP CODE, travel funding , TAP training portal	AIE, LA- TAP	Plan for recruitment of master and mentor teachers in February 2011	1, 3, 4
Core Element 4 Activities (Section II.6.6)	Onset of grant	HR Director, IT Director, Student Data Systems Director, TAP CODE system	Project Director, Project Coordinator	Plan developed by November 2010; coding and porting begins in January	1, 4
Core Element 5 Activities (Section II.6.7)	Onset of grant	TAP Training Portal, LA-TAP resources, Data Rooms	LA-TAP, Project Coordinator	Plan developed by January 2011	1, 4

Pre-TAP conversion activities (Section II.6.1)	Onset of grant	Travel funding, LA-TAP	Project coordinator, LA-TAP	Schools converted to pre-TAP in May 2011	1 - 4
Annual report to DOE, report progress on Five Core Elements	June 2011	Project Coordinator, Evaluator	Project Director	June 2011	N/A
Attendance at TIF Grantee Conference	Defined by USDOE	Travel funds, Project Director, and Coordinator, district staff	Project Director	Attendance at conference	1-4
Attendance at TIF Topical Conference	Defined by USDOE	Travel funds, Project Director, Project Coordinator	Project Director	Attendance at conference	1-4

**Year 2 – 5: October 1, 2011 – September 30, 2015**

<i>Activity/Task</i>	<i>Timeline</i>	<i>Budget/Resources</i>	<i>Person(s) Responsible</i>	<i>Milestones</i>	<i>Project Goal</i>
State value add pilot commences	Year 2	State and district resources	Project Director	In place by end of August 2011	1, 3, 4

Begin Master and Mentor teacher payouts	Year 2	Bonus pool, HR system connected to student data, TAP CODE	Project Director	Payouts delivered at end of school year	2
Begin Career teacher payouts	Year 3	Bonus pool, HR system connected to student data, TAP CODE	Project Director	Payouts delivered at end of school year	2
Collect data for student achievement per school, highly qualified teachers, evaluation scores, compensation figures	Years 2 - 5	Data collection resources, principals, Leadership Teams, TAP CODE	Evaluator	Data collected and report written by July of each year	1-4
Annual report to DOE, report progress on Five Core Elements	June 2011	Project Coordinator, Evaluator	Project Director	June 2011	N/A

Attendance at TIF Grantee Conference	Defined by USDOE	Travel funds, Project Director, and Coordinator, district staff	Project Director	Attendance at conference	1-4
Attendance at TIF Topical Conference	Defined by USDOE	Travel funds, Project Director, Project Coordinator	Project Director	Attendance at conference	1-4
TAP School Review process	Defined by LA-TAP	Access to Leadership Teams and schools	LA-TAP	Report annually, starting in Year 2	1, 3, 4

**III.3 Fiscal Sustainability of the Performance-Based Compensation System (*Absolute Priority 2*)**

**IPS has projected costs associated with the development and implementation of BOOSTER, during the project period and beyond, and accepts the responsibility to provide such performance-based compensation to teachers and principals who earn it under the system (See Budget and Budget Narrative). To ensure success, a planning year of 12 months (in Year 1) will be implemented.**

**Furthermore, IPS will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals in Years 2 – 5 (Year 1 is a planning period), and after TIF funds expire.**

Because of its rural location, IPS has recently instituted a salary schedule by which instructional staff is generally compensated at a higher pay rate than their counterparts in other Louisiana school districts. Despite the comparatively high salary levels, the district still experiences difficulty recruiting and retaining highly qualified and effective teaching staff in all subjects, including in hard-to-staff subjects. The body of literature shows that adequate compensation for teachers does not automatically lead to better teacher effectiveness and higher student achievement. This is evident in IPS, as described in Section I.3 of this proposal. It is our contention that a more comprehensive approach to teacher recruitment, training, and retention is required – hence, the creation of **BOOSTER**.

Given the relatively high level of compensation already provided to IPS teaching staff, it is difficult to allocate additional district personnel funds to the budget line for performance-based compensation. However, as shown in Appendix D, there is district-level commitment to the proposed performance-based compensation system. There are additional resources that the school district can leverage to support and sustain the project over the life of the TIF project and beyond. These include in-kind resources, federal and state grant funding, and a plan to request an increase in local tax millage to sustain the program beyond the life of the TIF funding. The Superintendent has significant support from the business community in the parish, as evidenced by the significant millage passed in 2007 for increased educator salaries, which is part of the district's reform plan. Table 6 shows a plan for how the district will increase its portion of funds dedicated to the PBCS for the life of the TIF project and beyond. In addition to the below, the district will consider reallocation of some federal and state funds to provide for an increasing share of the differentiated compensation.

**Table 6: Plan for Securing Funds to Sustain Performance-Based Compensation System**

YEAR	SOURCES OF FUNDING/RESOURCES	PROPORTION/AMOUNT OF NON-TIF FUNDS DEDICATED
<p><b>Year 1:</b> <i>Pre-Planning</i> Oct. 2010 – Sept. 2011</p>	<p><i>- No performance-based compensation paid out this year</i></p> <p>- High-Poverty, High-Performing Schools Initiative state funds for two schools</p> <p>- Race to the Top Phase II funding</p>	<p>- ██████████ per year (awaiting funds)</p> <p>- Unknown at this time</p>
<p><b>Year 2:</b> <i>Year One</i> TAP™ Oct. 2011 – Sept. 2012</p>	<p><i>- Performance-based compensation paid out this year to master and mentor teachers</i></p> <p>- High-Poverty, High-Performing Schools Initiative state funds for two schools</p> <p>- Race to the Top Phase II funding</p> <p>- Begin seeking multi-year national and local foundation funding to support PBCS</p>	<p>- .5% of non-TIF funds allocated to TIF performance-based compensation (<i>not required in Year 1 of incentive pay</i>)</p> <p>- \$ ██████████ per year</p> <p>- Unknown at this time</p> <p>- Seek and obtain at least ██████████ for 5% allocation in Year 3</p>
<p><b>Year 3:</b> <i>Year Two</i> TAP™</p>	<p><i>- Performance-based compensation paid out this year to master and mentor teachers, and career teachers</i></p>	<p>- 5% of non-TIF funds allocated to TIF performance-based compensation</p>

<p>Oct. 2012 – Sept. 2013</p>	<p><i>at the end of the year</i></p> <ul style="list-style-type: none"> <li>- High-Poverty, High-Performing Schools Initiative state funds for two schools</li> <li>- Begin seeking renewal and/or increase in local tax millage for non-TIF funds to support PBCS</li> <li>- Race to the Top funding</li> <li>- Multi-year national and local foundation funding commences</li> </ul>	<ul style="list-style-type: none"> <li>- ██████ per year</li> <li>- Seek ██████+ to sustain PBCS in Year 6+</li> <li>- Unknown at this time</li> <li>- Seek ██████ for 7% non-TIF allocation in Year 4</li> </ul>
<p><b>Year 4:</b> <i>Year 3 TAP™</i> Oct. 2013 – Sept. 2014</p>	<ul style="list-style-type: none"> <li>- Multi-year national and local foundation funding continues</li> <li>- Projected increase in MFP based on transfer of non-public school students to public school due to evidence of increase in quality of education and opportunities through schools of choice</li> <li>- Race to the Top Phase II funding (ends 2014)</li> <li>- Continue seeking millage for non-TIF funds to support PBCS</li> </ul>	<ul style="list-style-type: none"> <li>- 7% of non-TIF funds allocated to TIF performance-based compensation</li> <li>- Not able to predict</li> <li>- Unknown at this time</li> <li>- Continue seeking ██████+ to sustain PBCS in Year 6+</li> </ul>
<p><b>Year 5:</b></p>	<ul style="list-style-type: none"> <li>- Multi-year national and local</li> </ul>	<ul style="list-style-type: none"> <li>- 10% of non-TIF funds allocated to</li> </ul>

<p><i>Year 4 TAP™</i></p> <p>Oct. 2014 – Sept. 2015</p>	<p>foundation funding continues</p> <ul style="list-style-type: none"> <li>- Projected increase in MFP based on transfer of non-public school students to public school due to evidence of increase in quality of education</li> <li>- Millage funding</li> </ul>	<p>TIF performance-based compensation</p> <ul style="list-style-type: none"> <li>- Not able to predict</li> <li>- ██████████</li> </ul>
<p><b>Beyond TIF:</b></p> <p><i>Year 5+</i></p> <p>TAP™</p> <p>Oct. 2015 – beyond</p>	<ul style="list-style-type: none"> <li>- Multi-year national and local foundation funding continues</li> <li>- Projected increase in MFP based on transfer of non-public school students to public school due to evidence of increase in quality of education and opportunities through schools of choice</li> <li>- Millage funding continues</li> </ul>	<ul style="list-style-type: none"> <li>- 100% - \$ ██████████ per year</li> <li>- Not able to predict</li> <li>- \$ ██████████ in Year 5</li> </ul>

## IV. Project Narrative - Quality of Local Evaluation

### **IV.1 Participation in TIF Evaluation Competition**

Iberville Parish Schools (IPS), the lead applicant, along with its partners Advance Innovative Education (AIE) and the Louisiana State TAP Office (LA-TAP), is applying under the **TIF Evaluation Competition**. As required in the federal notice, a local evaluation plan is described below in the event that IPS is not selected for the TIF evaluation competition.

**Commitment to TIF Evaluation Plan:** IPS agrees to implement its differentiated effectiveness incentive component of the PBCS and a 1 percent across-the-board annual bonus in accordance with the implementation plan developed by the Institute of Education Sciences (IES) evaluator. IPS is willing and committed to participate in the TIF Evaluation (See Appendix D for letters of support). The schools and district will adhere to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. IPS agrees to work with the IES evaluator to notify all eligible schools participating in the TIF Evaluation at least two months prior to the assigned Group 1 implementation schedule. IPS does not require a letter from a research board in order to comply with the TIF Evaluation requirements.

**Participating Schools:** IPS has proposed a planning year, such that the PBCS will commence in the 2011-2012 school year. All ten schools will participate in the TIF evaluation. The names of these ten schools are included in the required attachments as an Other Attachment.

**IV.2 Introduction to Local Evaluation Plan**

IPS will hire an independent, external evaluator to conduct the program evaluation. To date, an evaluator has not been identified. The qualifications of such an individual would include: a doctoral degree in education or statistics, and extensive expertise in research methodology, qualitative and quantitative methods, and program evaluation.

**IV.3 Data Collection and Reporting Plan**

<b>GOAL 1: Change personnel deployment practices in Iberville Parish Schools to dramatically improve teacher effectiveness.</b>					
<b>Summative</b>				<b>Formative</b>	
<b>Evidence/</b>	<b>When</b>	<b>Nature of Data</b>	<b>Report Date</b>	<b>Benchmark</b>	<b>When</b>

<b>Data</b>	<b>Collected/ Who</b>	<b>Analysis</b>		<b>Data</b>	<b>Collected/ Who</b>
<b>1.1: Increase percentage of <u>teachers</u> in high need schools who are effective (as defined by TAP™).</b>					
Baseline student achievement data at classroom level	Year 1 Principals; Evaluator	QUANT via EdPerformance	October 2010	Triangulated assessment of instruction of all teachers	Each semester: Principal; Evaluator
Baseline teacher evaluations (current system)	Year 1 Principals; Evaluator	QUAL	October 2010	Collect interim evaluations	Year 1 Principals; Evaluator
Baseline data from regular TAP observation measures collected	Year 2 Leadership Teams, AIE; Evaluator	QUAL	Year 2 (when TAP observations begin)	Scores on TAP instructional rubric	Year 2; at least 4 times per year; Leadership Teams, AIE; Evaluator
Baseline data from value added	Year 2 (value added)	QUANT	May/June of each year	Interim data from value added	Year 2; (value added)

added measure	available via state pilot); Leadership Teams; LA-TAP; Evaluator			added measure	available via state pilot); Leadership Teams, LA-TAP; Evaluator
Data from regular TAP observation measures	Year 3-5 Leadership Teams, AIE; Evaluator	QUAL	Year 3-5; August and May	Scores on TAP instructional rubric	Year 3-5; At least 4 times per year
Annual data from value added measure	Year 3-5; Leadership Teams; LA-TAP; Evaluator	QUANT	May/June of each year	Interim data from value added measure	Year 3-5; Leadership Teams, LA-TAP; Evaluator
Analysis comparing measures of “effective” vs. “highly qualified”	Years 1 – 5; annual; Evaluator	QUANT/QUAL	May of each year	N/A	N/A
Annual analysis of	N/A	QUANT/QUAL	N/A	Compare scores on	Year 2 – 5; Evaluator

effectiveness of the TAP professional development				TAP instructional rubric with value added	
TAP School Review	LA-TAP; Years 2 – 5	QUANT/QUAL; annual	Defined by LA-TAP	N/A	N/A
<b>1.2: Increase percentage of <u>principals</u> in high need schools who are effective (as defined by TAP™).</b>					
Baseline student achievement data	Year 1 Supervisors; Evaluator	QUANT via EdPerformance	October 2010	Triangulated assessment of instruction of all student benchmarks	Each semester; Supervisor; Evaluator
Baseline teacher principal evaluations (current system)	Year 1 Supervisor; Evaluator	QUAL	October 2010	Collect interim evaluations	Year 1 Supervisor of principals; Evaluator
Baseline data from regular TAP observation	Year 2 AIE and Supervisors; Evaluator	QUAL	Year 2 (when TAP observations begin)	Scores on TAP rubric	Year 2; At least 4 times per year

measures collected throughout year					
Baseline data from value added measure	Year 2 (value added available via state pilot); Leadership Teams; Evaluator	QUANT	May/June of each year	Interim data from value added measure	Year 2; LA-TAP; (when value added is available via state pilot test); Evaluator
Data from regular TAP observation measures collected throughout year	Year 3-5 AIE; Supervisors; Evaluator	QUAL	Year 3-5; August and May	Scores on TAP rubric	Year 3-5; At least 4 times per year
Annual data from value added measure	Year 3-5; Leadership Teams; Evaluator	QUANT	May/June of each year	Interim data from value added measure	Year 3-5; LA-TAP; Evaluator

<b>GOAL 2: Change teacher and principal compensation to a Performance Based Compensation System in Iberville Parish Schools.</b>					
<b>Summative</b>				<b>Formative</b>	
<b>Evidence/ Data</b>	<b>When Collected/ Who</b>	<b>Nature of Data Analysis</b>	<b>Report Date</b>	<b>Benchmark Data</b>	<b>When Collected/ Who</b>
<b>2.1: Increase percentage of district’s personnel budget used for performance-related payments to effective (as defined by TAP™ ) <u>teachers</u>.</b>					
Baseline budget report for personnel line item	Year 1 Evaluator	QUAL	October 2010 and May 2011 (account for raises)	N/A	N/A
Annual budget report for personnel line item, disaggregated for teachers	Year 2-5 Evaluator (Master & Mentor payouts begin)	QUAL	October 2010 and May 2011 (account for raises)	N/A	N/A
<b>2.2: Increase percentage of district’s personnel budget used for performance-related payments to effective (as defined by TAP™ ) <u>principals</u>.</b>					
Baseline budget report for personnel	Year 1 Evaluator	QUAL	October 2010 and May 2011 (account	N/A	N/A

line item			for raises)		
Annual budget report for personnel line item	Year 2-5; Evaluator	QUAL	October 2010 and May 2011 (account for raises)	N/A	N/A

<b>Goal 3: Improve student achievement in ten high need schools.</b>					
<b>Summative</b>				<b>Formative</b>	
<b>Evidence/ Data</b>	<b>When Collected/ Who</b>	<b>Nature of Data Analysis</b>	<b>Report Date</b>	<b>Benchmark Data</b>	<b>When Collected/ Who</b>
<b>3.1: Increase student achievement on value added measures.</b>					
Baseline achievement scores for each school (LEAP, iLEAP, GEE, school level assessments)	Year 1; Evaluator	QUANT	October (for previous year) and May (Year 1 of grant)	EdPerformance, EAGLE (state created system)	Quarterly; Student Data Director; Leadership Teams analyze
Baseline achievement scores for	Year 2 – 5; Leadership Teams;	QUANT	May/June of each school year (after	Y2-5: Interim measures of achievement at	Quarterly; Student Data Director;

each school ( <u>value added</u> and above)	Evaluator		state testing)	school level at weekly cluster meetings	Leadership Teams analyze
<b>3.2: Close gap on student achievement on value added measures when compared with comparison school districts.</b>					
Baseline achievement scores for each school	Year 1; Evaluator	QUANT	October (for previous year) and May (Year 1 of grant)	Interim measures of student achievement from comparison districts	December/ March annually; Evaluator
Baseline achievement scores for each school ( <u>value added</u> and above)	Leadership Teams Y2-5: October and May; Evaluator	QUANT	May/June of each school year (after state testing)	N/A	N/A
<b>3.3: Increase school-level measures of satisfaction of school environment by teachers, other school personnel, students, parents, and community to 85%.</b>					
Baseline survey on measures of	Year 1; October and May 2010	QUAL	November and June 2010	Surveys, randomly selected focus	1 <sup>st</sup> Qtr. of Semester 1; 4 <sup>th</sup> Qtr. of

satisfaction	Evaluator			groups	Semester 2/Supervisors, Evaluator
Twice annual survey on measures of satisfaction	Year 2 – 5 beginning and end of school year; Evaluator	QUAL	September and June 2010	Short, topical surveys done via Facebook, sent home	1 <sup>st</sup> Qtr. of Semester 1; 4 <sup>th</sup> Qtr. of Semester 2/Supervisors, Evaluator
<b>3.4: Increase the percentage of teachers in each school overall who show year-over-year gains in raising student achievement.</b>					
Baseline cohort data to measure overall school performance	Evaluator; October 2010 (Year 1)	QUAL	November 2010	Students Enrolled at each school on the October 1 count day in Gr. 3/Gr. 7	October 2010 Student Data Director
Annual cohort data to measure overall school performance	Evaluator; August and May	QUAL	September and June	Students who were counted on October 1 and are still enrolled Gr. 3 and in Gr. 7	State assessment: iLEAP/State Accountability Division/Late Spring, Early

					Summer
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**GOAL 4: Increase number of highly qualified and effective teachers in Iberville Parish Schools.**

Summative			Formative		
Evidence/ Data	When Collected/ Who	Nature of Data Analysis	Report Date	Benchmark Data	When Collected/ Who

**4.1: Increase number of highly qualified and effective teachers in each school, as measured by TAP™ rubric and value-added measures, beginning in Year 2.**

Baseline data on the number of TAP-defined “effective” teachers and principals	Year 2 (when TAP observations and value added calculations are available); Evaluator	QUANT	September (from August data collection) and June (from May data collection)	Interim reviews of teacher attrition data (mid-school year)	December 2010; Evaluator
Annual data on the number of TAP-defined “effective”	Years 3-5; Evaluator	QUANT; compared to baseline data and to figures from each	September (from August data collection) and June	Interim reviews of teacher attrition data (mid-school	December of each year; Evaluator

teachers and principals		prior year	(from May data collection)	year)	
<b>4.2: Increase the number of highly qualified and effective teachers in hard-to-staff subjects, beginning in Year 2.</b>					
Baseline data on number of TAP-defined “effective” teachers in hard-to-staff subjects	Year 2 (when TAP observations and value added calculations are available); Evaluator	QUANT	September and June collection)	Interim reviews of teacher attrition data (mid-school yr. and end of school yr.)	December and June 2010; Evaluator
Annual data on number of TAP-defined “effective” teachers in hard-to-staff subjects	Years 3-5; Evaluator	QUANT; compared to baseline data and to figures from each prior year	September and June	Interim reviews of teacher attrition data (mid-school yr. and end of school yr.)	December and June of each year; Evaluator
<b>4.3: Increase effective communication and outreach efforts to <i>recruit</i> highly qualified and effective teachers and principals.</b>					
<b>See Section II.6.3 “Communications and Outreach Plan”</b>					

**4.4: Increase effective communication efforts to *retain* highly qualified and effective teachers and principals.**

**See Section II.6.3 “Communications and Outreach Plan”**

The Project Director, co-Project Director, program coordinator, and external grant evaluator will meet once a month and will use formative indicators and benchmarks to guide adjustments in the program if required. These monthly meetings will be effective in monitoring quality of program delivery and results. Additionally, partners (IPS, AIE, and LA-TAP), along with representative principals and teachers, will join in an annual review of the **BOOSTER** program to provide ongoing input regarding program implementation and areas in need of improvement. Data collected will be reported to the evaluation team at least quarterly to facilitate their assistance in monitoring progress, as well as, aiding in their annual evaluation review. Thorough data collection, ongoing partner input, regular review by the evaluator, and submission of required reports to US DOE, **BOOSTER** will reflect success in implementation and allow for guidance/input at each level should the data indicate a need for improvement.

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# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **High Needs School Documentation** Pages: 1 Uploaded File: **High Need School Documentation.pdf**

## High Need Schools Documentation

<b>Poverty Statistics for Participating Schools</b>			
<b>Participating School Name</b>	<b>Grade Levels</b>	<b>Eligibility for Free or Reduced-Price Lunches<sup>1</sup></b>	<b># of Students</b>
Crescent Elementary	PK-8	74%	735
Dorseyville Elementary	PK-6	93%	432
Iberville Elementary	PK-4	93%	752
North Iberville Elementary	PK-6	88%	418
East Iberville Elementary and High Schools	PK-12	81%	490
Plaquemine Senior High	8-12	70%	593
White Castle High School	7-12	89%	252
MSA West	K-11	Figures drawn from feeder schools	325
MSA East	5-10		160
Iberville Parish Optional Education Center	K-12		23

Each applicant must demonstrate, in its application, that the schools to be served by the proposed PBCS are high-need schools (as defined in this notice). Each applicant must provide, in its application, a list of schools in which the proposed PBCS will be implemented as well as the most current data on the percentage of each identified school's students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a high-need school (as defined in this notice) must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a high-need school (as defined in this notice).

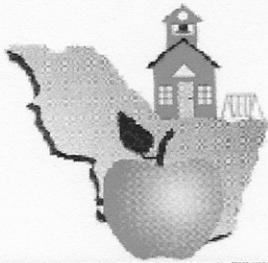
<sup>1</sup> Source: Louisiana Department of Education, 2008.

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Support** Pages: **12** Uploaded File: **Packet LOS.pdf**



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
Superintendent  
Secretary/Treasurer

Melvin Lodge  
President

Glyna Kelley  
Vice-President

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Lee:

As the superintendent of Iberville Parish Schools, I am writing to convey our commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Relevant - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals.

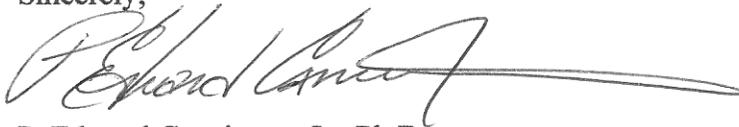
**BOOSTER** is a TAP system that targets all ten high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

As part of **BOOSTER**, compensation for teachers will be determined primarily by value-added test-score gains over time and a thorough, objective evaluation of the teacher's instructional skills. Principals also will be eligible for such compensation based on student-achievement gains. The governor of Louisiana recently signed a law that requires the use of value-added assessment data by 2011-2012 for school accountability and by 2012-2013 for teacher and administrator evaluations. School performance will now be measured taking into account how well students meet growth expectations. Teacher evaluations in all public schools will be based at least at 50 percent on growth in student achievement using the value-added assessment model.

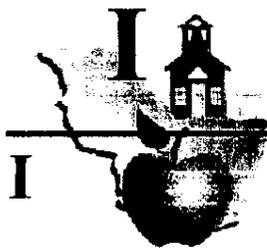
Additionally, the district agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation.

Iberville Parish Schools is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Edward Cancienne, Jr.", with a long horizontal flourish extending to the right.

P. Edward Cancienne, Jr., Ph.D.  
Superintendent  
Iberville Parish Schools



## Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent*  
*Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Iberville Elementary School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

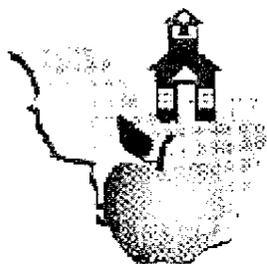
Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Iberville Elementary School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

A handwritten signature in cursive script that reads "Delores Thibodeaux".

Delores Thibodeaux  
Principal



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent*  
*Secretary Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Crescent Elementary and Junior High School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Crescent Elementary and Junior High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Schmit".

Kathleen Schmit  
Principal



# Plaquemine High School

**Dianna L. Outlaw, Principal**

Rebecca S. Bickham, Asst. Principal

W. Jerry Lane, Asst. Principal

Mark Small, Asst. Principal

59595 Belleview Road

Plaquemine, LA 70764

Phone: (225) 687-6367 Office

(225) 687-4675 Athletics

(225) 687-4422 Fax

"Home of the Green Devils"  
June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

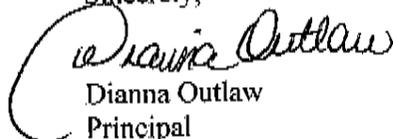
Dear Ms. Hebert:

As the principal of Plaquemine High School, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Plaquemine High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
Dianna Outlaw  
Principal



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent  
Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of the Iberville Parish Optional Education Center, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

The Iberville Parish Optional Education Center is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,  
*AlNita J. Miller*  
AlNita J. Miller  
Principal



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent  
Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of White Castle High School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

White Castle High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

A handwritten signature in black ink, appearing to read "Charley Handy III". The signature is written in a cursive, flowing style.

Charley Handy III  
Principal  
White Castle High School



*North Iberville Elementary School*

*P. O. Box 200 13770 Hwy 77*

*Rosedale, LA 70772*

*(225) 625-2522 Office*

*(225) 625-2559 Fax*

---

*Evelyn Gauthreaux*

*Principal*

June 21, 2010

April Lee

U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Lee:

As the principal of North Iberville Elementary School, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded

professional development, and earn additional compensation on top of their regular salary.

North Iberville Elementary School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

A handwritten signature in blue ink that reads "Evelyn S. Gauthreaux". The signature is written in a cursive style and is positioned above the printed name and title.

Evelyn Gauthreaux  
Principal

East Iberville Elementary & High School  
3285 Highway 75  
St. Gabriel, LA 70776  
(225) 642-0032

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

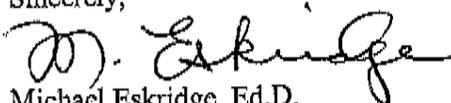
Dear Ms. Hebert:

As the principal of East Iberville Elementary & High School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

East Iberville Elementary & High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,



Michael Eskridge, Ed.D.  
Principal



# Iberville Parish School Board

P. EDWARD CANCIENNE, JR., Ph.D.  
*Superintendent*  
*Secretary-Treasurer*

MELVIN LODGE  
*President*

GLYNA M. KELLY  
*Vice-President*

June 21, 2010

April Lee  
 U.S. Department of Education, OESE  
 Academic Improvement and Teacher Quality Programs  
 400 Maryland Ave., S.W., Rm. 3E120  
 Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Iberville Math, Science & Arts Academies, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Iberville Math, Science & Arts Academies, are committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.



Chief Academic Officer Iberville Parish Schools

P.O. BOX 151 • PLAQUEMINE, LA 70765-0151 • PH. (225) 687-4341 • FAX (225) 687-5408 • www.ipsb.net

Stanley Washington  
*Maringouin, La.*

Michael J. Hebert, Jr.  
*Plaquemine, La.*

Tom Delahaye  
*Plaquemine, La.*

Brian S. Willis  
*Plaquemine, La.*

Melvin Lodge  
*St. Gabriel, La.*

David J. Daigle  
*Grosse Tete, La.*

Paul B. Distefano  
*Plaquemine, La.*

Dorothy R. Sansoni  
*Plaquemine, La.*

Nancy T. Broussard  
*St. Gabriel, La.*

Albertha D. Hasten  
*White Castle, La.*

Glyna M. Kelly  
 Award # 388A100124  
*Plaquemine, La.*

Michael C. Barbee  
*Plaquemine, La.*

Yolanda B. Laws  
*Plaquemine, La.*

Freddie Molden, III  
*Bayou Goula, La.*

Darlene M. Ourso  
*White Castle, La.*

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# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent*  
*Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Dorseyville Elementary School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Dorseyville Elementary School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

Jeanne' B. Caballero  
Principal

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Other Attachments and Appendices** Pages: **56** Uploaded File: **Attachments and Appendices Combined.pdf**

# Required Other Attachments

- Indirect Cost Rate Agreement
- Individual Resumes for Project Director and Key Personnel
- High-Need Schools Documentation

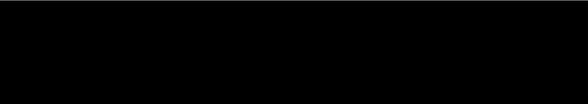
**Indirect Cost Rate Letter**  
*Other Attachment*

### Indirect Cost Rate Acknowledgement Form

I acknowledge receipt of the 2010-2011 Restricted Indirect Cost Rate and agree that this rate will be used in recovering indirect costs from federal programs.

Iberville Parish School District  
LEA Name

4.9269%  
Indirect Cost rate

  
Signature of Superintendent or District Designee

3/2/10  
Date Signed

CFO  
Title

Louisiana Department of Education Three Year Average and 3% Discount Indirect Cost Rate for Fiscal Year 2010-2011:

	2007-2008 2008-2009 (06/07 AFR Data)	2009-2010 (Vac Sev Pay Adj) (07/08 AFR Data)	2010-2011 (Vac Sev Pay Adj) (08/09 AFR Data)	Three Year Average	Average w/ 3% Discount
Iberville Parish School District	7.5837%	3.9981%	3.6562%	5.0793%	4.9269%

Return ORIGINAL no later than Friday, March 5, 2010 to:

Louisiana Department of Education  
Division of Education Finance  
Attn: Isabelle Babin  
PO Box 94064, Ste 5-264  
Baton Rouge, LA 70804-9064  
FAX (225) 342-3523

or e-mail it to Tonia.Duncan@LA.gov

PR/ward # S385A100124

e2

ADJUSTMENT TO INDIRECT COST RATE CALCULATION  
 CITY/PARISH DISTRICT: **024 IBERVILLE PARISH**  
 FOR FISCAL YEAR 2010-2011  
 BASED ON FINANCIAL TRANSACTIONS (Total Funds) FOR THE YEAR ENDING JUNE 30, 2009

$$\text{Indirect Cost Rate Formula} = \frac{\text{Indirect Costs}}{\text{Unallowed Costs} + \text{Direct Costs}}$$

**Computed FY 2010-2011 Restricted Indirect Cost Rate**

**Computed FY 2010-2011 Restricted Indirect Cost Rate as Adjusted**

Original Computation: <span style="background-color: black; color: black;">[REDACTED]</span> = 3.6519%	Adjusted Computation: <span style="background-color: black; color: black;">[REDACTED]</span> = 3.6562%
--	--

KPC REPORTED IN 39270	AMOUNT MOVED FROM DIRECT TO INDIRECT
<hr style="width: 50px; margin: 0 auto;"/> <hr style="width: 50px; margin: 0 auto;"/>	<div style="background-color: black; width: 50px; height: 20px; margin: 0 auto;"></div>



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

MEMORANDUM

TO: Parish/City School Superintendents

FROM: Elizabeth Scioneaux *ES*  
Deputy Superintendent for Management and Finance

DATE: February 27, 2010

SUBJECT: **2010-2011 INDIRECT COST RATES**

Enclosed is the Indirect Cost Rate Acknowledgement Form for your district's 2010-2011 restricted indirect cost rate. For the 2010-2011 fiscal year, our approved plan uses the average of the past three years indirect cost rates and is discounted at 3%. The 3% discount will be applied for the current year, and will be re-evaluated by USDOE after that time. These rates are posted in the EGMS system. Please forward a copy of your school district's rate to the appropriate federal grant staff in your school system.

The box near the bottom of the page on the attached form contains your district's rates for the current and prior two years, the three year average, and finally the average with the 3% discount. There are expenditures for which LDOE has allowed the recovery of indirect costs in past years, which should not have been allowed. The 3% discount on the rate is the USDOE's method to correct this in the short term without major changes to our collection process. Also enclosed is a copy of vacation severance pay adjustments if those were needed for your school district.

After reviewing the table and supporting documentation, as well as the rate calculation, please complete the attached acknowledgment form and return it **no later than Wednesday March 13, 2009**. You may scan and email the signed form or return it to following address:

Louisiana Department of Education  
Division of Education Finance- Suite 5-264  
ATTN: Tonia Duncan  
P. O. Box 94064  
Baton Rouge, LA 70804-9064

If you have any questions regarding indirect cost rate calculations, you may contact Tonia Duncan at (225) 342-3791, or [Tonia.Duncan@la.gov](mailto:Tonia.Duncan@la.gov), or call the above toll-free number.

ES:jh

Enclosures

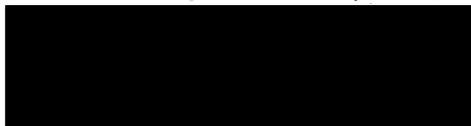
c: Ollie S. Tyler, Deputy Superintendent of Education  
Parish/City School Business Managers  
Leslie Jewell

Charlotte Stevens

*"An Equal Opportunity Employer"*

**Résumés of Project Director and  
Key Personnel  
*Other Attachment***

## P. EDWARD CANCIENNE, JR., PH.D.



### POSITION

Superintendent of Iberville Parish Public School System

### EDUCATION

- Ph.D., Education, LOUISIANA STATE UNIVERSITY, Baton Rouge, Louisiana, 1983. Concentration in Administration. Dissertation: "Leadership Behavior of Louisiana Superintendents in Terms of Selected Variables."
- M.Ed., LOUISIANA STATE UNIVERSITY, Baton Rouge, Louisiana, 1975. Concentration in Administration.
- M.Ed., plus 30 hrs., Administration, LOUISIANA STATE UNIVERSITY, Baton Rouge, Louisiana, 1981.
- B.S., Education, LOUISIANA STATE UNIVERSITY, Baton Rouge, Louisiana, 1973. Concentration in English and Social Studies.

### QUALIFICATIONS:

#### EXPERIENCE

- 8 years as Superintendent in St. James Parish Public School System, creating a district vision, leading its implementation, and solidifying all components of strategic academic, instructional and behavioral advancements to achieve consistent, sustained growth.
- 10 years of directing the performance of students, teachers, and support personnel of the Assumption Parish School System, holding the position of Superintendent.
- 8 years of leadership and accomplishment with Louisiana Department of Education, holding positions as Administrative Officer, Administrator, and Confidential Assistant to State Superintendent of Education.
- 7 years of classroom experience as English Teacher in the public high school of Assumption Parish.
- 1 year of additional experience as Graduate Assistant, College of Education (LSU), with responsibility for teaching undergraduate education course.

#### CERTIFICATION

- Type A Teaching Certificate, State of Louisiana; certified in English, Social Studies, Principal, Parish or City School Supervisor of Instruction, and School Superintendent.

## PROFESSIONAL AFFILIATIONS and ACCOMPLISHMENTS

- Member, Louisiana Association of School Executives
- Member, Council for the Development of French in Louisiana: Appointed by the Governor
- Member, School and District Accountability Commission:  
Appointed by the Governor and State Superintendent in compliance with Act 478 whose purpose is to develop an accountability system to drive immediate improvements in schools.
- Member, Subcommittee on the Task Force for Education/Workforce of the Louisiana Economic Development Council:  
Appointed by the Governor to develop strategies to implement education/workforce training benchmarks.
- Chairman, State Committee for Louisiana Secondary and Middle Schools of the Southern Association of Colleges and Schools:  
Founded in 1895, the Association is a voluntary, nonprofit, and nongovernmental organization that provides for the identification and recognition of quality institutions and encourages improvement through a continuous, systematic process of evaluation and accreditation.
- Chairman, Commission on Secondary and Middle Schools of the Southern Association of Colleges and Schools:  
This body represents over 4,300 member secondary schools in 11 states and is charged with the responsibility of organizing and implementing the evaluation and accreditation process by which schools gain and maintain membership in SACS.
- Member, Private Industry Council for Service Delivery Area 31:  
Appointed to represent the public sector with the purpose of implementing job training for economically disadvantaged dislocated workers in a 3 parish area.
- Past President, Louisiana Association of School Superintendents:  
Elected by the 66 local school superintendents of Louisiana to provide leadership and representation in the interest of all public school systems.
- Past Vice-President of the Louisiana Association of School Superintendents
- Past Secretary-Treasurer of the Louisiana Association of School Superintendents
- Past President of the South Central Louisiana Association of School Superintendents
- Past Chairman of the Bayou Vision Education Council:  
A sub-committee of the South Louisiana Economic Council which promotes the collaboration of business, industry, and education.
- Past Co-Chairman of the Bayou Region School To Work Council:  
7 parish regional association which promotes partnerships among businesses, postsecondary and secondary education institutions.
- Excellence in Educational Leadership Award: Presented by the University Council for Educational Administration.

## EMPLOYMENT

JULY 1, 1999- PRESENT

ST. JAMES PARISH SCHOOL BOARD, Lutcher, LA 70071

### Superintendent

#### *Areas of Responsibility*

- Record Keeping  
Business Transactions of the Board
- Budgeting and Fiscal Management  
Budgets of over \$30 million
- Personnel Administration  
Certified and Classified Personnel in excess of 600
- Building and Property Maintenance  
Facility innovations, restructuring, improvements and upkeep
- Salary Recommendations  
Recommendation and Securing of personnel salary increases
- Educational Programming  
Creation and Systematic Implementation of an Academic Vision and Mission to Improve Student Learning

### Key Accomplishments

#### Personnel

- Increased teachers salaries by \$9,559 per year
- Increased support staff salaries by \$3,026 per year
- Hired and utilized Social Workers and Adolescent/Child Psychiatrist to assist troubled students with behavioral and social issues
- Established **\$200 Staff Development Days** for teachers so that they can become Highly Qualified in St. James Parish and obtain a stipend for their work. Five (5) days per year are added to the school calendar to enable teachers to acquire specialized staff development and earn an additional \$1,000 per year
- 97% of all teachers in St. James Parish are certified AND Highly Qualified. The District Responsibility Indication label in the area of Teacher Certification is **Exceptional**
- Developed and implemented a semi self-funded health insurance program

#### Curriculum

- Created, with business and industry leaders, community ministers, government officials, parents, stakeholders, and students, a five-year *Blueprint for Better Schools* and then *Blueprint for Better Schools, Phase II* to address the educational concerns and needs of all students, parents and community entities
- Established a community Roundtable for Educational Reform to serve as a focus group for discussing district needs and proposing solutions and setting goals.
- Restructured schools to PK-6 and 7-12 configurations
- Expanded student choice of curriculum at the middle and high school levels by creating and advancing the Science and Math Academy and the Career and Technical Center
- Gained \$2.2million magnet grant to further enhance science and math skills for students in St. James Parish. This program, The Science and Math Academy, services student in grades 6-12 from throughout the district. Students have consistently scored at or above other magnet and lab schools in the state. The magnet is one of seven (7) **National Magnet Schools of Distinction** as recognized by the United States Department of Education.

### Curriculum Continued

- Directed and led the purchase and implementation of a Data Assessment Warehouse software program that allows the teacher, principal and district to study and track assessment of individual students, classrooms and schools, highlighting strengths, weaknesses and trends
- Established and implemented a process for providing individualized tutoring to all elementary students in areas of academic weakness as indicated by assessment aligned with the Louisiana Comprehensive Curriculum and the LEAP, iLEAP and GEE.
- Gained federal funding for Reading First, a program designed to raise the reading level and overall achievement of students in grades K-3. The percentage of students reading *on level* at the end of third grade has risen by 22% since the initiation of the program.
- Acquired five (5) computers in elementary classrooms and provided teacher training and set goals for their effective use
- Completed wireless internet service to all schools to allow for more band with and faster, greater access to programs and services to students and teachers
- Led the district to increased test scores as indicated by a ranking of #3 in growth in the state of Louisiana in 2004-05 (no ranking available for 2005-06 at this time). In 2000, St. James Parish's District Performance Score ranking was #54. In 2006 it was 29<sup>th</sup>. St James Parish has consistently shown greater strides in academics than the state average.
- Led St. James Parish to become one of eleven (11) districts in Louisiana with over 80% of 4<sup>th</sup> and 8<sup>th</sup> grade students meeting promotional standards as outlined in Bulletin 111
- Created smaller class sizes, especially at the elementary level

### Building and Construction

- Maintained clean, well functioning facilities that are safe and conducive to student learning
- Reconfigured schools to accommodate grade levels PK-6 and 7-12
- Created a state-of-the-art **Career and Technical Center** and a **Science and Math Academy** from existing schools
- Planned and secured funding for renovations and additions to elementary and high schools

### Fiscal Responsibility

- Worked with the School Board to prioritize district building and maintenance jobs
- Annually balance the budget
- Passed a .05% sales tax and 7 mills ad valorem tax for teacher pay raises and to carryout the *Blueprint for Better Schools*
- Increased the operating fund balance from \$1.9 million in 2000 to over \$8.2 million in 2006.

### Professional

- Created a System of One, uniting the School Board, district office, government bodies, schools, home and community for the success of the students
- Developed a sense of respect among all members of the educational community
- Established shared understanding among the Board, district office and principals as to the nature and function of developed goals
- Encouraged frequent, accurate communication among all levels of the educational system, focusing on student achievement and student well-being

JULY 1, 1989 – JUNE 30, 1999

ASSUMPTION PARISH SCHOOL BOARD, Napoleonville, Louisiana 70390

### Superintendent

#### *Areas of Responsibility*

- Record Keeping  
    Involving Business Transactions of the Board
- Budgeting and Fiscal Management  
    Involving Budgets of up to \$25 million
- Personnel Administration  
    Involving up to 700 Employees
- Building and Property Maintenance  
    Involving Facility Improvements of up to 4.8million without new taxes
- Salary Recommendations  
    Involving Salary Increases and one-time Supplements of up to 3.7 million without new taxes
- Educational Programming  
    Involving the Consolidation of Title I, Special Education, and Regular Education to Fund a Comprehensive Reading Program

### Key Accomplishments

- Reorganized the Central Office by reducing the number of supervisory positions, saving the Board \$147,000 in personnel costs.
- Secured numerous grants for the Board:
  - Parenting Education
  - Vocational Training Partnership with the JTPA Work Connection
  - Day-Time GED Program
  - Assumption Middle Magnet School Federal Grant
  - Head Start Program
  - Foreign Language Incentive Program
  - Assumption Parish Educational Trust Fund
  - After-School Tutoring Grant
- Planned and implemented innovative programs:
  - Vocational Education at the High School
  - French Immersion Program
  - Complete Owner-Operated Transportation System
  - Physical Education teachers in the Primary Schools
  - Alternative Schools
  - Basic Electricity and Welding courses at the High School through Associated Builders and Contractors
  - Academic Awards Program
  - Bayou Camp Summer Program
  - Zero Tolerance Program
  - Inmate Work Program through the Sheriff's Office
  - Jobs for America's Graduates
  - Success for All Reading Program
  - ACT Preparation Workshops
  - Mandatory School Dress Code Policy
  - Transfer of Principals' Policy

### **Key Accomplishments Continued**

- Developed and implemented the reconfiguration of grade levels: K-4; 5-8; and 9-12
- Coordinated the passage of a 1/2 cent sales tax to air-condition all schools
- Recommended and obtained School Board approval for \$3.7 million in salary raises without new taxes for instructional and support personnel
- Planned and implemented a comprehensive maintenance program
- Devised and recommended a plan to refinance bonds for the purposes of salary increases for support personnel and for the construction of new classroom facilities
- Participated in the development and implementation of a school system accountability program

### **APRIL 1981 - JULY 1989 POSITIONS HELD**

- Confidential Assistant to State Superintendent of Education: March 1988- June 1989
- Education Bureau Administrator: January 1985 - March 1988
- Education Bureau Assistant Administrator: January 1984 - January 1985
- Education Executive Officer: October 1983 - August 1984
- Administrative Officer: April 1981 - October 1983

### ***Areas of Responsibility***

- Long-Range Planning
- Policy Making : Development, Interpretation, Implementation, Review
- Budgeting & Fiscal Management : Involving Budgets of up to \$100 Million
- Resource Allocation & Management
- Personnel Administration: Involving up to 600 employees
- Staff Development & Training
- Program Administration - State and Federal: Planning, Design, Development, Implementation, Evaluation
- Interagency Coordination
- Executive & Legislative Liaison: Cabinet Meetings, Louisiana Teachers Retirement System, LEA's, etc.
- Contract Review and Evaluation
- Public & Media Relations
- Expert Testimony

## Key Accomplishments

- Administered operational support office, state vehicle use and maintenance, and telephone system operation for Department of Education, and was responsible for all confidential matters relating to the Department
- Administered Bureau of Secondary Education, which included responsibility for all aspects of statewide education programs, including certificates of high school credit, diplomas, annual school reports, and accreditation of schools systems in 66 districts of Louisiana.
- Coordinated four major federal programs; approved design, development, and implementation of programs and research projects
- Planned and implemented in-service training programs, meetings, workshops, and conferences involving both principals and teachers
- Participated in developing, piloting, and implementing accreditation standards for public schools in Louisiana.
- Devised, recommended, implemented, evaluated, and monitored policies and Procedures for 9 bureaus comprising 190+ personnel in Office of Academic Programs.
- Provided advice and technical assistance to bureau directors and budget unit managers in planning and administering budget of \$100 million.
- Served as representative and technical liaison on behalf of Department of Education at top-level meetings, hearing, and conferences at state, regional, and national level.
- Represented Superintendent of Education at top-level meetings and conferences; currently serves as Superintendent's representative for Louisiana Teachers Retirement System.

SEPTEMBER 1980 - APRIL 1981

LOUISIANA STATE UNIVERSITY, College of Education, Baton Rouge, LA 70893

### Graduate Assistant

Responsible for teaching one undergraduate course while completing requirements for Ph.D.

SEPTEMBER 1973 - APRIL 1981

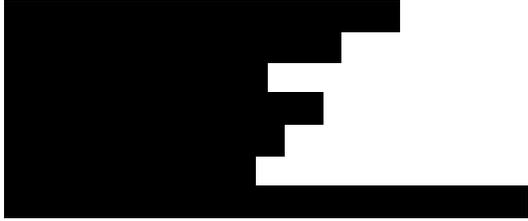
ASSUMPTION PARISH SCHOOL BOARD, Napoleonville, LA 70390

### Teacher

English at secondary level, with additional responsibility as Yearbook Advisor in charge of budget as well as supervision of yearbook production and printing.

## Kristy B. Hebert

### Office:



### Academic Preparation

*August, 1996*

**Ph.D.** in Educational Foundations & Administrative Services, Louisiana State University, Baton Rouge, LA

Dissertation: Women Who Lead High Schools: A Missing Element in Leadership Theory

*May 1990*

**M.Ed.** in Administration & Supervision, University of Louisiana at Monroe, Monroe, LA

*May 1983*

**B.A.** in English Education (major) & Social Studies Education (minor), University of Louisiana at Monroe, Monroe, LA

### Licensure and Certification

**State of Louisiana: Life time certification State of Rhode Island: Professional Certification**

- Teacher of English (grades 7-12)
- Teacher of Social Studies (grades 7-12)
- Supervisor of Instruction (grades K-12)
- Teacher of English (grades 7-12)
- Teacher of Social Studies (grades 7-12)
- Principalship (grades 7-12)
- Superintendency

### Administrative Leadership Experience

*September 2006—present*

**Chief Executive Officer, Advance Innovative Education**, Baton Rouge, LA

*Leader/Builder of new non-profit that serves as an educational intermediary to launch and support initiatives that promote systemic change in greater Baton Rouge public education*

*March 2006—December 2008*

**Project Director, Baton Rouge Area Foundation**, Baton Rouge, LA

*Created successful oversight and implementation of 2.5 million dollar Bill & Melinda Gates grant to address literacy needs in East Baton Rouge Parish Public Schools as a result of the influx of children due to displacement by Hurricane Katrina.*

*July 2004—February 2006*

**Senior Vice-President, Edison Charter Schools**, Edison Schools, Inc., New York, NY

*Superintendent over 7 charter schools partnered with Edison Schools, an educational management organization, in New York and Massachusetts*

*July 1998-June 2001*

**Principal**, Hugh B. Bain Middle School, Cranston Public Schools, Cranston, RI

*A 75-year junior high school (7-9) that was to be transformed to a contemporary middle school (6-8)*

*September 1996-July 1998*

**Vice-Principal**, Davisville Middle School, North Kingstown Public Schools, North Kingstown, RI

*June 1994-August 1994*

**Principal**, Garden Villas School, Teach For America Summer Institute, Houston, TX

*July 1990-September 1992*

**Assistant Director of Education**, Sylvan Learning Centers, Baton Rouge, LA

### **Teacher Leadership Experience**

*August 2002- present*

**Adjunct Professor**, Women's Studies Program, Southern Connecticut State University, New Haven, CT

*June 2002-August 2002*

**Program Chair**, Women's Studies, Southern Connecticut State University, New Haven, CT

*September 2001-May 2002*

**Assistant Professor**, Department of Educational Leadership, Southern Connecticut State University, New Haven, CT

*January 2001-May 2001*

**Adjunct Professor**, Fisher College, Boston, MA  
(Offers 2 and 4 year degrees in a private liberal arts setting)

*June 1993 - June 1995*

**Support Director**, Teach For America, New York, NY

*August 1992-August 1993*

**Teacher**, Plaquemine High School, Iberville Parish Public Schools, Plaquemine, LA

*Fall 1991-Fall 1992*

**University Teaching Assistant**, Department of Curriculum & Instruction, Louisiana State University, Baton Rouge, LA

*August 1984-June 1990*

**Teacher**, West Monroe Junior High School, Ouachita Parish Public Schools, Monroe, LA

*August 1983-June 1984*

**Teacher**, Start High School, Richland Parish Public Schools, Rayville, LA

### **Selected Publications, Presentations and Public Experience**

"An Entrepreneurial Approach to Systemic Change in K-12 Education in the United States: A Case Example of a Public-Private Partnership," co-author, (K. Hebert, Advance Innovative Education; K.M. Weaver, Louisiana State University, Rucks School of Management; C.B. Pena, Advance Innovative Education; E. Liguori, Louisiana State University, E.J. Ourso College of Business), presentation at the annual conference of the United States Association for Small Business & Entrepreneurship, Nashville, TN, January, 2010

"Baton Rouge Area Regional High School: Arts & Digital Media, Baton Rouge Area Regional High School: Science, Technology, Engineering, & Math," co-designer (K. Hebert, Advance Innovative Education; Tom Vander Ark, V/AR Associates; Charlotte Frugé, Advance Innovative Education),

Types 1 and 2, Louisiana Charter Schools, October, 2009 [type 1 charters approved December, 2009]

“The Need for Innovation and Change in K-12 Public Education in the United States,” co-author, (K.M. Weaver, Louisiana State University, Rucks School of Management; K. Hebert, Advance Innovative Education; C.B. Pena, Advance Innovative Education), paper accepted by the Academy of International Business, Pontifical Catholic University, Rio de Janeiro, Brazil, June, 2009

“Redesigning Lessons, Re-envisioning Lessons: Entrepreneurship as a Key to a Better Future for K-12 Schools in Need of Improvement,” co-author (K.M. Weaver, Louisiana State University, Stephenson Entrepreneurship Institute, K. Hebert, Advance Innovative Education, C.B. Pena, Advance Innovative Education, S. Raines, Louisiana State University, College of Education), presentation at the annual conference of the United States Association for Small Business & Entrepreneurship, Anaheim, CA, January, 2009

“Redesigning Lessons, Re-Envisioning Principals: An Alternative Certification Pathway,” proposal to Louisiana State Board of Elementary & Secondary Education, April, 2008 [program approved May 2008]

“Autonomous Schools Network: The Power of Partnership,” proposal & presentation to BP America on behalf of Louisiana State University College of Education and Advance Baton Rouge, BP Conference, Beaumont, TX, May 31, 2007

“Post-Katrina Educational Contexts: Breaking the Rules,” co-authored chapter (J. Fleener, J. Willis, J. Brun) in *The Children Hurricane Katrina Left Behind*, American Association of Colleges for Teacher Education, Peter Lang, NY, 2007

### **Selected Honors and Awards**

*2004*

**Teacher of the Year Nominee**, Southern Connecticut State University

*2003*

**Outstanding Scholarship Award, Vice-President of Academic Affairs**, “Bridging the Chasm Between Teacher Education and Educational Leadership”

*1999*

**First-Year Middle School Principal of the Year Nominee**, Rhode Island Association of Secondary School Principals

### **Professional Affiliations**

American Association of University Professors  
American Association of University Women  
American Educational Research Association  
American Educational Studies Association  
American Association of School Administrators  
Association for Gender Equity in Leadership in Education  
Association of Supervision and Curriculum Development  
The John Dewey Society  
National Association of Secondary School Principals  
National Association of Professors of Educational Administration  
Phi Delta Kappa

**High Needs School Documentation**  
*Other Attachment*

## High Need Schools Documentation

<b>Poverty Statistics for Participating Schools</b>			
<b>Participating School Name</b>	<b>Grade Levels</b>	<b>Eligibility for Free or Reduced-Price Lunches<sup>1</sup></b>	<b># of Students</b>
Crescent Elementary	PK-8	74%	735
Dorseyville Elementary	PK-6	93%	432
Iberville Elementary	PK-4	93%	752
North Iberville Elementary	PK-6	88%	418
East Iberville Elementary and High Schools	PK-12	81%	490
Plaquemine Senior High	8-12	70%	593
White Castle High School	7-12	89%	252
MSA West	K-11	Figures drawn from feeder schools	325
MSA East	5-10		160
Iberville Parish Optional Education Center	K-12		23

Each applicant must demonstrate, in its application, that the schools to be served by the proposed PBCS are high-need schools (as defined in this notice). Each applicant must provide, in its application, a list of schools in which the proposed PBCS will be implemented as well as the most current data on the percentage of each identified school's students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a high-need school (as defined in this notice) must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a high-need school (as defined in this notice).

<sup>1</sup> Source: Louisiana Department of Education, 2008.

# Appendices

- A. Information on Comparable LEAs
- B. School-Level Data on Highly Qualified Teachers
- C. Sample Descriptions of Leadership Roles Available Through TAP™
- D. Letters of Support from the Superintendent and Principals
- E. Summary of Louisiana's High Stakes Testing Policies
- F. Memorandum of Understanding: Louisiana Department of Education, Iberville Parish Schools, Advance Innovative Education
- G. Detailed Teaching Staff Figures

# **Appendix A**

## Information on Comparable LEAs

## Appendix A - Detailed Information on Comparable LEAs

The table below provides basic data on Iberville Parish Schools as compared to two comparable school districts. We defined “comparable” as districts similar in terms of several characteristics: rural geography, number of students, number teachers, number schools, and poverty levels (those students designated as eligible for free and reduced lunch) . Student achievement in Iberville Parish is much lower than in comparable districts. All three parishes are rural.

<b>Student Achievement and Growth Rates</b>			
	<b>Iberville</b>	<b>Avoyelles (2008)</b>	<b>West Feliciana (2008)</b>
Number of students	4160	6111	2401
Number of teachers	427	414	215
Number of schools	10	14	5
% Free/Reduced Lunch	84%	84.8%	48.9%
District Performance Score	77.6	80.8	105.9
Ranking by DPS	60	49	2
Graduation Rate	49.3% (2007)	62.9% (2007)	65.9% (2007)
% Caucasian	24.1%	51.7%	56.2%
% African American	74.8%	45.9%	43%
% Other	1.1%	2.4%	.8%

The following pages provide detailed district accountability data. This data is readily available via the Louisiana Department of Education’s accountability system.

# 2007-2008 Accountability Results

## West Feliciana Parish

### School-Level Table (Winter 2009 - Post Appeals)

Schools			School Performance Score (SPS) Component							Adequate Yearly Progress (AYP)	
A School Name	B Grade Configuration (2007-2008)	C Magnet Status <sup>a</sup>	D Baseline SPS (2007) <sup>b</sup>	E Growth SPS (2008) <sup>c</sup>	F Growth <sup>d</sup>	G Growth Target (2008)	H Eligible for Rewards <sup>e</sup>	I Baseline SPS (2008) <sup>f</sup>	J Growth Target (2009)	K SPS Component	L Subgroup Component <sup>g</sup>
<b>Elementary/Middle Schools</b>											
Bains Elementary School	2-5	No	104.5	109.6	5.1	2.1	Yes	107.8	2.0	Yes	Yes
Bains Lower Elementary School	PK,K-1	No	106.5	103.5	(3.0)	2.0	No	109.9	2.0	Yes	
Tunica Elementary School	PK,K-5	No	93.2	91.3	(1.9)	3.7	No	88.4	5.0	Yes	Yes
West Feliciana Middle School	6-8	No	102.7	104.1	1.4	2.4	No	103.9	2.6	Yes	Yes
<b>High Schools</b>											
West Feliciana High School	8-12	No	102.5	103.0	0.5	2.4	No	103.3	2.7	Yes	Yes

**Explanatory Note:** Please see this table's User Guide for detailed explanations of the accountability terms.

- a - Column C:** A magnet school is defined as a school having academic entrance requirements (e.g., GPA, test scores). These requirements apply to the entire school, encompassing all grades.
- b - Column D:** The Baseline SPS (2007) was calculated using *LEAP*, LEAP, GEE, and LAA 2 assessment data from 2006-07 and attendance and dropout data from 2004-05 and 2005-06 and graduation data from 2005-06. It was compared with the Growth SPS (2008) to determine SPS Growth (Column F).
- c - Columns E:** The Growth SPS (2008) was calculated using *LEAP*, LEAP, GEE, and LAA 2 assessment data from 2007-08 and attendance and dropout data from 2006-07 and graduation data from 2006-2007.
- d - Column F:** Numbers in parentheses are negative numbers.
- e - Column H:** To be eligible for a reward, a school had to obtain either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label.
- f - Column I:** The Baseline SPS (2008) was calculated using *LEAP*, LEAP, GEE and LAA 2 assessment data from 2006-07 and 2007-08, attendance and dropout data from 2005-06 and 2006-07 and graduation data from 2005-06 and 2006-07.
- g - Column L:** For detailed subgroup results, please visit the LDE website at [www.louisianaschools.net](http://www.louisianaschools.net).

# 2007-2008 Accountability Results

## West Feliciana Parish

### School-Level Table (Winter 2009 - Post Appeals)

Schools		Labels				
A School Name	B Grade Configuration (2007-2008)	M Growth Label (2008) <sup>h</sup>	N Performance Label (2008)	O Academic Assistance Status <sup>i</sup> (2008)	P Academically Unacceptable School Status <sup>j</sup> (2008)	Q Subgroup Component Failure Status <sup>k</sup> (2008)
<b>Elementary/Middle Schools</b>						
Bains Elementary School	2-5	Exemplary Academic Growth	Three Stars ★★★	Not in AA	Not in AUS	Not in SCF
Bains Lower Elementary School	PK,K-1	School in Decline	Three Stars ★★★	Not in AA	Not in AUS	Not in SCF
Tunica Elementary School	PK,K-5	No Growth	Two Stars ★★	Not in AA	Not in AUS	Not in SCF
West Feliciana Middle School	6-8	Minimal Academic Growth	Three Stars ★★★	Not in AA	Not in AUS	Not in SCF
<b>High Schools</b>						
West Feliciana High School	8-12	Minimal Academic Growth	Three Stars ★★★	Not in AA	Not in AUS	Not in SCF

**Explanatory Note:** Please see this table's User Guide for detailed explanations of the accountability terms.

**h - Column M:** A school with a NEW Baseline SPS of 110.0 or more that does not meet its Growth Target will not receive a negative Growth Label.

**i - Column O:** A school with a Growth Target (2009) of more than 7.0 points and a Baseline SPS (2008) of 60.0 or greater enters Academic Assistance.

**j - Column P:** A school with a Baseline SPS (2008) of less than 60.0 is considered an Academically Unacceptable School (AUS).

**k - Column Q:** A school that fails to make Subgroup Component AYP in the same subject (English Language Arts, Mathematics, or Whole School Additional Academic Indicator) for two consecutive years or more is placed in Subgroup Component Failure.

# 2007-2008 Accountability Results

## Avoyelles Parish

### School-Level Table (Winter 2009 - Post Appeals)

Schools			School Performance Score (SPS) Component							Adequate Yearly Progress (AYP)	
A School Name	B Grade Configuration (2007-2008)	C Magnet Status <sup>a</sup>	D Baseline SPS (2007) <sup>b</sup>	E Growth SPS (2008) <sup>c</sup>	F Growth <sup>d</sup>	G Growth Target (2008)	H Eligible for Rewards <sup>e</sup>	I Baseline SPS (2008) <sup>f</sup>	J Growth Target (2009)	K SPS Component	L Subgroup Component <sup>g</sup>
<b>Elementary/Middle Schools</b>											
Bunkie Elementary School	PK,K-6	No	65.0	79.3	14.3	7.5	Yes	72.5	7.6	Yes	Yes
Bunkie Middle School	7-8	No	64.6	55.4	(9.2)	7.4	No	59.6	9.6	No	No
Cottonport Elementary School	PK,K-6	No	61.8	77.1	15.3	7.7	Yes	71.8	7.5	Yes	Yes
Lafargue Elementary School	PK,K-6	No	85.8	95.2	9.4	4.7	Yes	90.2	4.8	Yes	Yes
Mansura Middle School	7-8	No	70.1	77.0	6.9	6.8	Yes	74.2	7.4	Yes	Yes
Marksville Elementary School	PK,K-6	No	72.4	81.5	9.1	6.4	Yes	79.2	6.5	Yes	Yes
Marksville Middle School	7-8	No	69.0	75.1	6.1	7.0	No	72.8	7.6	Yes	Yes
Plaucheville Elementary School	PK,K-6	No	91.6	101.1	9.5	3.9	Yes	99.4	3.3	Yes	Yes
Riverside Elementary School	PK,K-6	No	73.8	81.6	7.8	6.3	Yes	78.0	6.7	Yes	Yes
<b>Combination Schools</b>											
Louisiana School for the Agricultural Science	8-12	No	71.8	70.3	(1.5)	6.7	No	71.4	7.9	Yes	No
<b>High Schools</b>											
Avoyelles High School	9-12	No	81.3	85.6	4.3	5.3	No	83.0	6.0	Yes	Yes

**Explanatory Note:** Please see this table's User Guide for detailed explanations of the accountability terms.

- a - Column C:** A magnet school is defined as a school having academic entrance requirements (e.g., GPA, test scores). These requirements apply to the entire school, encompassing all grades.
- b - Column D:** The Baseline SPS (2007) was calculated using *LEAP*, *LEAP*, *GEE*, and *LAA 2* assessment data from 2006-07 and attendance and dropout data from 2004-05 and 2005-06 and graduation data from 2005-06. It was compared with the Growth SPS (2008) to determine SPS Growth (Column F).
- c - Columns E:** The Growth SPS (2008) was calculated using *LEAP*, *LEAP*, *GEE*, and *LAA 2* assessment data from 2007-08 and attendance and dropout data from 2006-07 and graduation data from 2006-2007.
- d - Column F:** Numbers in parentheses are negative numbers.
- e - Column H:** To be eligible for a reward, a school had to obtain either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label.
- f - Column I:** The Baseline SPS (2008) was calculated using *LEAP*, *LEAP*, *GEE* and *LAA 2* assessment data from 2006-07 and 2007-08, attendance and dropout data from 2005-06 and 2006-07 and graduation data from 2005-06 and 2006-07.
- g - Column L:** For detailed subgroup results, please visit the LDE website at [www.louisianaschools.net](http://www.louisianaschools.net).

# 2007-2008 Accountability Results

## Avoyelles Parish

### School-Level Table (Winter 2009 - Post Appeals)

Schools		Labels				
A School Name	B Grade Configuration (2007-2008)	M Growth Label (2008) <sup>h</sup>	N Performance Label (2008)	O Academic Assistance Status <sup>i</sup> (2008)	P Academically Unacceptable School Status <sup>j</sup> (2008)	Q Subgroup Component Failure Status <sup>k</sup> (2008)
<b>Elementary/Middle Schools</b>						
Bunkie Elementary School	PK,K-6	Recognized Academic Growth	One Star ★	AA 1	Not in AUS	Not in SCF
Bunkie Middle School	7-8	School in Decline	Academically Unacceptable	Not in AA	AUS 1	Not in SCF
Cottonport Elementary School	PK,K-6	Recognized Academic Growth	One Star ★	AA 1	Not in AUS	Not in SCF
Lafargue Elementary School	PK,K-6	Exemplary Academic Growth	Two Stars ★★	Not in AA	Not in AUS	Not in SCF
Mansura Middle School	7-8	Recognized Academic Growth	One Star ★	AA 1	Not in AUS	Not in SCF
Marksville Elementary School	PK,K-6	Recognized Academic Growth	One Star ★	AA 1	Not in AUS	Not in SCF
Marksville Middle School	7-8	Minimal Academic Growth	One Star ★	AA 1	Not in AUS	Not in SCF
Plaucheville Elementary School	PK,K-6	Exemplary Academic Growth	Two Stars ★★	Not in AA	Not in AUS	Not in SCF
Riverside Elementary School	PK,K-6	Exemplary Academic Growth	One Star ★	AA 1	Not in AUS	Not in SCF
<b>Combination Schools</b>						
Louisiana School for the Agricultural Science	8-12	No Growth	One Star ★	AA 1	Not in AUS	Not in SCF
<b>High Schools</b>						
Avoyelles High School	9-12	Minimal Academic Growth	Two Stars ★★	Not in AA	Not in AUS	Not in SCF

**Explanatory Note:** Please see this table's User Guide for detailed explanations of the accountability terms.

- h - Column M:** A school with a NEW Baseline SPS of 110.0 or more that does not meet its Growth Target will not receive a negative Growth Label.
- i - Column O:** A school with a Growth Target (2009) of more than 7.0 points and a Baseline SPS (2008) of 60.0 or greater enters Academic Assistance.
- j - Column P:** A school with a Baseline SPS (2008) of less than 60.0 is considered an Academically Unacceptable School (AUS).
- k - Column Q:** A school that fails to make Subgroup Component AYP in the same subject (English Language Arts, Mathematics, or Whole School Additional Academic Indicator) for two consecutive years or more is placed in Subgroup Component Failure.

# 2007-2008 Accountability Results

## Avoyelles Parish

### School-Level Table (Winter 2009 - Post Appeals)

Schools			School Performance Score (SPS) Component							Adequate Yearly Progress (AYP)	
A School Name	B Grade Configuration (2007-2008)	C Magnet Status <sup>a</sup>	D Baseline SPS (2007) <sup>b</sup>	E Growth SPS (2008) <sup>c</sup>	F Growth <sup>d</sup>	G Growth Target (2008)	H Eligible for Rewards <sup>e</sup>	I Baseline SPS (2008) <sup>f</sup>	J Growth Target (2009)	K SPS Component	L Subgroup Component <sup>g</sup>
<b>High Schools</b>											
Bunkie High School	9-12	No	71.5	68.3	(3.2)	6.6	No	67.9	8.3	Yes	No
Marksville High School	9-12	No	72.2	76.0	3.8	6.5	No	73.5	7.5	Yes	Yes

**Explanatory Note:** Please see this table's User Guide for detailed explanations of the accountability terms.

- a - Column C:** A magnet school is defined as a school having academic entrance requirements (e.g., GPA, test scores). These requirements apply to the entire school, encompassing all grades.
- b - Column D:** The Baseline SPS (2007) was calculated using *LEAP*, LEAP, GEE, and LAA 2 assessment data from 2006-07 and attendance and dropout data from 2004-05 and 2005-06 and graduation data from 2005-06. It was compared with the Growth SPS (2008) to determine SPS Growth (Column F).
- c - Columns E:** The Growth SPS (2008) was calculated using *LEAP*, LEAP, GEE, and LAA 2 assessment data from 2007-08 and attendance and dropout data from 2006-07 and graduation data from 2006-2007.
- d - Column F:** Numbers in parentheses are negative numbers.
- e - Column H:** To be eligible for a reward, a school had to obtain either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label.
- f - Column I:** The Baseline SPS (2008) was calculated using *LEAP*, LEAP, GEE and LAA 2 assessment data from 2006-07 and 2007-08, attendance and dropout data from 2005-06 and 2006-07 and graduation data from 2005-06 and 2006-07.
- g - Column L:** For detailed subgroup results, please visit the LDE website at [www.louisianaschools.net](http://www.louisianaschools.net).

# 2007-2008 Accountability Results

## Avoyelles Parish

### School-Level Table (Winter 2009 - Post Appeals)

Schools		Labels				
A School Name	B Grade Configuration (2007-2008)	M Growth Label (2008) <sup>h</sup>	N Performance Label (2008)	O Academic Assistance Status <sup>i</sup> (2008)	P Academically Unacceptable School Status <sup>j</sup> (2008)	Q Subgroup Component Failure Status <sup>k</sup> (2008)
<b>High Schools</b>						
Bunkie High School	9-12	School in Decline	One Star ★	AA 1	Not in AUS	SI 1
Marksville High School	9-12	Minimal Academic Growth	One Star ★	AA 1	Not in AUS	Not in SCF

**Explanatory Note:** Please see this table's User Guide for detailed explanations of the accountability terms.

**h - Column M:** A school with a NEW Baseline SPS of 110.0 or more that does not meet its Growth Target will not receive a negative Growth Label.

**i - Column O:** A school with a Growth Target (2009) of more than 7.0 points and a Baseline SPS (2008) of 60.0 or greater enters Academic Assistance.

**j - Column P:** A school with a Baseline SPS (2008) of less than 60.0 is considered an Academically Unacceptable School (AUS).

**k - Column Q:** A school that fails to make Subgroup Component AYP in the same subject (English Language Arts, Mathematics, or Whole School Additional Academic Indicator) for two consecutive years or more is placed in Subgroup Component Failure.

# **Appendix B**

## School-Level Data on Highly Qualified Teachers

**Appendix B - School Level Data on Highly Qualified Teachers**

<b>Table 4: Percentage of Highly Qualified (HQ) Teachers in Participating Schools<sup>1</sup></b>				
<b>Participating School Name</b>	<b>Grade Levels</b>	<b>Total Core Classes</b>	<b>Core Classes Taught by HQ Teacher</b>	<b>% of Core Classes Taught by HQ Teachers</b>
Crescent Elementary	PK-8	268	253	94.4%
Dorseyville Elementary	PK-6	145	136	93.8%
Iberville Elementary	PK-4	312	285	91.3%
North Iberville Elementary	PK-6	104	92	88.5%
East Iberville Elem. & H.S.	PK-12	181	162	89.5%
Plaquemine Senior High	8-12	294	263	89.5%
White Castle High School	7-12	188	179	95.2%
MSA West	K-11	Schools just opened; figures are not available.		
MSA East	5-10			
Iberville Parish Optional Education Ctr.	K-12	54	27	50%

<sup>1</sup> Source: Iberville Parish School Board, as of May 1, 2010.

## Appendix B - School Level Data on Highly Qualified Teachers

	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number										
024003 Crescent Elementary School	79.2	114	89.3	142	94.4	119	88.1	163	89.5	188	94.9	188
024010 Plaquemine Senior High School	82.1	133	90.7	146	80.6	108	77.1	111	74.0	108	83.1	138
024017 White Castle High School	59.5	44	61.8	47	89.2	66	80.8	63	47.9	35	73.3	55
024019 Dorseyville Elementary School	88.3	68	89.9	98	82.5	66	87.4	83	87.9	102	75.6	93
024022 Iberville Elementary School	85.7	18	87.0	20	67.6	46	71.2	109	70.6	149	82.5	175
024023 North Iberville Elementary/High School	57.4	74	78.4	120	84.1	95	58.8	67	72.4	92	72.1	101
024024 E.J. Gay Middle School	84.5	147	86.7	169	88.0	110	90.8	119	75.6	93	80.8	105
024025 East Iberville Elementary/High School	83.0	112	91.2	125	92.9	104	77.7	115	76.0	117	80.9	123
024026 Iberville Parish Optional Education Center	100.0	7	37.5	12	51.9	14	26.4	14	60.9	28	41.2	14
<b>District</b>	77.7	717	84.1	879	84.7	728	76.7	844	75.6	912	80.7	992
<b>State</b>	85.6	101,778	90.5	110,639	91.4	136,559	79.6	139,815	83.5	145,245	82.8	150,249

The percent and numbers for this report were determined on a class-by-class basis. The formula used to calculate the percent of classes taught by highly qualified teachers is shown below. Because some schools had no core courses for certain school years, no highly qualified teacher data were available for these schools.

### Formula Used

$$\begin{array}{l}
 \text{Percent of Classes} \\
 \text{Taught By} \\
 \text{Highly Qualified Educators}
 \end{array}
 = \frac{\begin{array}{l} \text{Total Number of Core Classes in} \\ \text{Grades 1-12 Taught by Highly} \\ \text{Qualified Educators} \end{array}}{\begin{array}{l} \text{Total Number of All Core} \\ \text{Classes In Grades 1-12} \end{array}} \times 100$$

**NOTE:** North Iberville High School and E.J. Gay Middle Schools have been closed for unsatisfactory academic growth. Figures for the Math and Science Academy East and the Math and Science Academy West are not available.

# **Appendix C**

Sample Descriptions of Leadership Roles Available Through TAP

## **Appendix C - Sample Descriptions of Leadership Roles Available Through TAP™**

**MASTER TEACHERS** generally do not carry a classroom teaching assignment but put in a large amount of teaching time through modeling and team teaching with career teachers. They share in the evaluation/conferencing responsibilities of the school leadership team. Master teachers are also responsible for supporting the principal in guiding the leadership team in the disaggregating of data and outlining the school's focus for improvement. They specifically locate research-based instructional strategies that target the identified areas of student need, field test those strategies with students within the building, and then model those strategies for career and mentor teachers during weekly grade-alike or subject-alike professional development sessions called cluster meetings. The master teachers, along with mentor teachers, provide follow-up and support to classroom teachers in the form of observation with feedback, team teaching, modeling, etc., as the teachers are implementing new instructional strategies. Master teachers also guide career and mentor teachers in the development of an Individual Growth Plan (IGP). The IGP is a record-keeping log to support teachers in their own professional growth and to ensure that growth in classroom practice connects to measurable increases in student achievement. The recommended ratio of master teachers to career teachers is 1:15.

**MENTOR TEACHERS** maintain a full class load and are given release time to support the master teachers as they plan and deliver professional growth opportunities for teachers throughout the building. They serve on the school leadership team with the administrators and master teachers and accept evaluation/conferencing responsibilities. Mentor teachers support career teachers with their individual growth plans (IGPs). The recommended ratio of mentor to career teachers is 1:8.

Master and mentor positions in a school are not tenured positions. It is important to note

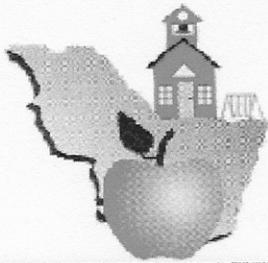
that master and mentor positions are advertised within the school, outside the school, within the district, and also across the state. For the most part, mentor positions have generally been filled from within the school staff, and master teacher positions filled with a combination from within and outside the present school staff. The single most important decision the principal makes in regards to TAP is who s/he hires in the master teacher positions. It is critical that this decision be made on qualification, experience with professional development, ability to work with people, and proven results as a classroom teacher and not on seniority alone.

Master and mentor teachers sign a contract addendum outlining their roles and responsibilities, additional work days and salary augmentations. Generally, master teachers receive an additional augmentation of [REDACTED] to [REDACTED] and mentors receive an additional augmentation of [REDACTED] to [REDACTED]

**CAREER TEACHERS** are regular classroom teachers. These teachers may be new to teaching or may have taught for many years. The career teachers participate fully in cluster group meetings, are evaluated by the principal, master teacher, and mentor teacher, and are eligible to receive a performance bonus award each year. After two years of successful teaching experience, career teachers may apply to fill open mentor teacher positions and may apply to fill open master teacher positions after five years of successful teaching experience.

# **Appendix D**

Letters of Commitment from Superintendent and All Schools



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent*  
*Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Lee:

As the superintendent of Iberville Parish Schools, I am writing to convey our commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Relevant - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals.

**BOOSTER** is a TAP system that targets all ten high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

As part of **BOOSTER**, compensation for teachers will be determined primarily by value-added test-score gains over time and a thorough, objective evaluation of the teacher's instructional skills. Principals also will be eligible for such compensation based on student-achievement gains. The governor of Louisiana recently signed a law that requires the use of value-added assessment data by 2011-2012 for school accountability and by 2012-2013 for teacher and administrator evaluations. School performance will now be measured taking into account how well students meet growth expectations. Teacher evaluations in all public schools will be based at least at 50 percent on growth in student achievement using the value-added assessment model.

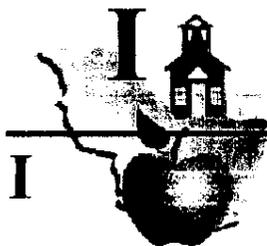
Additionally, the district agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation.

Iberville Parish Schools is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,



P. Edward Cancienne, Jr., Ph.D.  
Superintendent  
Iberville Parish Schools



## Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent*  
*Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

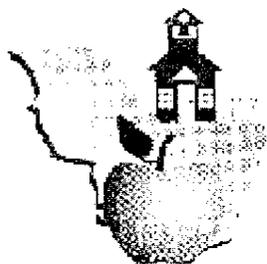
As the principal of Iberville Elementary School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Iberville Elementary School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
Delores Thibodeaux  
Principal



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent*  
*Secretary Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Crescent Elementary and Junior High School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Crescent Elementary and Junior High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
Kathleen Schmitt  
Principal



# Plaquemine High School

**Dianna L. Outlaw, Principal**

Rebecca S. Bickham, Asst. Principal

W. Jerry Lane, Asst. Principal

Mark Small, Asst. Principal

59595 Belleview Road

Plaquemine, LA 70764

Phone: (225) 687-6367 Office

(225) 687-4675 Athletics

(225) 687-4422 Fax

"Home of the Green Devils"  
June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Plaquemine High School, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Plaquemine High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
Dianna Outlaw  
Principal



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent  
Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of the Iberville Parish Optional Education Center, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

The Iberville Parish Optional Education Center is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
AlNita J. Miller  
Principal



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent  
Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of White Castle High School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

White Castle High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
Charley Handy III  
Principal  
White Castle High School



*North Iberville Elementary School*

*P. O. Box 200 13770 Hwy 77*

*Rosedale, LA 70772*

*(225) 625-2522 Office*

*(225) 625-2559 Fax*

---

*Evelyn Gauthreaux*

*Principal*

June 21, 2010

April Lee

U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Lee:

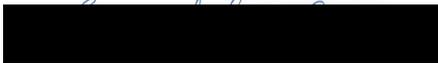
As the principal of North Iberville Elementary School, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded

professional development, and earn additional compensation on top of their regular salary.

North Iberville Elementary School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,



Evelyn Gauthreaux  
Principal

East Iberville Elementary & High School  
3285 Highway 75  
St. Gabriel, LA 70776  
(225) 642-0032

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of East Iberville Elementary & High School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

East Iberville Elementary & High School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
Michael Eskridge, Ed.D.  
Principal



# Iberville Parish School Board

P. EDWARD CANCIENNE, JR., Ph.D.  
*Superintendent  
 Secretary-Treasurer*

MELVIN LODGE  
*President*

GLYNA M. KELLY  
*Vice-President*

June 21, 2010

April Lee  
 U.S. Department of Education, OESE  
 Academic Improvement and Teacher Quality Programs  
 400 Maryland Ave., S.W., Rm. 3E120  
 Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Iberville Math, Science & Arts Academies, I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Iberville Math, Science & Arts Academies, are committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

Elvis J. Cavanier  
 Chief Academic Officer Iberville Parish Schools

P.O. BOX 151 • PLAQUEMINE, LA 70765-0151 • PH. (225) 687-4341 • FAX (225) 687-5408 • www.ipsb.net

Stanley Washington  
*Maringouin, La.*

Michael J. Hebert, Jr.  
*Plaquemine, La.*

Tom Delahaye  
*Plaquemine, La.*

Brian S. Willis  
*Plaquemine, La.*

Melvin Lodge  
*St. Gabriel, La.*

David J. Daigle  
*Grosse Tête, La.*

Paul B. Distefano  
*Plaquemine, La.*

Dorothy R. Sansoni  
*Plaquemine, La.*

Nancy T. Broussard  
*St. Gabriel, La.*

Albertha D. Hasten  
*White Castle, La.*

Glyna M. Kelly  
 Award # 388A100124  
*Plaquemine, La.*

Michael C. Barbee  
*Plaquemine, La.*

Yolanda B. Laws  
*Plaquemine, La.*

Freddie Molden, III  
*Bayou Goula, La.*

Darlene M. Ourso  
*White Castle, La.*



# Iberville Parish School Board

P. Edward Cancienne, Jr., Ph.D.  
*Superintendent*  
*Secretary/Treasurer*

Melvin Lodge  
*President*

Glyna Kelley  
*Vice-President*

June 21, 2010

April Lee  
U.S. Department of Education, OESE  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
Washington, DC 20202-6200

RE: Proposal to U.S. Department of Education, Teacher Incentive Fund

Dear Ms. Hebert:

As the principal of Dorseyville Elementary School I am writing to convey my school's commitment to the work outlined in your proposal to the U.S. Department of Education, Teacher Incentive Fund. Additionally, my school agrees to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator.

Together, AIE and Iberville Parish Schools will implement a comprehensive, performance-based compensation system entitled **BOOSTER** - Balanced, Objective, Observable, Specific, Timely, Enhancing, Rigorous - which incorporates performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. **BOOSTER** is a TAP system that targets all high-need schools in our school district, while providing in-school leadership opportunities for teachers and a whole-school approach to improvement. TAP emphasizes the importance of building strong instructional teams and getting teachers more involved in planning and professional-development decisions. Thus, entire schools will work together as cohesive teams to make improvements in classroom instruction and student achievement. **BOOSTER** will drive recruitment, development, and retention of quality staff by providing opportunities for teachers to serve as instructional leaders at their schools, strengthen their classroom skills through regular, weekly job-embedded professional development, and earn additional compensation on top of their regular salary.

Dorseyville Elementary School is committed to working with you to improving student achievement and to strengthen the educator workforce in our parish.

Sincerely,

  
Jeanne B. Caballero  
Principal

# **Appendix E**

Summary of Louisiana's High Stakes Testing Policies

## Overview of The Assessment Program and Student Achievement Policies

The *Louisiana Educational Assessment Program (LEAP)* is a rigorous statewide testing program for public school students. Efforts have been made to bring the assessments of this program into compliance with the NCLB standards that require each state to express student achievement results in terms of the state's student academic standards.

Extensive information about each type of assessment now used in the statewide testing program can be found on the LDE website. The chart in the next column summarizes various tests utilized in Louisiana. The LEAP program includes criterion-referenced tests (CRTs), norm-referenced tests (NRTs), and performance-based assessments for students with disabilities. The following paragraphs describe these tests in more detail.

The LEAP tests administered to students in grades 4 and 8, as well as the Graduation Exit Examination (GEE), administered to students in grades 10 and 11, are directly aligned with the state's content standards. These tests measure how well students have mastered the state's content standards in English Language Arts (ELA), Mathematics, Science, and Social Studies.

From 1998 to 2005, students in grades 3, 5, 6, 7, and 9 were assessed with The Iowa Tests, which are standardized norm-referenced achievement test batteries with items presented in a traditional multiple-choice format. A nationally representative group of students took The Iowa Tests under specified directions and certain conditions. The scores of this national group were the norms used to compare individual students and groups of students in this state to students in the nation.

To comply with NCLB standards, The Iowa Tests were supplemented to assess student performance on the state's content standards. That is, the LDE augmented The Iowa Tests with criterion-referenced test items that are Louisiana specific and measure grade-level expectations. This assessment approach, which combined NRT and CRT measures of achievement, is called the *iLEAP* or the *integrated* Louisiana Educational Assessment Program test. In spring 2005, a field test of the *iLEAP* was conducted for grades 3, 5, 6, 7, and 9, and full implementation of the *iLEAP* tests occurred in spring 2006. The *iLEAP* provides CRT measures of student achievement like those of the LEAP and GEE. Also, like The Iowa Tests, the *iLEAP* tests have an NRT component that provides norm-referenced scores.

Test	Test Type	Grade Levels
LEAP tests	CRT ELA and Mathematics (Began in 1999) Science and Social Studies (Began in 2000)	4 & 8
GEE tests*	CRT ELA and Mathematics (Began in 2001) Science and Social Studies (Began in 2002)	10 & 11
<i>iLEAP</i> tests	Combined CRT items with NRT items of The Iowa Tests ELA and Mathematics (Began in 2006)	3, 5, 6, 7, & 9
	CRT Science and Social Studies (Began in 2006)	3, 5, 6, & 7
<b>The Iowa Tests</b>		
ITBS	NRT <i>Iowa Tests of Basic Skills (ITBS)</i> (Began in 1998; discontinued in 2005)	3, 5, 6, & 7
ITED	NRT <i>Iowa Tests of Educational Development (ITED)</i> (Began in 1998; discontinued in 2005)	9**
<b>LEAP Alternate Assessments (LAA)</b>		
LAA 1	Performance-Based for students with significant cognitive disabilities (Began in 2001)	3 – 11
LAA 2	Performance-Based for students with persistent academic disabilities (Began in 2006 for grades 4, 8, 10, & 11). (Began in 2007 for grades 5, 6, 7, and 9).	4 – 11
LAA-B	LAA (Began in 2000; discontinued in 2004)	

\* The GEE replaced an older test that was in use for more than a decade.

\*\* Option 2 students, or grade 8 repeaters on a high school campus and Options (PreGED/Skills) Program students also took the *ITED* prior to 2005. Two types of norm-referenced scores [quartiles and national

percentile ranks (NPR)] were presented in earlier DCRs; the DCRs for 2005-06 through 2007-08 did not include Quartile data. Please refer to earlier DCRs for Quartile data, based on The Iowa Tests results, for school years prior to 2005-06.

A third component of the testing program is the LEAP Alternate Assessments (LAA), which are performance-based tests, for students with disabilities. Students eligible for LAA are working toward a Certificate of Achievement. Currently, there are two forms of LAA:

*LEAP Alternate Assessment, Level 1 (LAA 1)* is administered to students with significant cognitive disabilities. The LAA 1 is for students whose Individualized Education Programs (IEPs) reflect significant modifications of the general education curriculum with an emphasis on functional and life skills. LAA 1 began in 2001.

*LEAP Alternate Assessment, Level 2 (LAA 2)* is administered to students with persistent academic disabilities. These students are in a predominantly academic instructional program, but their IEPs reflect that they are functioning at least three grade levels below the actual grade in which they are enrolled. LAA 2 for grades 4, 8, 10, and 11 began in 2006. LAA 2 for grades 5, 6, 7, and 9 began in 2007. Students who are 3<sup>rd</sup> graders are not eligible for LAA 2.

In addition to the above assessments that are already in place, the Louisiana High School Redesign Commission has recommended End-of-Course (EOC) testing, for certain secondary level courses. Such tests are to be aligned with the Louisiana Comprehensive Curriculum, in order to ensure the appropriate content and coverage for each subject. EOC tests will be taken online; they can be used as all or part of the final exam for a subject, and will eventually replace the need for the GEE. The plan is to phase in the EOC tests for various high school subjects, starting in 2007-08, with Algebra I. The final EOC test in American History will be phased in during 2012-13 (LDE, 2008, pg. 70).

This DCR will include LEAP, GEE, and *i*LEAP test results. As in the two previous DCRs, these results will focus on the Achievement Levels, as discussed in the next sections of this narrative.

## **Achievement Levels for LEAP, GEE, and *i*LEAP Tests**

By the 2005-06 school year, students in grades 3 through 11 were assessed in important content areas. Students who were assessed with LEAP, GEE, or *i*LEAP tests received one of five achievement ratings or levels:

- *Advanced*—A student at this level has demonstrated superior performance beyond the mastery level.
- *Mastery*—A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
- *Basic*—A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
- *Approaching Basic*—A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
- *Unsatisfactory*—A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

In the Accountability System, students receive points for each of these achievement levels. These points are combined to yield a single score (now called the Assessment Index) for a school or for a subgroup of students. Beginning in 2005-06, the Accountability System has also included in its calculations assessment results for students that were eligible to take the LAA 1 or the LAA 2.

According to *Bulletin 111*, eligible students who took the LAA 1 received a numerical score ranging from 0.0 to 5.0. This score was converted to five achievement levels, which have the same names as the achievement levels that were discussed above. Eligible students who took the LAA 2 received one of four achievement levels called *Basic*, *Approaching Basic*, *Foundational*, or *Pre-Foundational*. The resulting achievement levels for LAA 1 and LAA 2 are assigned points when used in calculations for the Accountability System. For more detailed information about the inclusion of LAA 1 and LAA 2 results in Accountability, please refer to *Bulletin 111*.

## High-Stakes Tests and Related Policies

In Louisiana, the LEAP and GEE assessments are high-stakes tests; students taking LEAP or GEE tests must score at specific achievement levels before they can be promoted, or before they can earn a high school diploma. LEAP tests for 4<sup>th</sup> and 8<sup>th</sup> graders became high stakes tests in spring 2000. To be promoted fully to the 5<sup>th</sup> or 9<sup>th</sup> grade at the end of the 1999-00 school year, students had to score at the *Approaching Basic* achievement level or above on both the ELA and the Mathematics LEAP tests. Summer remediation and retest opportunities were offered for students who scored at the *Unsatisfactory* achievement level.

The first cohort of students to take the GEE was the 10<sup>th</sup> graders of spring 2001. To graduate with a diploma, these students needed to score *Approaching Basic* or above on only the ELA and Mathematics GEE tests. If students did not achieve at the *Approaching Basic* or higher levels, they were allowed four retest opportunities as juniors and seniors. Science and Social Studies tests of the GEE were administered to first-time 11<sup>th</sup> graders beginning in spring 2002.

To increase state performance standards, the Achievement Levels required on the high-stakes tests have been raised. Policies regarding the achievement levels, promotion, and graduation are summarized below.

- Beginning in 2004, in order to be fully promoted to the next grade level, grade 4 students must score at the *Basic* achievement level or above on the LEAP ELA or Mathematics tests, as well as at the *Approaching Basic* or above level in the other subject.
- Beginning in 2006, to be fully promoted to the next grade level, grade 8 students were to score at the *Basic* achievement level or above on the LEAP ELA or Mathematics tests, as well as at the *Approaching Basic* or above level in the other subject.
- To graduate from a public high school with a diploma, high school students must score at the *Approaching Basic* achievement level or above on both the GEE ELA and Mathematics tests. Students who were first-time 10<sup>th</sup> graders in 2000-01 and thereafter must also score *Approaching Basic* or above on either the GEE Science or Social Studies tests.

On September 27, 2005, the State Board of Elementary and Secondary Education (SBESE) waived the high-stakes testing/promotional policy

for grade 4 and grade 8 students taking the LEAP tests in spring 2006. While the policy was waived, students in grades 3 through 11 were still assessed in spring 2006.

In school years 2006-07 and 2007-08, public school students enrolled in grades 3 through 11 participated in assessments in the spring of 2007 and 2008. The high-stakes testing/promotional policy for grade 4 and grade 8 students was no longer waived. As in earlier school years, when students do not score at the required Achievement Levels on the high-stakes tests, they can receive remediation or additional instruction and then be retested.

# **Appendix F**

Memorandum of Understanding  
Louisiana Department of Education – Iberville Parish Schools –  
Advance Innovative Education



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

**Memorandum of Understanding**

This is a Memorandum of Understanding (MOU) between Louisiana Department of Education (LDOE) and Iberville Parish School Board (hereafter referred to as "the local education agency, or LEA"). The following schools in the LEA are participating in the Louisiana TAP initiative, through a USDOE Teacher Incentive Fund (TIF) grant awarded the LEA. Advance Innovative Education, a 501(c)(3) non-profit in the State of Louisiana, is the lead applicant for the TIF grant.

Crescent Elementary
Dorseyville Elementary
Iberville Elementary
North Iberville Elementary
East Iberville Elementary and High Schools
Plaquemine Senior High
White Castle High School
Math and Science Academy West
Math and Science Academy East
Iberville Parish Optional Education Center

**Scope of Work** The purpose of this MOU is to provide training, support, and technical assistance to the LEA's schools participating in Louisiana TAP through the USDOE TIF grant.

**LEA agrees to:**

1. Pay \$20,000 per TAP school annually to LDOE for training and assistance with implementation of TAP.
2. Attend all required TAP training throughout the 2010-2011 school year;
3. Appoint a person in a leadership position who will serve as the primary liaison with LDOE in connection with TAP:  
Name: Dr. Kristy Hebert  
Title: CEO  
Telephone Number: 225-922-9123
4. Hire an LEA TAP Coordinator (e.g. District-level Executive master Teacher) once the number of TAP schools in the LEA is five or more.
5. Include grant funding to cover costs associated with TAP Comprehensive Online Data Entry (CODE), TAP Training portal, and TAP National Conference.
6. Complete reports, evaluations and surveys as requested by LDOE; and
7. Implement TAP with fidelity and in its entirety during the term of this MOU.

**In return for the LEA's participation in TAP, LDOE agrees to:**

1. Serve as a resource to the LEA during the term of this MOU;
2. Provide technical assistance on TAP implementation to the through regular site visits, training on TAP, e-mail communication, and phone support;
3. Host regular TAP master teacher meetings;
4. Assign as a liaison to the LEA a State Executive Master teacher to provide guidance with the TAP implementation process;
5. Work in collaboration with the LEA on all TAP activities;

***"An Equal Opportunity Employer"***

**Term of MOU**

The term of this MOU will begin on the date that the TIF grant award becomes effective and continue through the duration of the award..

**Invoicing; Payment**

LDOE will bill and submit invoices to the LEA in the amount of \$10,000 by January 1, and \$10,000 by June 1, during each year of the grant. The invoice will be prepared on LDOE letterhead, will certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in this MOU and will state the period for which reimbursement is being requested.

All invoices will be mailed to:

Iberville Parish Schools  
C/O Advance Innovative Education  
ATTN: Dr. Kristy Hebert  
8768 Quarters Lake Road  
Building 11, Suite 5  
Baton Rouge, LA 70809

Within thirty (30) days after receipt of each invoice, the will remit payment to LDOE All payments will be mailed to:

Louisiana Department of Education  
Louisiana TAP Initiative  
ATTN: Sheila Talamo, TAP Executive Director  
P.O. Box \_\_\_\_\_  
Baton Rouge, LA \_\_\_\_\_  
Phone: (225) 342-6975

**Applicable Law**

This MOU will be governed by the laws of the State of Louisiana.

**Amendments**

Any change to this MOU will be preceded by a written amendment signed by both parties to this MOU. An amendment is required:

1. Whenever the term of this MOU is extended or reduced without terminating this MOU; and
2. For any change in terms and conditions of this MOU.

**Terms**

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

Either party may terminate this MOU without cause or penalty by giving the other party a written notice of such termination at least thirty (30) calendar days prior to termination. If not terminated by the above method, this MOU will be terminated upon the expiration date of the TIF grant.

\_\_\_\_\_  
LEA Superintendent - Dr. P. Edward Carcience  
Ibc

6/29/10  
Date

\_\_\_\_\_  
LEA Liaison for TAP - Dr. Kristy Hebert  
Advance Innovative Education

6/29/10  
Date

\_\_\_\_\_  
State Superintendent of Education

7/1/10  
Date

# **Appendix G**

## Detailed Teaching Staff Figures

## Appendix G - Detailed Teaching Staff Figures

<b>Table 4: Number of Teachers in Participating Schools<sup>1</sup></b>			
<b>Participating School Name</b>	<b>Grade Levels</b>	<b># of Teachers</b>	<b># of Students</b>
Crescent Elementary	PK-8	58	735
Dorseyville Elementary	PK-6	36	432
Iberville Elementary	PK-4	78	752
North Iberville Elementary	PK-6	28	418
East Iberville Elementary and High Schools	PK-12	26 elem. 22 H.S.	490
Plaquemine Senior High	8-12	76	593
White Castle High School	7-12	28	252
MSA West	K-11	53	260
MSA East	5-10	12	106
Iberville Parish Optional Education Center	K-12	10	138
<b>TOTALS</b>		427	4,176

<sup>1</sup> Source: Iberville Parish School Board, as of May 1, 2010.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **17** Uploaded File: **Budget Justification.pdf**

## Budget Justification: *Teacher Incentive Fund*

### Iberville Parish School District October 1, 2010 – September 30, 2015

**NOTE ON PLANNING YEAR:** IPS has estimated costs for a 12-month planning period to ensure that all five core elements, as defined by the TIF grantee notice, have been met. Costs are separated by Year, and expenditures for the Planning Year (Year 1) are provided.

**1. Personnel** (*See Section III.1 and III.2 for descriptions of the Management Team and Management Plan. Also, see II.6.6. for a description of the work that will need to be undertaken in Year 1 to prepare the data systems.*)

	Year 1 Planning Year	Year 2	Year 3	Year 4	Year 5
<b>Project Director, Dr. P. Cancienne</b>					
<b>TAP/Project Coordinator</b>					
<b>HR Director</b>					
<b>Data Systems Director</b>					
<b>IT Director</b>					
<b>Programmer</b>					
<b>Subtotal</b>					
<b>Total over 60 months</b>					

**Project Director**

**5% Effort**

- **Duties:** The Project Director will provide oversight of program implementation and submission of all interim and annual reports. He will oversee the work of the project coordinator and subcontractors. He will also be responsible for ensuring long-term financial sustainability of the performance-based compensation system.
- **Time allocation:** This is a portion of the Project Director’s salary @ ██████████ per year. The PI possesses a Ph.D. and is the superintendent of Iberville Parish School District.

This salary level is within the range of salaries for a similar position. Each year, we have budgeted a 3% increase for cost of living.

- **Importance of Position:** This position is responsible for oversight of the project and its activities.

**TAP Project Coordinator, 1 FTE**

**Salary: [REDACTED] (10 month position)**

- **Duties:** The Project Coordinator will be hired immediately and will be responsible for coordinating all project efforts, overseeing subcontractor work, organizing travel and events, acting as a part of the evaluation team, and acting as district TAP Liaison with the Louisiana state TAP office. S/he will also track grant expenditures and provide input for interim and annual reports.
- **Time allocation:** 100% over a 10-month period
- **Basis for salary:** This is a 10-month position. The salary is within the range for a newly certified K-12 teacher or business school graduate in Louisiana. The salary must be competitive to attract high-quality candidates. Each year, we have budgeted a 3% increase for cost of living.
- **Importance of Position:** This person will have access to sensitive information and will be charged with ensuring the execution of all activities.

**Human Resources (HR) Director**

**10% Effort in Year 1 Only**

- **Duties:** The HR director will be responsible for ensuring that the school district, and specifically the human resources and payroll departments, is prepared, in Year 2, to begin implementing a performance-based compensation system. These means ensuring the proper data systems and processes are in place. These activities will include working with

the IT Director and Student Data Director to ensure that the HR data systems are linked with educator performance systems.

- **Time allocation:** This is a portion of the individual’s salary @ [REDACTED] per year. This salary level is within the range of salaries for a similar position. Each year, we have budgeted a 3% increase for cost of living. In Year 1 only, 10% of the HR Director’s salary will be devoted to ensuring the effectiveness of the managerial processes for executing a performance-based compensation system.
- **Importance of Position:** This position will help to ensure that IPS meets “Core Element 4: A data-management system that can link student achievement data to teacher and principal payroll and human resources systems” in Year 1.

**Student Data Director**

**10% Effort in Year 1 Only**

- **Duties:** The Student Data Director will be responsible for ensuring that the school district is prepared, in Year 2, to begin implementing a performance-based compensation system. These means ensuring the proper data systems and processes are in place. These activities will include working with the IT Director and HR Director to ensure that the student data systems are linked with the human resources system.
- **Time allocation:** This is a portion of the individual’s salary @ [REDACTED] per year. This salary level is within the range of salaries for a similar position. Each year, we have budgeted a 3% increase for cost of living. In Year 1 only, 10% of the Student Data Director’s salary will be devoted to ensuring the effectiveness of the managerial processes for executing a performance-based compensation system.

- **Importance of Position:** This position will help to ensure that IPS meets “Core Element 4: A data-management system that can link student achievement data to teacher and principal payroll and human resources systems” in Year 1.

**IT Director**

**10% Effort in Year 1 Only**

- **Duties:** The IT director will be responsible for ensuring that student achievement data systems are linked to teacher and principal payroll and human resources systems by Year in Year 2. These activities will include working with the HR Director and Student Data Director to ensure that the student data systems are linked.
- **Time allocation:** This is a portion of the individual’s salary @ [REDACTED] per year. This salary level is within the range of salaries for a similar position. Each year, we have budgeted a 3% increase for cost of living. In Year 1 only, 10% of the Student Data Director’s salary will be devoted to ensuring the effectiveness of the managerial processes for executing a performance-based compensation system.
- **Importance of Position:** This position will help to ensure that IPS meets “Core Element 4: A data-management system that can link student achievement data to teacher and principal payroll and human resources systems” in Year 1.

**Computer Programmer**

**Salary: [REDACTED] (12 month position for Year 1 only)**

- **Duties:** The computer programmer will be responsible for implementing the changes in the data systems, as well as integrating TAP CODE into the existing systems.
- **Time allocation:** 100% over a 12-month period
- **Basis for salary:** This is a 12-month position. The salary is within the range for an experienced programmer. This position will report to the IT Director.

- Importance of Position:** This position will help to ensure that IPS meets “Core Element 4: A data-management system that can link student achievement data to teacher and principal payroll and human resources systems” in Year 1.

**2. Fringe Benefits**

	Year 1 Planning Year	Year 2	Year 3	Year 4	Year 5
<b>Personnel Salaries</b>	██████████	██████████	██████████	██████████	██████████
<b>24.2% of Salaries</b>	██████████	██████████	██████████	██████████	██████████
<b>Total over 60 months</b>					██████████

Fringe benefits are calculated at 24.2% of salaries of salaried personnel.

**3. Travel**

	Year 1 Planning Year	Year 2	Year 3	Year 4	Year 5
<b>TAP National Conference</b>					
Year 1: Airfare for small group of key administrators and leaders (██████████/person x 15 people)	██████████				
Year 2-5: Airfare for school Leadership Teams (██████████ x 50 people). Not all members of leadership teams will be able to attend.*		██████████	██████████	██████████	██████████
Year 1: Conference registration (██████████ person x 15 people)	██████████				
Year 2-5: Conference registration (██████████ person x 50 people)*		██████████	██████████	██████████	██████████
Year 1: Meals and incidentals for 15 people @ ██████████/person for 3 days	██████████				

Year 2-5: Meals and incidentals for 50 people @ [REDACTED]/person for 3 days*		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Year 1: Lodging for 15 people @ [REDACTED]/night for 3 nights	[REDACTED]				
Year 2-5: Lodging for 50 people @ [REDACTED]/night for 3 nights*		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Annual TIF Grantee Meeting (required)</b>					
Year 1- 5: Airfare ([REDACTED]/person x 3 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Year 1 - 5: Lodging ([REDACTED]/night x 3 nights x 3 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Year 1 - 5: Meals and incidental ([REDACTED] person x 3 days x 3 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Annual TIF Topical Meeting (required)</b>					
Year 1 - 5: Airfare ([REDACTED]/person x 2 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Year 1-5: Lodging ([REDACTED]/night x 3 nights x 2 people )	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Year 1 - 5: Meals and incidentals ([REDACTED]/person x 3 days x 2 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
*3% inflation					
	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total over 60 months</b>					[REDACTED]

**Basis for Cost Estimates:**

- **Airfare:** The amount utilized represents the average roundtrip airfare from Baton Rouge, LA to most major U.S. cities.
- **Hotel:** GSA lodging allowance (2010 FY) for Los Angeles, CA, which is where the 2011 national TAP training is taking place. This figure was used throughout for consistency.

Should there be a need to supplement the lodging per diem, the district will cover this.

- **Meals and incidentals:** GSA lodging allowing (2010 FY) for major cities.
- **Year 1 expenditures:** Year 1 is a planning year, to ensure that IPS has the five core elements in place. Travel to the national conference for a small contingent of staff will be necessary, as is travel to the two required TIF meetings.

**TAP National Conference:**

- **Purpose of the travel:** The National TAP Conference is a dynamic gathering of TAP practitioners, policymakers and members of districts, states, organizations, foundations and businesses involved with TAP implementation across the country. The Conference is a powerful venue to learn more about TAP in practice and its role on the national pulse of innovative education reform.
- **How it relates to project success:** Highly relevant professional development for TAP leadership teams; learning lessons from TAP programs around the nation
- **Attendees:**
  - Year 1: During pre-TAP (Planning Year) only a small group of key teacher leaders, principals, and district personnel will attend with the Project Director and Project Coordinator.
  - Years 2 – 5: Funds have been budgeted to allow 50 members of all school leadership teams to attend (principals, master teachers, mentor teachers), as well as the Project Director and Project Coordinator.

**Required Meeting: *Teacher Incentive Fund Grantee Meeting***

- **Purpose of the travel:** This 1.5 day meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED and

technical assistance from experts.

- **How it relates to project success:** See above
- **Attendees:** Project director, TAP project coordinator, Chief Financial Officer

**Required Meeting: *Teacher Incentive Fund Topical Meeting***

- **Purpose of the travel:** This 1.5 day meeting will provide participants with in depth information on a topic related to implementing PBCSs.
- **How it relates to project success:** See above
- **Attendees:** Project director, TAP project coordinator

**4. Equipment - Not applicable**

**5. Supplies (*See sections II.6.3 and II.6.6 for descriptions of the communications and data programming work that necessitate these expenditures*)**

	Year 1 Planning Year	Year 2	Year 3	Year 4	Year 5
License for TAP CODE (approx. [redacted]/school x 10 schools)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
TAP training portal (approx. [redacted]/school x 10 schools)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Marketing supplies	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Website & e-newsletter design	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Computer for staff: Desktop or laptop computer for Project Coordinator and Programmer	[redacted]				
Postage for newsletters	\$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]
<b>Total over 60 months</b>					[redacted]

- **Year 1 expenditures:** The purchase of software licenses for TAP CODE and the training portal will be purchased in Year 1 to evaluate portability of the system with existing systems. Additionally, the communications and outreach plan (Section II.6.3) will commence in Year 1 and will necessitate the purchase of program-related marketing supplies.

**6. Contractual**

	<b>Year 1 Planning Year</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Eval Incentive (partial) Advance Innovative Education</b>	██████████	██████████	██████████	██████████	██████████
<b>Louisiana Department of Education – State TAP Office</b>	██████████	██████████	██████████	██████████	██████████
<b>External evaluator</b>	██████████	██████████	██████████	██████████	██████████
<b>Total over 60 months</b>					██████████

**Advance Innovative Education:**

- **Professional services to be rendered:** AIE will be responsible for delivering the communications and outreach plan (See Section II.6.3) in Years 1-5. Additionally, Dr. Kristy Hebert will serve as Co-Project Director with Dr. Cancienne, and will help him ensure project quality. She will be responsible for oversight of program implementation, co-leadership of the program evaluation (including working with the national evaluation team), and will drive the communications plan during the planning year and throughout. She will be instrumental in ensuring the five core elements are developed in Year 1. Additionally, AIE will serve as an external observer to complement the TAP Leadership Teams’ observations.
- **Purpose and relation to project success:** The communications plan is a core element of

PBCS success (Core Element 1). Additionally, Dr. Hebert is a seasoned educator and administrator who will ensure project success.

- **Amount of time that the project will be working with the contractor:** Years 1 -5
- **Basis for cost estimates or computations:** Project estimate provided by Advance Innovative Education. See below.
- **Year 1 expenditures:** The communications and outreach plan (Section II.6.3) will commence in Year 1 and will necessitate AIE services. Additionally, the co-project director will need to begin work with the project director at this time.

	Year 1 Planning Year	Year 2	Year 3	Year 4	Year 5
<b>Personnel</b>					
Dr. Kristy Hebert, co-Project Director (20% effort; annual salary [REDACTED])	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Project Coordinator	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Communications Specialist	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Fringe benefits (20%)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Travel to TIF Grantee Meeting and/or National TAP Conference</b>					
Airfare (\$400/person x 3 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Lodging (3 nights x [REDACTED]/night x 3 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Meals and incidentals [REDACTED]/person/day x 3 days x 3 people)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Registration x 3 (National TAP conference)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Supplies</b>					
Supplies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Cell phone reimbursement for	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

staff					
Subtotal					
F&A (25.4%)					
Total					

**Louisiana Department of Education – State TAP Office:**

- **Professional services to be rendered:** Serve as a resource to the LEA. Provide technical assistance on TAP implementation to the through regular site visits, training on TAP, e-mail communication, and phone support. Host regular TAP master teacher meetings. Assign as a liaison to the LEA a State Executive Master teacher to provide guidance with the TAP implementation process. Work in collaboration with the LEA on all TAP activities
- **Purpose and relation to project success:** The state infrastructure in place for TAP will ensure that project implementation is of the highest quality. The State TAP Office will serve as valuable technical assistance.
- **Cost:** [REDACTED] per school per year
- **Amount of time that the project will be working with the contractor:** Years 1 - 5
- **Basis for cost estimates or computations:** See attached Memorandum of Understanding
- **Year 1 expenditures:** LA-TAP services will begin in Year 1 as the district is converted to pre-TAP status.

**External Evaluator:**

- **Professional services to be rendered:** External evaluation of program; quantitative and qualitative methodologies for collecting and analyzing data. Both qualitative and formative assessments will be provided. *See Section IV.2 for more information.*
- **Purpose and relation to project success:** While our proposed program evaluation

design is comprehensive, the bottom-line variables are (1) the extent to which student achievement is raised, (2) increasing the effectiveness of teachers and administrators, and (3) retention and recruitment of effective teachers, principals, and other personnel. The primary concern is the usefulness of the data for describing what has been done (process) and how well the strategies worked to obtain the desired results (outcomes). Process evaluation will identify implementation problems as they occur; assure prompt feedback to staff so adjustments can be made in the future; provide a record of project inputs and methods used during implementation; provide judgment about the efficacy of the implementation process; and develop replicable steps, activities and materials so the entire process can be repeated.

- **Cost:** [REDACTED] per year for 5 years
- **Amount of time that the project will be working with the contractor:** Years 1 - 5
- **Basis for cost estimates or computations:** This is an estimate based on previous experience with highly qualified evaluators. The external evaluator has not been identified.
- **Year 1 expenditures:** It is expected that the external evaluator develop a detailed plan for evaluation during the planning year, and commence collecting baseline data.

7. **Construction** - Not applicable.

8. **Other** (*See Sections II.3.4, II.6.4, II.6.7, and IV.1 for further information*)

	<b>Year 1 Planning Year</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Career Teacher Incentive Pool</b>					
Teacher incentives (Group 1 teachers)			[REDACTED]	[REDACTED]	[REDACTED]

<p>           EVAL INCENTIVE 1% across the board bonus for teachers (based on average salary of [REDACTED] (Group 2 teachers)         </p>			[REDACTED]	[REDACTED]	[REDACTED]
<b>Master and Mentor Teacher Incentive Pool</b>					
<p>           Additional compensation for Master Teachers (28 MT @ [REDACTED] each)         </p>		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>           Additional compensation for Mentor Teachers (53 MT @ [REDACTED])         </p>		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Principal Incentive Pool</b>					
<p>           Principal incentives (Group 1 principals)         </p>			[REDACTED]	[REDACTED]	[REDACTED]
<p>           EVAL INCENTIVE 1% across the board bonus for principals (based on average salary of [REDACTED]) (Group 2 principals)         </p>			[REDACTED]	[REDACTED]	[REDACTED]
<p>           Assistant Principal incentives (Group 1)         </p>			[REDACTED]	[REDACTED]	[REDACTED]
<p>           EVAL INCENTIVE 1% across the board bonus for assistant principals (based on average salary of [REDACTED]) (Group 2)         </p>			[REDACTED]	[REDACTED]	[REDACTED]

principals)					
	\$0	████████	████████	████████	████████
<b>Total over 60 months</b>					████████

**According to the TAP organization,** “The performance awards to teachers and principals are of sufficient size to affect the behaviors of these professionals, and will affect their decisions as to whether to go to, or remain working in, the high-need school.”

**Teacher incentive pool:** TAP™ recommends a minimum of ██████ per career teacher (non-Master, non-Mentor) be put into the bonus pool. Based on TAP™’s multiple measures of performance, an individual teacher’s performance compensation could range from zero to ██████ or ██████ Teachers in untested subjects have their bonuses determined 50 percent by their evaluations and 50 percent based on school-wide value added growth. We have followed this guidance. Because we are participating in the TIF Evaluation competition, we have budgeted for ██████ x 218 teachers (Group 1 teachers). For Group 2 teachers, we have budgeted a 1% across-the-board bonus for the remaining 218 teachers. The average salary for teachers is ██████ thus, 1% x ██████ = \$500 and ██████ x 218 teachers = ██████ Incentive pay for career teachers will not commence until Year 3 of the project.

**Master and mentor teacher incentive pool:** Master and mentor teachers receive additional compensation based on their added roles and responsibilities. Combining these sources, performance pay for a teacher in a TAP™ school can reach up to ██████ per year.

**Mentor Teachers:** TAP recommends augmentations of [REDACTED] for Mentor Teachers. We have budgeted for [REDACTED] augmentations for each Mentor Teacher. NIET recommends that schools aim for a ratio of 6 to 8 Career Teachers per Mentor Teacher. We have estimated the need for 53 mentors, based on 427 teachers. Thus, [REDACTED] x 53 = [REDACTED]. Augmented salaries for Mentor Teachers will begin in Year 2, per the TAP model. We have budgeted a 3% increase in augmentations to account for inflation.

**Master Teachers:** TAP recommends augmentations of [REDACTED] for Master Teachers. We have budgeted for [REDACTED] augmentations for each Master Teacher. NIET recommends that schools aim for a ratio of 12 to 15 Career Teachers per Master Teacher. We have estimated the need for 28 mentors, based on 427 teachers. Thus, [REDACTED] x 28 = [REDACTED]. Augmented salaries for Mentor Teachers will begin in Year 2, per the TAP model. We have budgeted a 3% increase in augmentations to account for inflation.

**Principal incentive pool:** Bonuses for TAP™ principals are calculated based on school-wide student achievement growth and other factors including principal evaluations, graduation rates or other measures determined locally. TAP™ does not have a recommendation for how much funding should be budgeted for principals. Thus, we budgeted for [REDACTED] per principal. Because we are participating in the TIF Evaluation competition, we have budgeted for [REDACTED] x 5 principals (Group 1 principals). For Group 2 principals, we have budgeted a 1% across-the-board bonus for the remaining 5 principals. The average salary for principals is [REDACTED] thus, 1% x [REDACTED] = [REDACTED] and [REDACTED] x 5 principals = [REDACTED]. Incentive pay for principals will not commence until Year 3 of the project.

Bonuses for TAP™ assistant principals are calculated based on school-wide student achievement growth and other factors including principal evaluations, graduation rates or other

measures determined locally. TAP™ does not have a recommendation for how much funding should be budgeted for assistant principals. Thus, we budgeted for [REDACTED] per principal. Because we are participating in the TIF Evaluation competition, we have budgeted for [REDACTED] x 5 principals (Group 1 principals). For Group 2 principals, we have budgeted a 1% across-the-board bonus for the remaining 5 principals. The average salary for assistant principals is [REDACTED] thus,  $1\% \times [REDACTED] = [REDACTED]$  and  $[REDACTED] \times 5$  assistant principals = [REDACTED]. Incentive pay for assistant principals will not commence until Year 3 of the project.

Additionally, NIET is presently developing a more formalized administrator compensation system through a Teacher Incentive Fund (TIF) grant with the Consortium of Algiers Charter Schools in New Orleans, Louisiana. In general, this system will include: 1) administrator-specific training and development focused on TAP implementation as well as general school leadership, 2) a performance evaluation instrument and 3) a new comprehensive compensation system based on multiple measures, including student achievement gains. We will follow these recommendations, when available.

**Year 1 expenditures:** No Year 1 expenditures will be incurred during this year. The performance based compensation system will commence in Year 2.

**9. Total Direct Costs (lines 1-9)**

	<b>Year 1 Planning Year</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Subtotal per year</b>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total over 60 months</b>					[REDACTED]

**10. Indirect Costs**

Indirect costs are calculated at 4.9269% MTDC. Copy of approved indirect cost rate is attached as an “Other Attachment.”

**11. Training Stipends**

Not applicable.

**12. Total Costs (line 9-11)**

	<b>Year 1 Planning Year</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Subtotal per year</b>					
<b>Total over 60 months</b>					