

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 # S385A100127

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

Closing Date: JUL 06, 2010

****Table of Contents****

Forms

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

Narratives

1. <i>Project Narrative - (Project Abstract...)</i> _____	e15
<i>CPS TIF Abstract</i> _____	e16
2. <i>Project Narrative - (Application Narrative...)</i> _____	e17
<i>CPS TIF Application Narrative</i> _____	e18
3. <i>Project Narrative - (High-Need Schools Documentation...)</i> _____	e92
<i>CPS TIF High-Need Schools Docs</i> _____	e93
4. <i>Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)</i> _____	e95
<i>CPS TIF Principal Letters</i> _____	e96
5. <i>Project Narrative - (Other Attachments...)</i> _____	e105
<i>CPS TIF Other Attachments</i> _____	e106
6. <i>Budget Narrative - (Budget Narrative...)</i> _____	e123
<i>CPS TIF Budget Narrative</i> _____	e124

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

* Last Name: Winckler

Suffix:

Title: Chief Human Capital Officer

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund ARRA

13. Competition Identification Number:

Title:

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

Chicago, Cook, Illinois

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

Chicago Public Schools Teacher Incentive Fund (CPS TIF)

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: 1-9,11

* b. Program/Project: 1-9,11

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	\$ 0
d. Local	\$ [REDACTED]
e. Other	\$ 0
f. Program Income	\$ 0
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)**

IXI ** 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: Ms. * First Name: Albert

Middle Name:

* Last Name: Sanchez

Suffix:

Title: Director, External Resources

* 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:
 Chicago Public Schools, District...

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 8/1/2009 To: 7/31/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 1.43%

(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:
 Chicago Public Schools, District...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	\$ 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)	█	█	█	█	█	█
10. Indirect Costs	█	█	█	█	█	█
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Albert Sanchez

Title: Director, External Resources

Date Submitted: 07/06/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Chicago Public Schools #299 Address: 125 South Clark Street, 11th Floor City: Chicago State: IL Zip Code + 4: 60603- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund, ARRA CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Board of Education of the City of Chicag Address: 125 South Clark Street, 11th FL City: Chicago State: IL Zip Code + 4: 60603-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Anderson, Ray Address: 1301 Pennsylvania Avenue City: Chicago State: IL Zip Code + 4: 60603-	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Albert Sanchez Title: Director, External Resources Applicant: Chicago Public Schools, District #299 Date: 07/06/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Chicago Public Schools, District #299

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Albert Middle Name:
Last Name: Sanchez Suffix:
Title: Director, External Resources

Signature: _____ Date: 07/06/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : CPS TIF GEPA

File : N:\External Affairs\External Resources\RFPs\FEDERAL\TEACHER INCENTIVE FUND\2010
ARRA\COMPLETE\General Education Provisions Act Section 427.doc

General Education Provisions Act Section 427 (GEPA)

In accordance with federal regulations (including the General Education Provision Act, Section 427) and Chicago Public Schools (CPS) anti-discrimination policies for student and employee participation and services, the CPS Teacher Incentive Fund (TIF) Project will not discriminate on the basis of race, color, national origin, gender, age, or disability. As with all CPS projects, the district is committed to diversification of its staff and the employment of minorities in proportion that is equivalent to their availability among qualified applicants. The affirmative and proactive steps described below will ensure diversity among project participants.

Faculty Participation

To accommodate teachers in the selection pool with disabilities, the district's accessible Elizabeth Street Training Facility, which is fully accessible, will be used as a hub for CPS TIF professional development activities.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Alicia Winckler

Address:

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

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

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Project Abstract

Attachment 1:

Title: **CPS TIF Abstract Pages: 1** Uploaded File: **N:\External Affairs\External Resources\RFPs\FEDERAL\TEACHER INCENTIVE FUND\2010 ARRA\COMPLETE\CPS TIF Abstract.pdf**

ABSTRACT

The Teacher Incentive Fund (TIF) advances ongoing work by the Chicago Public Schools (CPS) to integrate a comprehensive performance based compensation system into its Human Capital Framework. The project will target 25 schools and principals along with 1,125 teachers. This application is for the Evaluation competition.

The CPS TIF project's evolving **Core Elements** will be in place by the end of the planning year, including (a) a broad-based communications plan; (b) involvement of participating teachers, principals, the Chicago Teachers Union, and other stakeholders; (c) principal and teacher evaluation systems that use both performance and practice measures; (d) a data management system linking school and classroom student achievement to principals and teachers (e) a comprehensive professional development plan that differentiates training according to participants' roles and responsibilities. The project also meets the following **Absolute and Competitive Preference Priorities**: (1) differentiated rewards of sufficient size based on levels of effectiveness, need of school and subject, and career ladder roles; (2) fiscal sustainability; including discussions with stakeholders regarding future funding; (3) strategy to strengthen educator workforce during and beyond the grant period focused on using evaluation ratings in promotion, tenure, dismissal, and career growth roles; (4) value-added measures of school and teacher impact on student growth related to the norm referenced Illinois State Assessment Tests and Scantron Adaptive Student Growth Assessments; and (5) improved recruitment and retention of effective teachers to serve high-need students and in hard-to-staff subjects and specialty areas.

A rigorous formative and summative assessment by internal and external evaluators will measure the impact of CPS TIF, contributing to long-term transformation of principal and teacher compensation in CPS. The Chicago Public Education Fund is a major partner in this work.

Project Narrative

Application Narrative

Attachment 1:

Title: **CPS TIF Application Narrative** Pages: **74** Uploaded File: **N:\External Affairs\External Resources\RFPs\FEDERAL\TEACHER INCENTIVE FUND\2010 ARRA\COMPLETE\CPS TIF Proposal_FINAL_7.6.pdf**

TABLE OF CONTENTS

INTRODUCTION	P. 1
<hr/>	
NEED FOR PROJECT	P. 4
<hr/>	
Difficulty Recruiting High Quality Teachers	p. 4
Difficulty Retaining High Quality Teachers and Principals	p. 6
Lower Student Achievement in Participating Schools	p. 7
Weaknesses, Gaps, & Strengths	p. 7
<hr/>	
PROJECT DESIGN	P. 8
<hr/>	
Place of PBCS in CPS Strategy to Determine Educator Effectiveness	p. 8
Methodology for Determining Principal and Teacher Effectiveness	p. 10
Student Achievement	p. 10
Practice	p. 15
Determination of Educator Effectiveness	p. 18
<hr/>	
Career Paths	p. 23
<hr/>	
Teacher and Principal Awards Overview	p. 24
<hr/>	
Involvement and Support of Teachers, Principals, and Other Stakeholders	p. 30
<hr/>	
Rigorous, Transparent and Fair Evaluation Systems	p. 34
<hr/>	
Data Management System	p. 39
<hr/>	
High Quality Professional Development	p. 42
<hr/>	
Recruitment of Effective Teachers and Principals	p. 51
<hr/>	
ADEQUACY OF RESOURCES	P. 56
<hr/>	
Management Plan and Timeline (to be developed)	p. 56
Qualifications, Responsibilities, and Time Commitments of Key Personnel	p. 56
Applicant Financial and In-kind Support of Project (to be developed)	p. 65
QUALITY OF EVALUATION PLAN	P. 67
<hr/>	

CHICAGO PUBLIC SCHOOLS TEACHER INCENTIVE FUND (CPS TIF) PROJECT

INTRODUCTION

The Chicago Public Schools (CPS) faces an unprecedented opportunity to better serve the 417,000 CPS students, and their families, through large scale reform in how teacher and principal talent is recruited, developed, evaluated, and rewarded. All of the ingredients for success are in place. The district's CEO has a successful track record of institutional reform and has built a unique leadership team for the district, effectively blending private sector talent and premier educational leadership. An enhanced district-wide focus on performance and continuous improvement uniquely positions the district for meaningful performance evaluation and compensation reform as part of this proposed CPS TIF project. While CPS is positioned well for reform organizationally, financial support from TIF will ensure success.

Ongoing Human Capital and Performance Management Work

The performance based compensation system will be part of a comprehensive Human Capital Framework that includes workforce planning, talent acquisition, performance and talent management, total rewards, and professional development and support. CPS has taken significant steps toward developing that framework. Through strategic collaboration between the CPS Offices of Human Capital and Performance, the district has also moved to dramatically improve the evaluation of principal and teacher performance and practice. The work to date has been critical in informing the district's thinking, but the need for deeper, broader work is significant.

At the same time, a culture of continuous learning is being nurtured throughout CPS, through regular performance management review at all levels of the district (school, area/regional, and central office), with meaningful use of data to drive improvement and highlight areas of need. The continuous learning focus on improving student outcomes through frequent and systematic

analysis of data builds school-level capacity for supporting educator evaluation and compensation reform.

Local and State Mandates

Two recent developments—a CPS policy and State of Illinois legislation—further illustrate Chicago’s unique potential to move the needle on student achievement through rigorous talent management efforts and serve as a model for districts across the country.

In June 2009, the Chicago Board of Education passed a school performance policy, establishing a multifaceted set of standards and criteria for determining need at the individual school level for remediation or probation. At its core, is a value-added metric that assesses school effects on students’ academic growth. Embedded within this work is an effort to develop a classroom-level metric to link teachers to individual students where appropriate.

Even more significant is the Performance Evaluation Reform Act (PERA), passed by the Illinois State Legislature in January 2010, stipulating that all state school districts must incorporate student growth data as a significant factor in teacher and principal evaluations and that the evaluations must inform key decisions. Mandates include use of student growth data as a significant factor and—for CPS—collaboration with the Chicago Teachers Union (CTU) in developing a plan. If no agreement is reached by CTU and CPS after 90 days of good faith collaboration, CPS can implement its last best proposal. Together, district policy and state law require rigorous and fair teacher and principal evaluation systems that include student growth data. These evaluation systems will provide the foundation for the proposed performance-based compensation system.

Potential for Long-term Impact

CPS is considering how to best align various systems and protocols that balance school-level human capital needs with goals for improving student achievement; this is not unique to

Chicago, as many districts are facing the same challenge. However, substantial size and diversity make the district an ideal laboratory for research evaluation. CPS will be able to drive significant advances in student achievement by attracting and retaining top teacher and principal talent to schools where the need is greatest. In doing so successfully, CPS will be able to provide the U.S. Department of Education with lessons learned for other districts nationwide.

CPS understands that district-wide reform will not be easy and fully intends work with the new Chicago Teachers Union (CTU) leadership in the same spirit and depth as it has been working with the prior team on development of this proposal. However, due to the timing of recent elections, CPS must wait until the new union administration takes office next month. In addition, lessons learned from three pilots will be applied to the development of the new evaluation and compensation systems. In particular, a strength of the federally-funded Chicago TAP pilot has been the sincere collaboration and joint accountability among CPS, CTU, and local and national partners. The collaboration, accountability, and spirit will be emulated with CPS TIF.

CPS will monitor the impact of the proposed pilot project through rigorous formative and summative assessment by internal and external evaluators. In consultation with a Project Advisory Committee comprised of CPS administrators, representatives from CTU and the Chicago Principals and Administrators Association (CPAA), non-profit education organizations (including New Leaders for New Schools and The New Teacher Project), and foundation partners, project managers will document what works, anticipate potential roadblocks, and proactively address areas of weakness. If funded, CPS will use the Teacher Incentive Fund grant to deliver dramatic reform – not just for the life of the grant years – but as a model for long term transformation of teacher and principal evaluation and compensation.

NEED FOR PROJECT

As the third largest school district in the country (417,000 students), CPS has a large minority, high poverty population resulting in high need schools with low student achievement and teacher recruitment and retention problems.

11.*DIFFICULTY RECRUITING HIGHLY QUALIFIED OR EFFECTIVE TEACHERS

CPS has identified a pool of 47 high-poverty schools (at least 75% low-income) with significant need to be considered for participation in CPS TIF (See Appendix for complete list of schools). The criteria used to select the schools were determined by CPS in conjunction with local labor and foundation stakeholders (See p. 32). During Year 1 of the grant (the planning year, 2010-11), 25 schools from the list will be selected based on a thorough assessment of capacity and the affirmative vote of the principal, Chief Area Officer (CAO)¹, and 75% of teachers to participate. All schools in the pool share the following characteristics: (1) Illinois Standards Achievement Test (ISAT) mathematics, reading, and science scores below district and state averages; (2) high teacher turnover (average rate of 18%); (3) significant numbers of new, inexperienced teachers; (4) difficulty in recruiting highly qualified or effective teachers, including in hard-to-staff subjects; (5) strong current principal leadership; and (6) primarily high-need student populations. Students in these schools are considered high-need because they live in low-income households (91%), attend high-minority schools (100%), have disabilities (11%), and are English language learners (29%).

Given their often-challenging learning environments, these schools have difficulty recruiting highly qualified and effective teachers and consistently have significant numbers of new, inexperienced teachers on staff. As evidenced in the table below, fewer teachers at the

* Note: Numbers correspond with numbers of RFP prompts.

¹ Chief Area Officers are accountable for increasing student outcomes and overall performance of a grouping or 'Area' of approximately 30 schools.

schools in the pool exhibit attributes typically related to higher quality candidates than at lower poverty schools in the district:

Teacher Attributes (Quality) <i>Elementary Schools</i>	Participating High Poverty*	Comparison Low-Poverty**
-Does not have middle grades content area certification	57%	72%
-Is not Nationally Board Certified	3%	8%
-Average years teaching experience	10	12

*75% or more students eligible for free/reduced price lunch. **40% or fewer students eligible for free/reduced price lunch.

Shortages in critical subjects add to the recruitment problem. Participating schools have particular difficulty recruiting highly qualified or effective teachers for the following hard-to-staff subjects: mathematics, science, special education, and English language acquisition. Vacancies in these subjects are frequently high for schools in the selection pool, and positions are typically filled with new, inexperienced teachers.

To increase instructional rigor at the middle school level to prepare students for high school courses, CPS passed a Middle Grades Specialization policy in 2008 which requires that all 6th-8th grade students receive instruction in mathematics, science, language arts, and social studies from a content area specialist. As the table at the top of p. 2 illustrates, a disproportionate numbers of students in schools selected to participate in CPS TIF are not receiving instruction from a content area specialist due to a shortage of such teachers at these schools.

As highlighted in the table below, within CPS, there is a disparity between the qualities of teacher attributes in high and low poverty schools:

Teacher Attributes (Quality) (Elementary Schools)	High Poverty*	Low-Poverty**
-Have master's degree or higher	58%	62%
-Classes taught by teachers who are not highly qualified	7%	2%

*75% or more students eligible for free/reduced price lunch. **40% or fewer students eligible for free/reduced price lunch.

1III. DIFFICULTY RETAINING HIGHLY QUALIFIED OR EFFECTIVE TEACHERS AND PRINCIPALS

High rates of teacher and principal turnover are major impediments to improving and sustaining improvement of student achievement in the majority of CPS schools. There has been a significant generational shift among CPS principals due to a wave of retirements in the past few years. In addition, an increased focus on addressing underperforming principals (some of whom were placed on corrective and direct action plans) has also lead to an increased number of principals leaving due to performance. Almost 2/3 of principals are new to the job and have 5 years experience or less, while almost 20% are under 40 years of age compared to less than 2% in 1999 (Consortium biennial survey of principals). Recent research links principal turnover to teacher mobility and suggests principal stability to be essential to school improvement efforts (Stoelinga, Hart, & Schaliol, 2008; CCSR, 2009). CPS struggles with a consistent influx of new and inexperienced principals, with approximately 100 new principals each school year.

Analysis of teacher characteristics and turnover data across the district confirms that schools serving the most disadvantaged students and that are most in need of effective teachers struggle in retaining teachers. In a typical CPS school, half of the teachers turn over within five years, while in many schools, half of the teaching staff turns over every three years. With an average turnover rate of 28%, schools in the CPS TIF pool fall within this range.

Research suggests that schools with high turnover are more likely to have inexperienced, less effective teachers (Kane, Rockoff, & Staiger., 2006), and teachers with less than three years of experience are in turn most likely to leave their schools (Boyd et al., 2006). High turnover rates produce a variety of issues for schools, including discontinuity of professional development, shortages in critical subject areas, loss of teacher leadership, and difficulty replacing good teachers who have left with ones of comparable quality.

2. LOWER STUDENT ACHIEVEMENT IN PARTICIPATING SCHOOLS THAN IN COMPARABLE ONES

Changes in leadership and teacher mobility rates are closely linked with student achievement and are highest where the majority of students do not meet standards. The schools in the CPS TIF pool have fairly high numbers of new principals and inexperienced, less effective teachers which can negatively affect academic achievement. In turn, schools with low achievement tend to have greater difficulty retaining teachers than schools with higher levels of achievement. This works to create a cycle of turnover that is extremely detrimental to students who more than likely face environmental disadvantages.

While schools in the CPS TIF selection pool have similar student achievement to other schools across the district, they fall below the state averages as measured by performance on the Illinois Standards Achievement Test (ISAT).

ISAT Scores	2008	2009
CPS TIF Schools	57%	65%
CPS Average	60%	62%
State Average	82%	84%

The need for a catalyst such as CPS TIF that will propel these schools toward meeting or exceeding state averages is apparent.

WEAKNESSES, GAPS, AND STRENGTHS

While weaknesses and gaps exist in specific components that make up the current CPS Human Capital Framework and are the focus of CPS TIF, intensive and ongoing performance management work provides a foundation that will enable major aspects of the core components to be in place by the end of the Planning Year and the entire project to roll out over the following four years. A high level overview of weaknesses, gaps, and evolving work follow.

	Weaknesses/Gaps	Evolving Work
Teacher & Principal Evaluation Systems	<ul style="list-style-type: none"> -Not based on multiple sources of data and multiple observations by more than one evaluator -No current use of school level and classroom level value add data -Checklist observational protocols that are not standards-based -Unreliable differentiation of effectiveness because of narrow evaluation system and lack of consistency 	<ul style="list-style-type: none"> -School level value add component in place for school status decisions; some improvements needed over the next school year for evaluation use -Classroom level value added student growth assessments on trajectory that includes readiness to administer and collect baseline data beginning in planning year -Principal observation protocol near completion; teacher protocol to be ready at end of planning year -Rating protocols ready to be finalized
Compensation System	<ul style="list-style-type: none"> -Based on a traditional lane and step framework -Doesn't account for performance 	<ul style="list-style-type: none"> -Proposed plan that reduces lane/step influence on base salary schedule -Addition of bonuses for effective performance and practice; work in high need schools, school size (principals); and teaching in a high need subject
Data Management System	<ul style="list-style-type: none"> -Quality issues for teacher value-added model -Doesn't currently align all components of human capital system 	<ul style="list-style-type: none"> -Robust data management system in place with capacity to meet new data requirements -Work in progress to turn on essential software modules and address data quality issues
Professional Development	<ul style="list-style-type: none"> -Fragmented across district with uncoordinated efforts on part of district, areas, schools, and outside providers 	<ul style="list-style-type: none"> -A professional development framework for targeting information and training needs relative to stakeholder roles as evaluators and evaluatees is ready for further development

Multiple stakeholders, including our union partner, are, and will continue to be, involved in the development and implementation of CPS TIF. A comprehensive communications campaign will ensure that stakeholders at all levels are aware, knowledgeable, committed, and proactive.

QUALITY OF PROJECT DESIGN

1. PLACE OF PROPOSED PERFORMANCE-BASED COMPENSATION SYSTEM IN DISTRICT'S STRATEGY FOR DETERMINING TEACHER AND PRINCIPAL EFFECTIVENESS

CPS seeks to create a culture in which all teachers and principals have a clear understanding of what defines excellence in their work, are provided with constructive and data-

based feedback about their performance and practice, receive support to increase their effectiveness, and are rewarded based on their achievements. CPS has, over the last several years, been developing and refining a hybrid evaluation system for principals that will be ready for full implementation in 2010-11. This system fuses observation of critical leadership characteristics with analysis of student data, including valid and reliable measures of student growth. In addition, as part of the Performance Evaluation Reform Act (PERA) of 2010, CPS is planning for the implementation of a new teacher evaluation system beginning in 2011-12 that draws upon observations of teacher practice as well as school- and classroom-level data related to student growth. There will be alignment between the principal and teacher evaluation systems.

Lessons Learned from Pilots

Over the last four years, CPS has used three pilots that experimented with methods to measure principal and teacher practice, observation and evaluation structures, differentiated support for struggling teachers, and the use of student data to make compensation decisions. PERA provides CPS with a unique opportunity to draw upon lessons learned from these teacher evaluation pilots to design the new performance evaluation systems. The Chicago Teacher Advancement Program (TAP), which began in 2007 in partnership with CTU and was funded through a TIF grant, has provided a foundation for aligned principal and teacher evaluations and compensation as well as information on the development of school learning communities. The Excellence in Teaching pilot, which began in 2008 in collaboration with the Consortium on Chicago School Research at the University of Chicago, has demonstrated that when excellence is clearly defined, there is a greater distribution among teacher ratings (Sartain, Stoelinga, & Krone, 2010). The Fresh Start Partnership, a collaborative effort between CPS and CTU, which began in 2005, has underscored the importance of peer evaluation and mentor support based on observation feedback.

Theory of Change

By establishing a comprehensive system that both develops and rewards excellence, CPS will attract and retain effective teachers and principals who will drive student achievement through quality instruction and leadership in schools where the need is greatest. The theory of change is that: (1) a corps of high-performing leaders, (2) a highly effective teaching force, and (3) a well-functioning district that facilitates solutions will work together to improve student outcomes. Strategies and related goals include establishing workforce planning as integral function of human capital, improving recruitment of high-potential principals, developing teacher & principal candidate slates & facilitating selection processes across the district, creating evaluation frameworks for measuring performance for all employees, establishing well-defined career paths, developing incentive compensation system that rewards effective principals & teachers, and improving the employment brand of CPS.

Ultimately, CPS will implement the new evaluations as part of a larger, long-term district strategy to evaluate the performance of all administrators and staff district-wide and link these evaluations to personal growth plans and total rewards.

METHODOLOGY FOR DETERMINING PRINCIPAL AND TEACHER EFFECTIVENESS (RFP 1i)

CPS is actively working to develop its methodology for determining principal and teacher effectiveness. The intention is to utilize both valid and reliable measures of student achievement, including student growth and standards-based measures of principal and teacher practice, based on observation.

Measures of Student Achievement

For the quantitative component of the evaluation system, CPS is currently exploring a number of methods to quantify student growth. The landscape of assessment tools available to

produce growth measures is rapidly evolving. A review of that landscape suggests that valid, reliable, and consistent measures for teachers of all subjects, at all grade levels, with all student populations are just now coming into existence.

To-date, CPS has used a state-assessment based value added measure to quantify student growth for purposes of principal evaluation, school accountability, and teacher incentive pay. CPS continues to refine this model, which can provide quantitative teacher effectiveness data for reading and math teachers in grades four through eight. At the same time, the district continues to identify and explore the best assessment tools to measure student growth as well as the best statistical methods for turning assessment results into classroom growth measures. Given the rapid and evolving nature of this field, today's state-assessment-based value added model may require significant updating down the line.

The performance components of the comprehensive evaluation system may use both annual state assessments and regular district-selected interim assessments to measure student growth. The district's size and heterogeneity has led to the development of relative, rather than absolute, measures of student growth. Currently, the district has a value-added metric based on the Illinois Standards Achievement Test (ISAT) in use as a measure of student growth. Use of ISAT data applies to the evaluation of both principals and teachers. Also, work is underway to modify the value-added algorithm for use with the Scantron computer adaptive assessments which are administered three times a year. Scantron is a nationally normed assessment used in other comparable districts.

ISAT-Based Value Added Model

The ISAT-based value-added metric CPS currently uses to measure student growth in elementary schools and to evaluate principal and teacher effectiveness was developed by the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison.

The ISAT is a norm- and criterion-referenced standardized state-wide test that is administered to all students in grades 3-8.

The CPS school-level value-added metric is a measure of a school’s impact on students’ yearly academic growth that compares average student academic growth in a school to the average growth of similar students district-wide. The model separates the effects of schools and teachers from other variables such as family background characteristics and demographics, which is critical to ensure a fair measure that is an ‘apples to apples’ comparison. Conceptually, a value-added score is calculated as follows: *Value-Added = (Actual Growth in ISAT) – (Predicted Growth in ISAT)*. The school-level model can also be used to measure grade-level impact because the school-level value added is calculated based on the grade-level value added model.

CPS continues to work with WCER to refine the current value added model. Major changes in the ISAT-based value added model will be as follows in the table below.

Current Value Added Model	Future Value Added Model
Empirical Bayesian shrinkage	Constrained Bayesian shrinkage
Univariate shrinkage	Multivariate shrinkage
Pre-test and post-test model	Three-year data model
Same pre-test model	Same and second pre-test model
Linear term of pre-test model	Polynomial terms of pre-test model

CPS also built a classroom-level value added model using the ISAT for the district’s current TIF grant (to expire in 2011) which implements the Teacher Advancement Program (TAP), a performance-based compensation system that also includes classroom observations, job-embedded professional development, and school-based career opportunities for teachers. Using a three-year data model as opposed to a pre-test and post-test model such as shown in the chart above will improve the statistical rigor of the value-added measurement. This will be especially critical when implementing the individual teacher-level value-added metric. When

teachers have a small class size, each anomaly (i.e., absent student, non-test student, data error) becomes magnified. However, building out data over three years increases the validity of the model by better controlling for differences across classrooms.

Addition of Adaptive Student Growth Assessments

In 2009-10, CPS piloted use of a computerized, adaptive assessment in Grades 3-8. Nearly 90 schools used the Northwest Evaluation Association (NWEA) Map and more than 200 schools used Scantron Performance Series. In SY 2010-11, all CPS schools will be required to administer computerized, adaptive assessments in Grades 3-9 for both math and reading. These assessments are nationally normed, and CPS has been able to construct a measure of school and teacher effectiveness by comparing students' growth to that of their national peers starting off at the same performance-level. A similar process is underway with the NWEA Map data.

CPS, in conjunction with WCER, is in the process of building an exploratory value-added model based on the district's new Scantron computer adaptive student growth assessments to refine the initial measure already constructed. In 2010-11, CPS will complete a phased-in roll-out of Scantron so that all students district-wide will take the assessments three times annually. Data will then be collected over the 2011 school year (three administrations) to build the historical projection of test scores required to assess value-added. While still in the early stages of development, this assessment system appears to be very promising in terms of providing timely, useful feedback to teachers regarding student achievement. Due to the high correlation between Scantron and ISAT data (over 0.8), and the same value added modeling structure between them, the results of value added between ISAT and Scantron is expected to be comparable. WCER is also independently undertaking a value-added analysis on NWEA MAP data.

Scantron Performance Series is a web-based, computer-adaptive reading and mathematics assessment aligned with state standards that can be used to demonstrate academic growth over time and identify individual students' ability level regardless of grade level proficiency. The assessments, administered three times a year, allow teachers to identify discrete levels of student progress and obtain the diagnostic information they

need to differentiate and individualize instruction. Each assessment begins in relation to each student's grade and adjusts to his or her ability level based on the response to each test item. Teachers receive student results immediately following administration. Teachers also receive recommendations for individualized curriculum plans for students based on the student's performance, thereby informing the teacher's instructional plan with minimal lag time between assessment and implementation.

The Scantron assessments provide a valid and reliable "scaled score" that can be used to measure academic growth over time. The scaled score is a reliable estimate of the student's ability using the statistical Rasch model and is independent of grade level. This is significant because the ISAT only measures student ability at or near grade level. If a student is too far off grade, they are not properly assessed, and therefore determining individual needs for targeted instruction is very difficult. For example, if a student is in 5th grade but reading at a 3rd grade level, he/she is likely to fail the exam by a large margin. Little diagnostic information can be

Value-Added Refinement Overview (Competitive Priority 4)

In place at the conclusion of the planning year will be:

- ▶ Improved overall ISAT value-added metric (school, grade, teacher level)
- ▶ Teacher-level ISAT value-added metric

During Years 2-5, the following will be put in place:

- ▶ Year 2: Scantron value-added metric
- ▶ Years 3-5: Refined Scantron value-added metric; value-added metric expanded to additional content areas

gleaned from this exercise. However, with Scantron, since the exam adjusts to each student's skill-level based on the response to each item, student's abilities along specific learning strands are assessed whether above or below grade level. Teacher reports provide explicit recommendations for additional skill sets to target. This functionality will only increase with the overlay of value-add, while simultaneously providing an added dimension of teacher contribution to student growth.

Supportive research includes a 2-year (2005–07), 47-school pilot in Delaware which showed that “multi-grade adaptive growth assessments (similar to Scantron) provide a far more accurate measure of student and school improvement” (Steering Committee of the Delaware Academic Growth Assessment Pilot, October 2007). Using this approach, Delaware found that the effect was greatest for English language learner (ELL), African American, Hispanic, low-income, and special education students, which has significant implications for CPS.

Measures of Principal and Teacher Practice

Principal Practice Framework and Survey

CAOs, principal focus groups, and the Chicago Principals and Administrators Association (CPAA), with input from teacher focus groups, will work together to collaboratively develop a principal observation rubric centered on research-based core competencies. The CAOs conduct evaluations of principals for the purpose of setting goals, assessing progress, and providing information for each principal's annual Leadership Development plan. In addition, principals are evaluated by the Local School Councils (LSCs)² to inform contract renewal decisions. In prior years, these two stakeholders evaluated principals against different rubrics. Beginning this year,

² Local School Councils, comprised of elected parents, teachers, community members, and a student, are unique Chicago institutions that govern school improvement plans, principal selection, and discretionary budget use.

they will both use the same rubric based on the critical activities and potential related data and practice elements listed in the table below.

ACTIVITY	DESCRIPTION	ELEMENTS
Lead Others in Setting Strategic Direction	<ul style="list-style-type: none"> -Engage school community in creating a clear, compelling school mission/vision -Lead strategic activities to ensure achievement of school mission & goals, including the school improvement plan 	<ul style="list-style-type: none"> -Stakeholder feedback surveys (Data) -Aligned goals across constituencies (Practice)
Provide Instructional Leadership	<ul style="list-style-type: none"> -Align curriculum & instruction with educational goals, using data to develop plans to improve student achievement -Monitor and evaluate instruction and assessment practices 	<ul style="list-style-type: none"> -Improved student ISAT & benchmark assessment performance (Data) - High-quality Instructional Leadership Teams (Practice)
Build & Maintain a Qualified, Motivated Team	<ul style="list-style-type: none"> -Recruit, retain, & develop highly qualified, motivated teachers & staff -Develop learning community conducive to continuous growth for teachers and other staff 	<ul style="list-style-type: none"> -Teacher ratings (Data) -Certifications (Data) -Teacher retention (Data) -Classroom visits with feedback (Practice)
Create a Positive School Climate	<ul style="list-style-type: none"> -Engage students, parents, staff, Area & Central office, & LSCs in achieving school mission & goals -Collaborate with colleagues, families, & community members to promote student learning -Assist students and their parents in receiving necessary support services 	<ul style="list-style-type: none"> -Stakeholder & culture & climate surveys (Data) -Student discipline & safety (Data) -Foster high-performance culture (Practice) -Facilities reflect positive & supportive climate (Practice)
Effectively Manage Operations & Resources	<ul style="list-style-type: none"> -Ensure safe environment -Manage school's financial, physical, & human resources to achieve school's educational goals (improvement plan) -Allocate resources in accordance with educational priorities 	<ul style="list-style-type: none"> -Financial and operational audits (Data) -Delegation of key operational tasks (Practice) -Effective mgmt. of support staff (Practice)

In future years, an evaluation survey may be developed for use in principal evaluation that would be completed by teachers to assess school climate.

Teacher Practice Framework

Recently the district has been leading a process to define a framework for teaching practice across the district known as the instructional framework. The purpose of the framework is to provide a common language to discuss instructional practices and teacher actions; provide clear

expectations for teachers; and drive coherent, robust professional development as well as systems of support and evaluation.

Based on district experience over the last several years with multiple teacher evaluation pilots, CPS intends to develop and implement in collaboration with CTU and its teachers a unique model which pulls from lessons learned through years of internal and external evaluation of research-based teacher evaluation systems within our own schools. Since they will be defined following extensive collaboration with various stakeholders, including teachers, principals, CAOs, and CTU, it is not possible to describe the specific elements of the framework at this time.

CPS leadership fully expects that the new system will be as or more rigorous than the Danielson model currently being employed in the Excellence in Teaching pilot. As with common frameworks such as Danielson and Chicago TAP, the rubric will likely encompass basic domains, components related to the domains, and elements aligned with the components that incorporate what teachers should be doing in the classroom and professionally. The elements will include specific language related to evaluation performance levels. In order to provide a sense of what the clear distinction among varied levels of teacher performance related to one component might look like under the CPS instructional framework, an example pulled from the Danielson adaptive rubric as an illustration follows:

Domain 3: Instruction*				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3b: Using questioning and discussion techniques</i>	Teacher’s questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher tries to engage all students in the discussion	Most of teacher’s questions elicit a thoughtful response, and teacher allows sufficient time for students to answer. All students participate in the discussion, with	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all

		are only partially successful.	teacher stepping aside as fitting.	voices are heard.
--	--	--------------------------------	------------------------------------	-------------------

***This is an example for illustrative purposes only.**

Key recent research finds correlations between student growth and teacher practice scores on standards-based evaluation rubrics (Boyd et al., 2009; Milanowski, 2006; Tyler, Taylor, Kane, & et al., 2010). In addition, a just released study of the CPS Excellence in Teaching pilot (Sartain, Stoelinga, & Krone, 2010) indicates that the practice tool reliably identifies weak instruction. The combined research evidence suggests that the teacher practice component of CPS’s teacher evaluation system has the potential to offer leading indicators of subsequent student achievement improvements, providing teachers with feedback throughout the year about their performance.

The CPS hopes that, after collaboration with CTU, teachers will be evaluated by peer master educators with content area expertise in addition to school administrators and department chairs. Nationally, CPS is looking to District of Columbia Public Schools (DCPS) as a significant influence on the development of a comprehensive teacher performance evaluation system. Specifically, CPS is interested in implementing a teacher observation process that includes the input of content area experts like the DCPS Master Educators.

DETERMINATION OF EDUCATOR EFFECTIVENESS (RFP 1iii)

A composite evaluation structure that assign percentages to key practice and student performance metrics will provide guidelines for evaluating principals and teachers and linking the evaluation to ratings and—ultimately—compensation.

Weighted Evaluation Structure

Principal Practice and Performance Composites

The CAO committee work resulted in an initial draft of an evaluation methods composite for both practice and performance. The following two charts illustrate a sample overview of the

metrics related to evaluation of principal practice and performance. Since collaboration to develop and finalize the new principal evaluation system is still ongoing at the time of this application, weights assigned to practice and performance as well as the weights assigned to each metric have not been determined. In addition to the components listed in the table below, principals may be asked to complete a non-weighted self assessment, in which they provide personal ratings on performance and set individual goals for school performance and growth.

Elementary and Middle School Principal Practice Composite*			
	Metric	Description	Rationale
Principal Practice (TBD%)	Observational Evaluations (TBD%)	Annual or more frequent CAO observational evaluations around principal core competencies	Principals should be evaluated by their superiors on set of competencies & critical success factors that CPS has defined as helping determine success.
	Instructional Survey (TBD%)	Surveys of instructional staff assessing level of instructional leadership, staff engagement, satisfaction with school, principals, etc.	Staff evaluations measure a principal's impact on instruction, and ability to create an environment conducive to learning is a key responsibility

Elementary and Middle School Principal Performance Composite*			
	Metric	Description	Rationale
Quantitative Performance (TBD%)	Status (TBD%)	Current % of students meeting/exceeding standards on ISAT math, reading, & science; % exceeding standards on ISAT composite, and attendance	Score levels indicate objective student performance for which a principal is ultimately accountable
	Trend (TBD%)	Trends in % of students meeting/exceeding standards on ISAT math, reading, & science; % exceeding standards on ISAT composite, and attendance rate over 3 years	- A principal's impact on student performance can be most acutely measured through changes in student achievement over time - Avoids punishing principals in historically low-performing school
	Growth (TBD%)	Value-added in mathematics & reading	

***Tables are examples for illustrative purposes only.**

For high school principals, the evaluation system will include key performance indicators, such as average ACT, 1-year drop-out rate, attendance, freshman on-track rate, Advanced Placement course enrollment and success on exam, and gains on the Prairie State Achievement Exam (PSAE).

As instructional leaders of CPS schools, principals’ satisfactory performance is crucial. CPS policy dictates that when a principal’s performance needs improvement, that principal can be put on notice of the nature of the deficiencies in a direct assistance plan (“DAP”) and given a reasonable period of time to correct them. Furthermore, when a principal’s performance does not meet the expectations of the Chief Executive Officer, that principal can be put on notice of the nature of the deficiencies in a corrective action plan (“CAP”) and put on notice that they are in need of immediate correction.

Teacher Combined Practice/Performance Composite

Collaboration with CTU to develop a teacher evaluation plan will take place during the planning year. An illustrative model regarding the elements that might comprise the new evaluation system follows below. Although weights cannot be assigned until collaboration with CTU, CPS anticipates proposing to CTU that the evaluation include a blend of teacher and school-wide growth data. CPS believes this approach will stimulate both individual motivation and collaboration. As a recent study of Milwaukee Public Schools indicates, 75% of the effect a school has on a student can be attributed to the individual teacher and 25% to the school.

Teacher Practice and Performance Composite*			
	Metric	Description	Rationale
Teacher Practice (TBD%)	Rubric Score (Average of multiple points in time during a single year)	- A quantified measurement against a standards-based rubric which will be developed based on the instructional framework for teachers	- Objective standard of performance - Formative feedback to improve practices

	Metric	Description	Rationale
Student Growth (TBD%)	Classroom Level (TBD%) (2-3 Year Average)	- Value-added scores to assess a specific teacher's contribution to learning in his/her classroom over time	- Most direct way to measure the impact of a teacher on student learning -Accounts for where students started and growth trajectory
	School-wide (TBD%) (Single Year)	- School-level, composite value-add	- Aligns all teachers in the building to a common goal - Fairly compares a school's impact on student learning by controlling for student demographics and historical performance
Student Engagement (TBD%)	School-wide Student Attendance (Single and Multi-Year)	- Level of attendance in most recent year is 50% of component - Trend of most recent year vs. 3-yr average is 50% of component - As calculated in the school performance policy	- Direct measure of student engagement -All teachers contribute to school environment

***Tables are examples for illustrative purposes only.**

Rating Determination

Principal and Teacher Rating Scales

Evaluators will conduct multiple observations of all principals and teachers annually and rate distinct components of practice on a 4-point scale. Illinois legislation requires that all school districts use the following summative rating system: Unsatisfactory, Needs Improvement, Proficient, and Excellent. PERA also requires that school districts evaluate principals and teachers on both student growth measures and observations of principal and teacher practice.

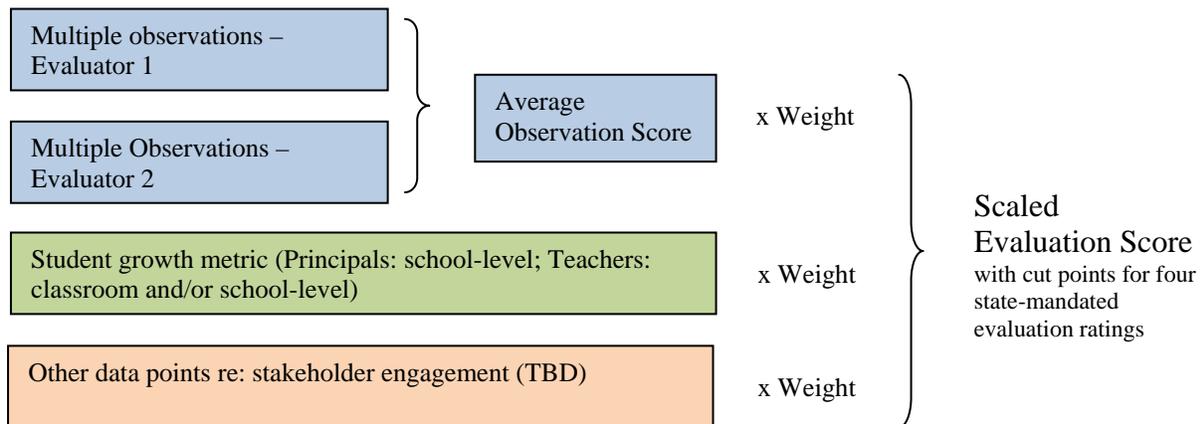
Per the Illinois PERA legislation and the state's Race to the Top application of which CPS is a participating LEA, student growth must be a significant factor in the evaluation of all principals and teachers—50% if the state wins a Race to the Top award; otherwise subject to determination by the state's rules committee. Additionally, the weights assigned to each data

point may change over time as the value-added student growth metric can be applied to a wider range of teachers and its accuracy improves.

The details of the principal system are in development and will be established by fall. The exact weighting of the various teacher evaluation data points—average observation score, student growth data, weighting, and other metrics—has not yet been determined since CPS will be collaborating with CTU on this critical decision later this year. Key factors in principal and teacher evaluation follows:

Principals	Teachers
CAOs and LSCs will evaluate principals.	School administrators, citywide Master Educators, & department chairs will evaluate teachers
Each principal will be observed 2-4 times.	Each teacher will be observed at multiple times.

The observation scores will be combined with other data points, including student growth using a weighted formula. Once the rubrics’ validity has been verified, i.e. it is clear which components are most predictive of student growth, ratings for certain areas of practice may be weighted more heavily than those without a link to student growth. However, until these data are available, all ratings will be treated equally.



The scaled evaluation score that results from a weighted average of many data points will be used to determine each teacher's summative performance evaluation rating. The proposed CPS system will include an automatic flag for further review when there is a vast discrepancy between the observation score and student growth data. Similarly, scaled evaluation scores within a few points of any summative rating cut score will trigger an automatic data review for anomalies.

Based on key recent research which finds alignment between value-added scores and teacher practice scores on standards-based evaluation rubrics, it is expected that teachers with high scores on the practice portion of the evaluation will also have high value-add scores (Boyd et al., 2009; Milanowski, 2006; Tyler, Taylor, Kane, et al., 2010). CPS experience indicates that the same would be true for principals. As part of the evaluation design and as a quality control measure, CPS will examine this relationship for both teachers and principals. This will contribute to a growing body of research in the field.

TEACHER CAREER PATH OPPORTUNITIES (district added factor)

Two pilots currently underway in CPS provide model career opportunities for teachers: Fresh Start and Chicago TAP. In the Fresh Start pilot, teachers can apply to become Fresh Start mentors. These mentors, one for each of the ten Fresh Start schools, are paid an additional 20% above and beyond their regular full-time salary. They are fully released from teaching duties in order to focus on observing and mentoring teachers in their first or second year at CPS as well as veteran teachers in need of assistance. There are two career opportunities for teachers in Chicago TAP schools – lead teacher and mentor teacher. Lead teachers were fully released from the classroom in order to support the implementation of the national TAP system of instructional improvement and compensation awards in their schools. They receive a stipend in return for responsibilities which include leading weekly team cluster meetings, observing all teachers using

a research-based teacher practice rubric, and participating in the school's instructional leadership team. Mentor teachers are partially released from the classroom and receive a stipend for their work supporting cluster meetings, conducting classroom observations, and providing feedback to teachers on their practice.

In CPS TIF, teachers will have the opportunity to become a lead teacher within their schools or a master educator within the district schools. Lead teachers are still classroom teachers, while Master Educators are not. Ultimately, selection and promotion of internal candidates for these positions will be related to positive performance evaluations. In the interim, project staff will ensure quality candidates through a rigorous screening and interview process. The process will require candidate submission of teaching artifacts, including a videotaped lesson and student growth data when possible, a structured group interview, and performance tasks such as mock teacher observations and coaching conversations. Master Educators will need to demonstrate their competence with the new instructional framework before they can begin in their new role.

PRINCIPAL AND TEACHER AWARDS (RFP 1ii)

An effective compensation plan for principals and teachers should use a combination of incentives oriented towards increasing student achievement throughout CPS schools. The main message throughout the following section is that the CPS' highest performers should have the greatest rewards over time. The principal and teacher compensation plans proposed through CPS TIF include improved aspects of the current models but provide reward mechanisms linked to student achievement, job enlargement, and work in high need schools and subjects. The details of the potential models outlined in this section will be finalized during the planning year in collaboration with stakeholders, including CTU and CPAA.

The current compensation model for CPS educators supports length of service, does not take advantage of the full range of compensation options available, and lacks a clear connection

to student achievement. While the compensation structure leads to significant variation in pay within the teacher population, it is not related to any measure of effectiveness. The compensation structure does not provide for substantial variation in pay within the principal population.

Development of the proposed new compensation system for teachers and principals (known as Total Rewards) is based on the following guiding principles: Total Rewards will (1) consist of financial and non-financial (e.g., career advancement) incentives to drive individual and organization performance, motivating high performers; (2) link to both the performance and practice components of the evaluation system; (3) reinforce and position top performers for the most pay; (4) provide additional incentives for work in high-needs schools and subject areas; and (5) be cost neutral over the long term. CPS TIF proposes the framework that is described in the following pages. This framework combines base pay and variable pay to properly incentivize optimal performance.

Research Base

Researchers agree that **awards and incentives must be of sufficient size to affect behaviors and decisions** or they will have little effect on performance. Therefore, determining the optimal size of an incentive is important. However, there is currently no real consensus on how large the incentives need to be since to date there has not been significant research completed on the issue. The CPS TIF pilot will contribute toward knowledge in the field.

Variable compensation for and non-monetary incentives for hard-to-staff subjects in CPS TIF are based on the following research:

Performance Pay Size General	
One of the primary reasons early merit-pay programs in education didn't work is because the incentives were too small. Variable compensation incentives should be between 4 and 8 percent of base pay to have maximum motivational value.	(Prince, Koppich, Azar, Bhatt, and Witham, 2008); (Odden and Wallace, 2007)

Hard-to-Staff Subjects	
For hard-to-staff subjects, such as mathematics and science, low salaries appear to deter many individuals in these areas from entering K-12 teaching. The differential between teacher salaries and private sector salaries is much larger for mathematics and science teachers than it is for teachers in other fields. Salaries offered by the private sector quickly surpass salaries for public school mathematics and science teachers in a few years, and the earnings gap continues to widen as teachers progress in their careers. Individuals with technical backgrounds who choose to become teachers make far greater financial sacrifices to teach than others.	(Milanowski, 2003); (Price, Koppich, Azar, Bhatt, and Witham, 2008); (Goldhaber et al., 2007).

Principal and Assistant Principal Compensation Plan

The following tables show: (1) the features of the current and proposed compensation plans, (2) the proposed base salary schedule, (3) potential principal variable compensation, and (4) a comparison of current and potential salaries. The potential compensation plans will apply to both principals and assistant principals; however, for demonstration purposes only we will only label “principals” in the tables below. While all CPS TIF schools will be high-need, Table 3 illustrates the significant differential compensation that principals at high-need schools will be able to achieve should this plan be expanded district-wide.

Table 1 – for illustrative purposes only

Comparison of Current/ Potential Principal & Assistant Principal Compensation	
Current	Potential
Assignment to one of four salary lanes based on number of positions at school	One base salary lane
Eight annual salary steps	Two steps awarded at four year-intervals – maintains line-of-sight
No pay differentiation to reflect performance	Eligibility for variable compensation linked to performance criteria

Table 2 – for illustrative purposes only

Potential Principal Salary Schedule		
Year	Step	Salary
1	1	██████
2	1	██████
3	1	██████

Year	Step	Salary
4	1	████████
5	2	████████
6	2	████████
7	2	████████
8	2	████████

Table 3 – for illustrative purposes only

Potential Principal Variable Compensation		
	Principals	Assistant Principals
Performance Evaluation	Regular School	High-needs School
Excellent	10%	15%
Proficient	5%	5%
Needs Improvement	0%	0%
Unsatisfactory	0%	0%

Project planners expect that approximately 80% of administrators will be in the top two tiers (Excellent or Proficient), and 20% will be in the lower tiers (Needs Improvement or Unsatisfactory).

Comparison of Current and Potential Salaries (first four years)					
Year	Current Step	Current Base Comp (Wtd Avg of current lanes)	Potential Base (Salary)	Potential Comp including award (Proficient-rating)	Potential Comp including award (Excellent Rating)
1	1	████████	1	████████	████████
2	2	████████	1	████████	████████
3	3	████████	1	████████	████████
4	4	████████	1	████████	████████
5	5	████████	2	████████	████████
6	6	████████	2	████████	████████
7	7	████████	2	████████	████████
8	8	████████	2	████████	████████

The proposed principal compensation system will offer principals a higher base salary on average than the current model plus annual performance bonuses of between ██████ to ██████.

CPS believes that **these bonuses are of sufficient size to affect principal performance.**

Teacher Compensation Plan

CPS must bargain with the CTU over a revised teacher compensation plan, and CPS recognizes that such a plan will only be effective with significant teacher support. Here, we are presenting our initial ideas, which will be fleshed in bargaining with the CTU during the planning year. Our main message is that the CPS' highest performers should have the greatest rewards over time. CPS believes that the CPS TIF compensation plan should continue to recognize the importance of a teacher's education/degree and experience, but to a lesser degree than the current CPS compensation model. CPS also believes that teacher performance and school type should significantly influence teacher compensation. In any proposed CPS teacher compensation plan, teachers can earn comparable salaries and with variable compensation, significantly higher total compensation than in the current model given attainment of proficient or excellent performance. The following tables illustrate possible elements of a CPS proposed teacher compensation plan:

Table 4 – for illustrative purposes only

Comparison of Current/Potential Teacher Compensation	
Current	Potential
Length of service	Experience
Teachers paid on six lanes, with base pay increase for any Masters or credit for professional development units	Three lanes tied to completion of applicable degrees (Bachelor's, Master's, Double Master's/Doctorate). Continuing education must relate to content area taught to be compensated
Annual step increases of ~3% for each of first 14 years of service	Step advancement every 3 years for a total of 4 increases – tied to specific milestones (e.g., tenure, performance)
No pay differentiation to reflect performance	Eligibility for annual incentive compensation based on proficient or excellent evaluation rating
No incentives for high-need schools	Eligibility for larger incentive compensation based on proficient or excellent evaluation rating if working in high-need school
No incentives for hard-to-staff subjects	Special education, mathematics, science, and English language acquisition teachers will receive signing bonus of [REDACTED].
No incentive for job enlargement	Additional compensation for job enhancement

Table 5 – for illustrative purposes only

Potential Basic Salary Schedule				
Year	Step	BA Lane 1	MA Lane 2	2nd MA/PhD Lane 3
1	1			
2	1			
3	1			
4	2			
5	2			
6	2			
7	3			
8	3			
9	3			
10	3			
11	3			
12	4			

The compensation plan will be rolled out to all teachers at participating schools.

Teachers will receive a variable compensation based upon their evaluations. Per PERA, the evaluation rating must be scaled to identify four levels of performance. All participating schools will be high-need. However, as CPS expands this program beyond the pilot in future years, as evidenced in the table below, teachers working in more challenging assignments will be given the opportunity to achieve a larger incentive.

Table 6 – for illustrative purposes only

Potential Incentive Awards Related to Performance Ratings and School Category		
Performance Evaluation	For Teachers in Regular Schools	For Teachers in High-Needs Schools
Excellent	10%	15%
Proficient	5%	5%
Needs Improvement	0%	0%
Unsatisfactory	0%	0%

Project planners expect that approximately 80% of teachers will be in the top two tiers (Excellent or Proficient), and about 20% will be in the lower tiers (Needs Improvement or Unsatisfactory). The current system includes annual percentage increases for all teachers

regardless of performance. CPS anticipates that, while it may look different, some form of annual cost of living component will be negotiated as part of the new system.

Table 7 – for illustrative purposes only

Comparison of Current and Potential Salaries (first four years)					
Year	Current Step	Current Comp	Potential Step	Potential Comp (Proficient Rating)	Potential Comp (Excellent Rating)
1	1	██████	1	██████	██████
2	2	██████	1	██████	██████
3	3	██████	1	██████	██████
4	4	██████	2	██████	██████

CPS TIF will also propose incentives or “signing bonuses” of ██████ for hard-to-staff subjects, including mathematics, science, special education, and bilingual education. A ‘claw-back’ provision will be employed to recapture some of the bonus if the teacher does not complete the first year or is dismissed. CPS may propose to expand incentives to additional subjects, increase or decrease incentives for certain subjects, and/or increase performance awards for specific schools or subjects based upon an evaluation of the CPS TIF program.

2. INVOLVEMENT AND SUPPORT OF TEACHERS, PRINCIPALS, AND OTHER STAKEHOLDERS

Committee Planning Work

Through the Human Capital Initiative, CPS has been developing the principal and teacher evaluation systems with various committee configurations involving principal association and teacher union representatives, central office process owners, CAOs, school level principals and teachers, foundations (The Chicago Public Education Fund, The Joyce Foundation, The Eli and Edythe Broad Foundation), and consultants (Wisconsin Center for Education Research, The Parthenon Group, and Insight Education Group).

In order to develop this specific Teacher Incentive Fund application, CPS gathered key stakeholders at the table in regular meetings. The Working Team, led by CPS process owners,

established guiding principles and informed content. The Senior Leadership Team reviewed and approved content at several key points. The Chicago Teachers Union participated in both levels of team meetings. The charts below highlight topics discussed and groups involved.

Working Team

Date	Agenda Topics	Key Players
April 19	-Overview of RFP criteria timeline, working group composition & responsibilities, & meeting schedules	Process Owners CTU
April 27	-School selection criteria -Participant presentation: o Principal Evaluation	Process Owners CTU
May 5	-Participant presentations: o Principal Evaluation recap o TAP 101 -Application Content Development	Process Owners CTU
May 19	-Review of draft content -Discussion on aligning school selection criteria & process -Confirmation of next steps and deliverables	Process Owners CTU CAOs
June 1	-Participant Presentation: Value Added 101, from a teacher's perspective -Discuss changes/implications of final RFP -Review revised project plan (timeline)	Process Owners CTU CAOs

Senior Leadership Meetings

Date	Agenda Topics	CTU Engagement
April 20 (Kick-Off)	-Establish common understanding of TIF, CPS rationale for pursuing and priority status -Clarify group structures & roles -Confirm next steps/deliverables for working team meeting -Introduce concept of implementing radically different compensation model through CPS TIF	Yes
May 5	-Provide update on stakeholder engagement -Discuss TIF guiding principles -Preview school selection process in prep for next meeting -Discuss	Yes
May 20	-Provide update on stakeholder engagement to date -Review and discuss draft application materials	Yes
June 28	-Review and approve final draft	No

School Selection and Commitment

Based on discussions at working team meetings, it was decided to target schools for participation that are high-need but also have capacity to implement the program and achieve real change.

Therefore, schools selected for CPS TIF meet the following criteria:

- 75% low-income
- High teacher turnover (but not the highest) – Range: 15-30% annual turnover
- Noncompliance with Middle Grades Specialization Policy: 75% or less of teachers have appropriate endorsement to teach content area
- Average years of teacher experience: 0-12 years
- Average years of principal years at the school: 1-7
- Schools not on consecutive years of probation (know they won't be selected for closure)
- Principal capacity as measured by CAO

An important criterion for ultimate selection of schools is demonstrated principal and teacher commitment. As final selection will take place during the planning year, schools in the pool will receive project information through the communications campaign and targeted CAO and school level meetings. For each school, the principal and 75% of the teachers must sign a commitment letter that specifically spells out what involvement in CPS TIF will entail.

Union Commitment

Because the development of this proposal took place in the midst of a CTU election that will result in a change in leadership simultaneously with the submission of this proposal, the offices of the CEO and Labor Relations will proactively communicate with and involve the new leadership that is coming in, bringing participants up to date on the content of and rationale behind the

CPS TIF proposal. Because of this change, it is not possible to obtain a letter of commitment at this time. CPS and the new CTU team, per the state PERA law, will collaborate on the development of the final teacher evaluation plan. The final plan will include student growth.

In addition, the CTU contract ends June 30, 2012. Negotiations for the new contract begin in early 2011. CPS will work with CTU to implement CPS TIF in one of three ways: (1) negotiate the project into the larger contract as a special exception, (2) develop a separate Memorandum of Understanding (MOU) governing teachers who participate in the project, or (3) ideally, come to agreement on a contract which incorporates the design of this project.

Communication Plan

An element which school districts across the country have stressed as a lesson learned in instituting performance-based compensation for educators is the need to have frequent, consistent, two-way communication. The communications strategy implemented through CPS TIF will be part of a broader message regarding the role of performance evaluation in CPS at all levels of the organization as a tool for managing, guidelines that help individuals understand what they need to do to succeed in their jobs, and linked support to help them develop requisite skills. As an example, CPS, CTU, CPAA, and The Chicago Public Education Fund found success aligning stakeholders and defining success, most recently through the joint council formed for Chicago TAP.

The purpose of a potential communications plan will be four fold: (1) build CPS capacity for change management; (2) maximize support; (3) bolster and organize support from principals and teachers for human capital innovations, including the traditionally controversial issues of new evaluation and compensation systems; and (4) enhance and promote CPS as a model urban school district attractive to top talent.

Currently planned human capital initiatives represent a major shift from existing processes and structures in areas including evaluation, compensation, and recruitment. For many CPS principals and teachers, these reforms will require a significant change in mindset and culture and will likely produce varying levels of concern and uncertainty.

A strategic campaign, including increased communication and transparency from senior leadership will increase awareness and understanding. The campaign will be developed and implemented by a new CPS strategic communications officer (hired June 2010), in concert with the CPS Offices of Human Capital and External Communications, The Chicago Public Education Fund, and an external vendor, who will be engaged to provide expertise and support. Proposed elements of the campaign include:

- Developing a reputation for CPS as a model urban school district attractive to top teacher and principal talent;
- Establishing clear communications structures, channels, and processes to ensure consistent messaging throughout CPS regarding the values of CPS TIF;
- Leveraging grassroots networking and stakeholder engagement;
- Managing targeted media and promotions;
- Use more, interactive, two-way communications tools that include blogging, social media, online panel discussions, and regular use of both market research (qualitative and quantitative) and employee engagement surveys; and
- Measuring campaign effectiveness and CPS employee satisfaction regularly.

3. RIGOROUS, TRANSPARENT, AND FAIR EVALUATION SYSTEM THAT DIFFERENTIATE EFFECTIVENESS

Credible evaluation systems for educators should be based on clear, objective standards of performance and practice; be conducted by multiple, trained evaluators several times over a

year; and consider multiple sources of data collected over time (Donaldson (2009), Goe and Croft (2009), Toch and Rothman (2008), Danielson and McGreal (2000)). The resulting evaluation system should differentiate levels of effectiveness using several rating categories, taking into account student growth as a significant factor as well as classroom observation (The Widget Effect). Stakeholders, especially teachers and principals, should also know exactly what the evaluation system entails, who is involved, and how it impacts them. (Weisberg et al., 2009; Heneman et al., 2006; New Teacher Project, 2007). In meeting the criteria set forth by research, the proposed CPS TIF evaluation system meets the definitions of rigorous, transparent, and fair.

Rigorous

As described in detail in Methodology (pp. 10-18), both the performance and practice components of the proposed evaluation system rest on a research-based foundation of standards generally accepted as high, objective, and clear. National and local models inform the ongoing development of this process. The weights assigned to the performance and practice components will result in rating scales that differentiates levels of effectiveness. The levels of effectiveness mandated by the PERA law are Excellent, Proficient, Needs Improvement, and Unsatisfactory.

Performance Standards

The current use of the norm-referenced Illinois Standards Assessment Tests (ISAT) measures student achievement relative to the Illinois Learning Standards and provides a measure of student learning and school performance. The evaluation of principals includes actual school level scores in relation to meeting standards (school status) and trends over three years as well as a school level growth metric for value added. This school and grade level growth metric is also one component of teacher performance evaluation.

CPS's proposal to introduce an additional value-added metric based on the Scantron computer adaptive student growth assessments and computer-adaptive diagnostic testing at the classroom level will significantly strengthen the student growth component of the teacher performance evaluation. Because teachers give these assessments three times a year, the immediate aggregation and disaggregation of student data by selected criteria will also help them pinpoint student proficiency across a range of subjects and thereby improve instruction. The Scantron solution is research based and content rich.

Ultimately, these assessments will be aligned with the Common Core State Standards, recently released by a consortium of state (including Illinois) and national educational groups and individuals. These standards will provide a common and clear definition of the knowledge and skills students should have within their K-12 education for the 48 states involved in this project. The anticipated implementation date is 2012-13.

Practice Standards for Observation

Principals. In CPS TIF, the principal and teacher practice components are also based on rigorous, research-based standards. The rubric that CAOs and LSCs will use to observe and evaluate principals derives from a set of critical activities related to core competency research by corporations, universities, and educators (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009). The observation rubric for evaluation of principals, to be rolled-out in October 2010, has evolved from analysis of models and research and includes five critical activities: (1) lead others in setting strategic direction; (2) provide instructional leadership; (3) build and maintain a qualified, motivated team; (4) create a positive school climate; and (5) efficiently manage operations and resources. These critical activities are aligned with five fundamentals for school improvement identified by the Consortium on Chicago School Research – school leadership,

professional capacity, parent-community ties, student-centered learning climate, and instructional guidance (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009) and adopted by CPS in 2005 to structure the biennial school improvement planning process.

Teachers. The joint CPS/CTU Committee that develops the observational rubric will study research and models, including the current CPS TAP and Danielson models. While the exact model is to be determined, rigor in terms of standards and elements related to core functions will be a guiding principle. The elements will include specific language related to performance evaluation levels. The final approved rubric will spell out the practices, skills, and characteristics that effective teachers should have and use.

A recently released study from the Consortium on Chicago School Research underscores how rigorous this type of evaluation is in comparison to the current CPS teacher evaluation (August 2009 CCSR working paper or newly released policy brief). For schools participating in the Excellence in Teaching Project, use of the standards-based rubric adapted from Danielson resulted in the following:

Evaluation Model	Teachers with only the highest two ratings	Teachers with at least one Unsatisfactory rating
Regular ('Checklist')	85%	0.4%
Excellence in Teaching Project	37%	8%

In addition, a recent Harvard study illustrated the alignment between exceptional teacher practice and student growth (Tyler, Taylor, Kane, & Wooten, 2010).

Transparent

All of the district’s major stakeholders—especially CAOs, teachers, and principals—will know about the CPS TIF evaluation system through comprehensive communication strategies and professional development. Clear value-added metrics, standards-based rubrics, and rating scales will define expectations and levels of success for everyone involved.

Communication Strategies

The proposed communications plan (see pp. 33-34 for details) will establish clear communications structures and processes to ensure consistent messaging throughout CPS and beyond. It will also use new technologies (such as social media) to enable the efficient and effective delivery of information as well as access to data.

Of significance to CPS TIF success are the Chicago Board of Education, CTU, Illinois State Board of Education, CAOs, principals, and teachers. Because representatives of these groups have been and continue to be part of the planning, they have a basic understanding of how the project is evolving. This provides a foundation for future communication through these groups.

Of critical importance, however, is the transparency of the process for CAOs, principals, and teachers. Once each evaluation component is finalized, publications, meetings, and workshops will those directly involved with evaluation specifics and question-and-answer opportunities. A website will provide similar information and two-way communication opportunities.

Professional Development

Targeted professional development (see pp. 42-51 for details) geared to the roles of CAOs, principals, and teachers will increase knowledge, understanding, and transparency. Evaluators will receive in depth training on their role, including the CAOs and LSCs who will evaluate principals and the teams (principals, assistant principals, and Master Educators) who will evaluate teachers. In addition, principals and teachers will receive training on what to expect when they are evaluated.

Fair

Together, the components, methods, and process of the CPS TIF evaluation system provide a standard of fairness in determining teacher and principal effectiveness. A summary of key factors contributing to evaluation fairness follows. This system will . . .

- Rely on a joint CPS/CTU development process based on research, best practice models, and stakeholder input.
- Use valid, reliable standards-based assessments combined with objective, evidenced based observational rubrics
- Include multiple performance and practice metrics
- Collect performance and observational data at multiple points in the school year
- Give significant weight to impact on student growth
- Provide observational evaluation by more than one well-trained evaluator, including peer evaluators for teachers
- Incorporate evaluation information into an objective rating scale with rating calibration to prevent inflation
- Ensure a high degree of inter-rater reliability through training
- Communicate requirements and processes in a clear and transparent way so that everyone is on the same page

System Wide Impact

The proposed CPS TIF evaluation system will have significant impact beyond immediate differentiation of principal and teacher effectiveness. The usefulness extends to (1) aligning professional development with specific need areas, (2) evaluating the impact of professional development and other district programs, (3) providing useful information for contract renewal and tenure decisions, and (4) assessing the efficacy of principal and teacher pipeline programs.

4. DATA MANAGEMENT SYSTEM

To support the TIF implementation, a robust concert of data management systems will be needed to track, manage, and assess the effectiveness of teachers and administrators as they

increase student growth in high-need schools. The data management systems will provide the mechanism necessary to support teacher and principal compensation reform, reward educators for increasing student achievement, track recruitment and retention initiatives, and manage and support a new performance planning process.

Having recently completed a five-year plan to upgrade, enhance, and implement its Enterprise Resource Planning Systems³, CPS is in a strong position to implement CPS TIF. Two core Enterprise systems are essential: (1) IMPACT Student Information Management System (SIS) and (2) Human Capital Management System (HCMS). For the upgrade, CPS made several systems improvements relative to CPS TIF. These improvements include unique employee ID numbers that are critical for the integration of data across multiple systems; a data quality index that improve the integrity of school, staff, student and parent data entered into the SIS applications; and a Data Governance Team responsible for the alignment of codes and data across multiple systems and departments.

Current IMPACT SIS and HCMS Modules

IMPACT is a Web-based solution that has four components to meet the District's various needs for storing and tracking student data; monitoring all students, including children with special needs; and providing the business tools and infrastructure necessary to support District teachers, administrators, staff, and parents. The four components are: Student Information Management, Gradebook, Student Services Management, and Curriculum and Instructional Management. Of particular importance to CPS TIF is the fact that IMPACT SIS addresses the relationships required to track and tie a student to a course and teacher.

HCMS is currently made up of eight integrated modules that are the foundation for the collection of all data relating to employees. These modules are: Human Resources and Base

³ An Integrated computer-based system used to manage internal and external resources and consolidate all business operations into a uniform and enterprise wide system environment. It is a software architecture whose purpose is to facilitate the flow of information between all business functions inside the boundaries of the organization and manage the connections to outside stakeholders.

Benefits, Payroll, Time and Labor, Benefits Administration, eBenefits, Enterprise Learning Management (ELM), ePay, and eProfile. This system allows for multiple streams of interaction and updates from departments and employees and provides the ability to hire and terminate staff, monitor and track attendance, provide benefits, pay staff, and transfer staff. It also can track teacher attendance, salary, years of service, competencies, and other pertinent information. Of particular importance to CPS TIF is the fact that HCMS addresses the relationships required to track and tie a teacher to a school and principal.

Having both the IMPACT SIS and HCMS in place are key components to the implementation of a performance-based compensation system, giving CPS the capacity to implement a Data-centric process model for the TIF project.

Integration of IMPACT SIS and HCMS

CPS has integrated its HCMS with the IMPACT SIS system. As teachers are hired, terminated, transferred and/or promoted these changes are moved to the IMPACT SIS system. Principals are then able to assign teachers to the appropriate classes and courses. The teacher who enters grades for an individual student remains linked to that student in the system.

The linkages between course, student and teacher provide the foundation to incorporate assessment data that will be used by CPS to track and measure “Value-Added” growth. The value-added metric is a measure of a school’s impact on students’ yearly academic growth. The methodology compares average student academic growth in a school to the average growth of similar students district-wide.

CPS is in the final stages of reviewing technical and data-related concerns to improve future use of the teacher-level model. A randomized audit of the linkage of 100 teachers in 30 schools to their student assignments should be finalized by WCER within the next couple of

months. The CPS Office of Performance apply findings to an auditing and data plan. Based on improvements to the system over the past several years and recent results of routine audits using the district’s Data Quality Index, CPS anticipates a favorable outcome from the WCER audit.

Improved Tracking of Teacher Impact on Student Growth

Although CPS has the capacity to relationally link data along with the ability to provide value added growth as a measurement to track teacher performance, there are still outstanding capabilities that need to be addressed. To fully implement CPS TIF, CPS will use the planning period to implement the following modules:

Module	Description
Competency Management System	Uses (1) rating models that assign values to performance or levels of proficiency; (2) gap analysis that matches employees, teams, and new hires to roles; and (3) training and development that matches employees to appropriate options.
Talent Acquisition System	Allows for the management of workforce acquisition across all employment categories including identification of job openings, entering applicant information, screening and interviewing candidates, and hiring.
Performance and Talent Management System	Assists in planning, collaborating, communicating, assessing, and monitoring evaluations for performance and development. The sharing of competency data between the Competency Management System and this system’s applications provide a method for rating employee competencies.
Variable Compensation System	Enables the creation and management of multiple variable compensation plans including one-time ad hoc awards and bonus plans; can define any number of payout formulas for individuals or groups.

To implement each of the systems, CPS will follow strict implementation methodology. The methodology used will provide the governance, project management, and accountability for each module implementation. Development involves definition, operations analysis, solutions design, build phase, transition, and production.

5. HIGH QUALITY PROFESSIONAL DEVELOPMENT

Coordinated and Aligned a Professional Development

A persistent problem to successful implementation of innovation is that teachers and principals do not use the new tools and techniques they were taught. The research suggests that,

generally, this results from a lack of in-depth knowledge and insufficient systemic support to sustain the new strategies (Biancarosa & Snow, 2004; RAND, 2002).

However, these findings do not take into account how the “change” impacts individuals on a personal level or addresses their concerns. “Buy-in” is crucial to sustaining innovation (Fullan, 2007). Acknowledging and addressing concerns and feelings of discomfort through professional development and support will increase the likelihood of acceptance and innovation sustainability. As Bailey (2000) points out, the context and process of mandated change often marginalizes teachers and failure to deal with the concerns of marginalized teachers is a key cause of repeated failure in educational change.

The dramatic shift in compensation from current practices to the proposed performance-based compensation system in this project will undoubtedly be traumatic and there will be many concerns and emotional issues. Research tells us that individuals, in a change situation, go through stages of concern (Van den Berg & Ross, 1999). The early stage is largely personal with questions like, What is this? How will it impact me? to questions that are more task oriented such as, How do I improve and organize myself in the classroom?

Finally, when self- and task-concerns are largely resolved, the individual can focus on impact, asking: Is this change working for students? Is there something I can do that will work even better? These stages have major implications for professional development and for increasing efficacy of the change while reducing the trauma. Far too often, innovators move directly to the how-to-do-it phase and never address personal concerns. The professional development plan for CPS TIF begins with paying attention to individuals, their various concerns, needs for information, and moral support.

Addressing Personal Concerns

CPS proposes a bold marketing and dissemination campaign to ensure that all teachers, assistant principals, and principals understand the principles, structure, evaluation process, and support of the performance-based compensation system. The following table outlines this phase.

Strategies	Responsible Unit	Timeframe
Written /e-mail communication regarding coming new changes	Human Capital	Fall/Winter 2010
Manned employee hotline, webinars, website	Human Capital	Spring/Summer 2011
Town Hall sessions for open discussion	CPS-CTU	Spring 2011
Information sessions strategically located around the city	Master Educators Performance	Spring/Summer 2011
Individual Area presentations	Master Educators	Spring/Summer 2011
Orientation during New Teacher Academy	Human Capital	Summer 2011
Information sessions during teacher induction	Human Capital	Years 1 and 2
15 hrs. of introduction to the evaluation process, rubric/observation protocol, schedule	Human Capital	Fall 2011
Site-based information sessions to review scored exemplars and artifacts	Human Capital	Winter/Spring 2011

Improving Teacher Practice

Much of the success of this project rests on the foundation of professional development that is aligned and integrated as a district wide strategy for building teacher quality. At the core is the individual school's specific curriculum, faculty needs supported by collaborative planning, peer coaching, and formative assessment. Project planners have developed a job-embedded professional development framework that centers on real-time support and issues of actual practice with current students.

The following overview of the CPS TIF professional development plan for teachers includes training related to specific areas of need identified through individual evaluations and interpreting value-added student growth results for instructional improvement.

A High Quality Research-Based, Job Embedded Professional Development Model*

Objectives	<ul style="list-style-type: none"> -To improve student achievement by improving teacher practice -To function as the cornerstone of school improvement to increase and sustain levels of student achievement -To function as a powerful mechanism to attract, retain, and develop highly qualified teachers
Structure	<p>- Professional Development (PD) extends beyond traditional staff development days to include times and structures during the school day so that learning is incorporated into the daily lives of teachers, embedded in the routines and schedules of teaching, and supported by internal structures in the school. Structures include teacher fellowship groups, peer observation/coaching, collaborative analysis of student assessment, shared lesson planning, site-based workshops and seminars. This creates a coordinated systematic approach that is aligned with the school’s curricula and that is embedded into the regular school routine of continuous cycles of inquiry (i.e. learn, implement, assess impact, reflect, and adapt).</p>
Focus	<ul style="list-style-type: none"> -Focus is on core competencies for effective teaching such as, knowledge of content and pedagogy, understanding learner development, creating positive classroom environments, use and analysis of effective assessment strategies, collaborating and communicating with colleagues and parents, and critical self-reflection. -Emphasis is on knowledge and pedagogy, particularly inquiry-based instruction that teachers translate into classroom delivery. Daily practice ultimately resulting in demonstrated mastery of strategies. -Special attention is on strengthening teachers’ areas of weakness identified through evaluation and observation of practice. -Teachers are provided with training and access to a portal where they can review and interpret their performance against student value-added distribution for use in improved instruction.
Roles	<ul style="list-style-type: none"> -Teachers are learners, coaches, facilitators, presenters, and co-presenters. Practice is public and teacher expertise is shared widely. -Administration actively participates. Principal provides leadership for development of structures, creative scheduling (such as late start, early release, site-based PD days), and expectations for embedded PD into the daily work of the school. Principal creates a safe environment for teacher learning and participates in PD to improve instructional/learning leadership.

	<p>-CPS Chief Education Office designs and invests in a continuous, coordinated, and systematic plan for citywide PD activities to introduce strategies presented by well known presenters.</p> <p>-Site-based teacher leaders assist their peers in enacting practice, demonstrate and model in classroom settings, and facilitate conversations focused on practice issues and concerns.</p> <p>-Master Educators provide content- and instruction-focused feedback on lessons observed, with improvement strategies.</p>
Learning Supports	<p>-Supports are embedded in school structures such as, Instructional Leadership Teams at all schools, grade-level teams, cross-grade or vertical teams, University of Illinois Chicago professors in residence</p> <p>-Support activities include coaching, modeling, and using protocols as a way to structure discussion around public examination of practice, and collaboratively examine student work.</p>
Learning Community	<p>-Creation of learning-communities around instructional practice and aligned curriculum frameworks to facilitate individual and group learning result in an intentional, consistent and persistent focus on school culture, structures, processes, and expectations that promote high-quality teacher professional development.</p>
Impact on New Teachers	<p>-A community of learners support and participate in the development and success of new teachers through on-going, continuous cycles of improvement.</p>
Impact on Recruitment and Retention	<p>-Creation of rewarding, supportive school culture focused on improving the learning of students, teachers, and principals attract high-quality teachers.</p> <p>-Job-embedded PD is attractive due to convenience, access, and relevance, and therefore positively impact retention and recruitment particularly in hard-to-staff schools and subject areas.</p>
Impact on School Achievement	<p>-Impact on teacher practice and student growth can be objectively measured.</p> <p>-Targeted, comprehensive PD approach that leverages and utilizes the full range of financial and human resources toward the common goal of improved student achievement through improved teacher practice.</p>

*Based on report by the American Education Research Association (2005).

Feedback from the evaluation process will help teachers incorporate student growth data into their practice and reflection. Early evidence shows that the Cincinnati Public Schools' Evaluation rubric, which is based on Danielson, can identify specific skills for teachers to target for improvement, leading to better student achievement. For example, when teachers have similar proficiency in 'teaching practices,' those that focus on improving 'classroom management' are more likely to improve student achievement than those who do not target this skill and vice versa. For teachers who adept standards-focused teaching,' the addition of 'inquiry-based pedagogy' practices will generate higher reading achievement (Tyler, Taylor, Kane, & Wooten, 2010). So far, in CPS' own Danielson adapted pilot, teacher practice is weakest in areas related to instruction, including questioning, engaging students, and using assessment. These findings will help target professional development to areas where teachers need it most.

Lead Teacher Training

The role of lead teacher is pivotal for successful implementation of the job-embedded framework. Project planners will collaborate with an external provider, such as the New Teacher Center, to customize training activities that mesh with those offered in induction for new teachers and principals. Training will begin with a two-week summer institute followed by formal instruction in critical activities such as: observing and coaching in the classroom; mentoring, supportive listening and counseling; and nurturing a professional culture of collaboration and reflective teacher practice. Professional development will include coaches and guided Critical Friends Group meetings where lead teachers discuss and analyze each other's work and challenges.

Specific Training for Evaluators/Observers

All evaluators – school administrators, department chairs, and citywide Master Educators - must be certified through training before they can begin to evaluate teachers. Although the

certification training is currently in the research and design process, it will undoubtedly be modeled after the system currently used in Chicago TAP. Such training will be subject to the requirements for training programs for principal and teacher evaluation which are being developed by the State of Illinois in line with PERA.

Training of CAOs/LSCs

CAOs will continue to use CPS developed electronic media such as webinars. This has proven to be an effective tool in the past and will be updated as needed. Because LSC members control the hiring and contract renewal process for principals, it is critical that they receive in-depth training on the new performance based compensation system. The NTC principal coaches will formally train members on a monthly basis to ensure that they have a strong understanding of what good leadership should be and what it looks like. Training will include the five critical leadership activities, the evaluation components, and practice using the rubric. LSC members also have access to the electronic media for additional reinforcement and support.

Training of Master Educators

It is anticipated that training will be extensive (approximately 78 hours) and include guidance, practice, and constructive feedback. Specific professional development topics will include: gathering and accurately rating evidence; translating data into teacher practice ratings; and connecting teachers to appropriate supports. There will be additional targeted training for evaluators who consistently over- or under-rate teacher practices.

Master Educators will receive additional training to ensure quality control, high levels of inter rater-reliability, and accuracy within and among schools. They will undergo 35 hours of initial training in the instructional frameworks followed by 70 hours of practice in the field and through videotaped lessons. To ensure inter-rater reliability, they will practice in teams of four to

observe and score instruction in the same content area as well as across content areas. PD sessions will continue on a monthly basis throughout the year.

Induction of New Principals and Teachers

CPS Board of Education has already contracted NTC to provide induction services to first- and second-year principals. NTC is preparing a new model of principal induction for principals directly aligned with the new performance evaluation system. Pending final Board approval, CPS plans to allocate funds to contract NTC to also provide induction services to first- and second-year teachers. This combined effort will ensure a coordinated framework so that both principals and teachers receive complementary training and coaching. A brief overview of services follows.

Principals	Teachers
<p>Three strategic elements:</p> <ol style="list-style-type: none"> 1. New Principals Academy – a series of PD sessions aimed at positioning new principals for success during their first year. PD includes areas such as, instructional leadership and building a high quality team... 2. Executive Coaching – one-on-one coaching based on each principal’s individual development plan, developed in partnership with principal, the CAO, and NTC Coach. 3. Professional Learning Community – a true network of peers to enable principals to engage with and share best practices and work collaboratively to solve problems during the critical early years of the principalship. 	<p>Three strategic elements:</p> <ol style="list-style-type: none"> 1. New Teachers Summer Academy – prepares teachers for the challenges of r first-time classroom. Sessions include topics such as, designing standards-based lessons and building vibrant classroom communities. 2. Classroom Coaching – one-on-one coaching in teachers’ classrooms provides support/guidance around actual teaching practice and targets areas for professional growth. 3. Differentiated Learning Communities – Monthly meetings and informal study groups address needs as teachers move through the first year. Literacy, math, and special education workshops offer tools to build teacher skills.

Oversight Committee

Because of the complexity of the Professional Development model, the number of schools involved, and the multiple layers of personnel who require differentiated training, CPS

TIF will establish a Project Advisory Committee. This committee will provide an infrastructure for expanding the vision, analyzing feedback, and guiding continuous improvement in project operations. Potential members will represent a broad cross-representation of stakeholders and may include key district staff, teacher/principal pipeline universities, the New Teacher Center, principals, and teachers. Monthly meetings will focus on coordination issues, goal progress, participant concerns, and needed modifications. Meetings at the beginning, middle, and end of the year will focus on data analysis that flow to the committee through formative reports prepared by the Project Evaluator and Project Director. Committee members will receive brief formative reports to monitor implementation compliance and ensure timely adjustments. CPS University, the online registry and database of training courses will assist project staff in monitoring professional development effectiveness by allowing for attendance tracking.

Alignment with Evaluation Rating

All teachers and principals will be rated annually under the new teacher performance evaluation system, which will allow for more timely feedback and intervention when teachers are struggling. Differentiated career opportunities will be available to teachers based on their overall evaluation ratings. A combination of the evaluation rating category and more detailed metrics underlying the scaled teacher evaluation score will trigger targeted professional development for individual teachers. An example follows:

Performance Rating	Professional Development Plan
Unsatisfactory	Structured remediation plan with consulting teacher assistance
Needs Improvement	Improvement plan with PD related to identified area(s) of need
Proficient	Professional inquiry plan based on observations and student growth
Excellent	Career growth plan/counseling tailored to specific strengths & needs

Professional development will also link directly to more formative teacher evaluation data, so that teachers can identify supports mid-year to improve their practice. The system of

multiple observations means that teachers will receive detailed feedback on their instructional practices at several points throughout the year. Professional development offerings, including webinars, demonstration lessons, coaching supports, workshops, and peer study groups, will be aligned directly to the components of the instructional framework. Teachers will be able to search this online course catalogue for offerings that best fit their needs, and data on attendance and participation can be compared to teachers' subsequent observation ratings in order to determine whether new skills are being applied appropriately.

6. RECRUITMENT OF EFFECTIVE TEACHERS AND PRINCIPALS

(Competitive Preference Priority 5)

CPS TIF will enhance the strong, concerted, and ongoing efforts to recruit and retain effective teachers and principals through the Office of Human Capital. The underlying hypothesis is as follows: A standards-based compensation system will improve the district's image as a respected and innovative place to work. This improvement in the CPS brand will lead to an increased desire to work in CPS. The selection, placement, and support of highly qualified teachers and principals in high needs schools and hard-to-staff subjects will improve the climate and success of these schools. Successful schools with strong leadership and collegial climates attract and retain effective teachers, setting up a positive cycle of continual improvement.

Through the provision of significant performance incentives – both monetary and non-monetary (e.g., professional development support, career opportunities) – CPS TIF will enhance current teacher and principal recruitment efforts and address problems related to high-need schools and hard-to-staff subjects. The following chart highlights current state along with enhancements and solutions, including those funded by the district and those that will be supported through this grant. An asterisk (*) indicates grant supported solutions.

Current State	Enhancements and Solutions
<p>-Efforts to recruit candidates through outreach to top-ranked universities and alternative certification programs (Teach for America, New Teacher Project, Inner-City Teaching Corps) result in higher than average quality but insufficient numbers of teachers.</p> <p>-Similar efforts for principals have similar positive results, including relationship with New Leaders for New Schools and Teachers for America-Harvard.</p> <p>-CPS is not optimizing its student teaching programs with respect to screening, evaluating, and recruiting candidates.</p>	<p>-Continue working with major suppliers of teacher and principal candidates to improve preparation programs. Define the characteristics of successful teacher and principal candidates in high need schools for preparation and recruitment purposes.</p> <p>- Enlist these groups to communicate the project to their constituents and step up their recruitment efforts.*</p> <p>-Apply new teacher observation tool to screening and evaluation of student teachers *</p>
<p>-Current processes do not adequately support principal autonomy in the hiring of quality applicants for their schools, resulting in haphazard hiring practices, lower quality hires, and misaligned placements.</p> <p>-Teaching quality is unevenly distributed across the district.</p>	<p>-Develop and communicate minimum hiring standards.</p> <p>-Improve tracking of hiring patterns to analyze and improve principal hiring practices.</p> <p>-Use Data Management System to help principals identify high quality candidates who will meet their schools' specific criteria.*</p> <p>-Use rewards for teaching in a high need school as a recruitment incentive.*</p>
<p>-CPS offers incentives such as residency waivers, alternative certification programs, and tuition reimbursement to attract effective teachers in hard-to-staff subjects. It also has some informal career advancement opportunities.</p>	<p>-Provide an additional compensation incentive for teachers of hard-to-staff subjects as well as teachers of ELLs and special education students.*</p> <p>-Institute formal, career ladder opportunities with compensation incentives.*</p>
<p>-Infrequent, inadequate, and sometimes unfair evaluations – with lack of feedback and support – make CPS a less desirable place of employment.</p>	<p>-The proposed teacher and principals evaluation systems, based on performance and practice, involve multiple evaluations by multiple evaluators with feedback and support.*</p>
<p>-Teachers with stronger credentials leave high-need schools at a faster pace than do teachers with lesser qualifications.</p> <p>-Reasons cited include poor school environment, lack of support, and better pay in the corporate sector.</p>	<p>-Provide principal professional development related to supportive learning communities.*</p> <p>-Provide needs-based professional development, especially to new teachers.*</p> <p>-Provide compensation incentives that will encourage effective teachers to stay.*</p>
<p>-The lack of a centralized system that houses teacher and principal evaluation data hampers effective internal recruitment, placement, and promotion.</p>	<p>-Include in the new data management system the ability to track and house performance data, including documentation of actions related to underperformers.*</p>

Current State	Enhancements and Solutions
-Existing leadership development pipelines are providing an important but insufficient number of principal candidates to fill vacancies.	-Improve nomination and recruitment of high potential candidates by CAOs and CPS leadership.
-Because CPS has a rigorous selection process for placing principal candidates in an approved pool (quality control for LSC hiring, many do not make it).	-Work with pipeline providers to improve programs as needed. -Mentor candidates going through selection process to ensure that they are prepared.
-LSCs receive no guidance in how to analyze their schools' leadership needs and how to select a candidate that meets those needs.	-Work with a search firm to create a standard measure of "fit" to ensure a better match between school environment and candidate experiences and skills (fit-based selection).

Research shows that in the short run, a successful performance-based compensation system has motivational effects on the current workforce. In the long run, however, the incentive expands to include a selection effect, which inevitably changes who is in the teaching force and leading the schools. Incentives will attract new applicants who are likely to fare well under performance-pay systems and retain high-performers who are successful at producing desired outcomes – in this case, student learning gains. Those who are less effective will self-select out because they will not qualify for rewards and will have less incentive to stay (Price, Koppich, Azar, Bhatt, and Witham, 2008).

7. IMPLEMENTATION OF CORE ELEMENTS DURING PLANNING YEAR (district added factor)

A timeline for the completion of the implementation of the five core elements during the planning year follows. The five core elements required by the Request for Proposal are differentiating evaluation systems, broad-based communications plan, involvement and support, data management system, and professional development for teachers.

Year 1 Planning Timeline Completion of Core Elements (a –e)	Months (Oct. 2010-Sept. 2011)												Person (s) Responsible	
	1	2	3	4	5	6	7	8	9	10	11	12		
c. Evaluation Systems Differentiating Effectiveness Teacher Evaluation System													Project Director	
Teacher Conferences to brainstorm (begins August)	→													HC Director
Launch instructional framework	X													PM Office
Convene CPS/CTU Planning Committee		X												CEO
Build on current models to refine practice rubric.	→			→										CPS/CTU
Finalize rating & scale for performance and practice.			→		→									Human Capital Director
Field test, finalize for Sept. implementation.							→							
Principal Evaluation System													Project Director	
Principal focus groups to refine rubric (July-August)														
Finalize rating & scale for performance and practice.	X													Principal Development Program Director
Begin system wide implementation.		X												
Train CAOs & LSCs (March =1 st interim check-in).		X			X									
a. Broad-based Communications Plan													Project Director	
Communicate via at school & area meetings.		→										→	Comm. Officer	
Launch website to disseminate information				X										Project Manager
b. Involvement and Support													Project Director	
Refine/implement communications plan.	→										→	Comm. Officer		
Collaborate with CTU to refine proposed model.		→										→	Labor Relations	

Year 1 Planning Timeline Completion of Core Elements (a –e)	Months (Oct. 2010-Sept. 2011)												Person (s) Responsible	
	1	2	3	4	5	6	7	8	9	10	11	12		
Conduct process to select pilot schools.				→										Executive Director; Project Director
Obtain principal and teacher letters of commitment.						X								
Prepare selected schools for Sept. implementation.							→							
d. Data Management System													Project Director	
Purchase software.	X													Data Management Program Director
Recruit consultants to customize/implement software.	→													
Implement software modules.		→												
Implement teacher portal.												→		PD Manager
e. Professional Development for Principals													PD Manager	
Provide professional development on PBCS.			→										PD Manager	
Train CAOs & LSCs (March =1 st interim check-in).	→													Chief Officer, Principal Preparation & Development
Provide induction/mentoring for principals in yr.1-3.	→													
Provide targeted training for struggling principals.							→							
e. Professional Development for Teachers													PD Manager	
Provide professional development on PCBS.							→						PD Manager	
Provide training for teacher evaluators.							→							
Provide induction/mentoring) for teachers in yr. 1-2.	→													
Provide job-embedded training in the school.												→		Lead Teachers
Implement training for struggling teachers.														PD Manager

ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

1. LIKELIHOOD THAT MANAGEMENT PLAN WILL ACCOMPLISH PROJECT OBJECTIVES

The following timelines list major grant activities, implementation timeline, staff responsible, and achievement milestones:

Key Management Tasks

Activity	Timeline	Responsibility
Recruit, interview, & hire project director & other project staff	October- November 2010	Executive Director
Convene Project Advisory Committee	November 2010	Executive Director; Project Director
Contract with external evaluator	November 2010	Project Director
Refine evaluation objectives, performance measures, and schedule	December 2010	Project Director; Internal & External Evaluators
Develop Master Educator job qualifications requirements	February 2010	Project Director
Recruit/interview/hire 9 Master Educators	March 2010	Executive Director; Project Director
Monitor project budget/expenditures	Monthly	Project Director
Develop performance reports using evaluation data	Annually	Project Director
Provide feedback to stakeholders on progress	Biannually	Executive Director; Project Director
Monitor/Revise PD plan	Quarterly	PD Manager
Ensure timely approval of consultant contracts	Fall, Annually	Project Director
Conduct focus groups to discuss project progress & needed revisions	Biannually	Project Director

The five-year timeline for CPS TIF follows. The timeline is organized by core elements and absolute and competitive preference priorities.

Five-Year Management Timeline

Core Element A: Broad-based Communication Plan																					
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Partner w/ The Fund & PR Firm to develop strategy	X																				Exec. Director; Project Director
Develop/refine marketing materials	X				X				X				X				X				Project Director; Comm. Officer
Maintain informational website																					Project Manager

Core Element B: Involvement & Support of Participating Teachers & Principals & Chicago Teachers Union (CTU)																					
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Develop 5 Core Elements				→																	Project Dir/CTU
CPS/CTU Joint Council Mtgs.																					Project Dir/CTU
Message to principals																					Project Dir/CAO
Principal advisory to help develop, deliver, & refine communication strategy	X		X		X		X		X		X		X		X		X		X		Project Director; CAOs
Engage early adopters among trusted credible teachers																					Project Director; Labor Relations

Core Element C: Teacher and Principal Evaluation Systems																					
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
PE Roll-out to all schools	X																				Project Manager
Instructional framework drafted	X																				
TE Roll-out to pilot schools (incl. project schools)				X																	Project Manager
Assess/refine TE/PE systems.																					Project Director

Core Element D: Data Systems																					
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Complete implementation of Talent Acquisition System																					Data Mgmt. Program Director
Systems Maintenance																					DMPD
Data quality audits				X				X				X				X				X	DMPD

Core Element E: Professional Development																					
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Develop PD Plan																					PD Manager
Implement PD plan																					PD Manager
Launch teacher portal				X																	PD Manager

Continued refinement of PD offerings through portal							X		X		X		X		X		X		PD Manager	
Evaluate PD effectiveness		X		X		X		X		X		X		X		X		X		PD Manager
Make PD plan adjustments based on findings				X				X				X						X		PD Manager

Absolute Priority 1: Differentiated Rewards of Sufficient Size for Educators as Part of Coherent Approach																					
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Train analysts on data systems				X	X																Human Capital IT
Hire math actuaries to assist in projecting short & long term costs			X																		Compensation & Benefits Director (CBD); Proj. Dir
Provide performance awards								X								X				X	CBD
Provide window for grievance																					CBD
Give hard-to-staff incentives					X				X				X				X				CBD
Monitor/audit pay-outs					X				X				X				X				CBD
Refine system based on audit & evaluation findings						X				X				X				X			CBD

Absolute Priority 2: Fiscal Sustainability																					
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Refine cost projections	X			X				X				X				X				X	CBD; Proj. Dir.

Refine cost neutrality analysis for district-wide expansion									X											Chief Financial Officer (CFO)	
Allocate cost-share funding			X				X				X				X						CFO
Refine/Implement sustainability plan																					Exec. Director; Project Director

Absolute Priority 3: Coherent & Integrated Strategy to Strengthen Educator Workforce During & Beyond Grant Period																									
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					
Promote internally based on evaluation rating																									Project Director Project Manager
Use ratings in granting tenure																									Principals
Develop policy for probation & suspension of certification based on evaluation rating																									Exec. Director; Labor Relations; CTU
Establish educator career growth trajectories (that include the additional roles)																									Exec. Advisor; Labor Relations; CTU

Competitive Preference Priority 4: Value-Added Measure of Student Growth																									
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					
Implement refined ISAT metric	X																								Performance Dir
Implement teacher-level metric					X																				Performance Dir

Collect Scantron baseline data	→	→			→	→			→	→			→	→			→	→			Performance Dir	
Implement Scantron metric																					→	Performance Dir
Expand growth assessments to additional content areas									→	→											Performance Dir	

Competitive Preference Priority 5: Serve High-Need Students, Recruit & Retain Effective Teachers in Hard-to-Staff Subjects																						
Key Activities	Year 1				Year 2				Year 3				Year 4				Year 5				Responsible Individuals	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Advertise pilot																					→	Project Director
Offer content area incentives					X				X				X				X					CBD
Reward teachers based on evaluation rating								X				X				X				X		CBD

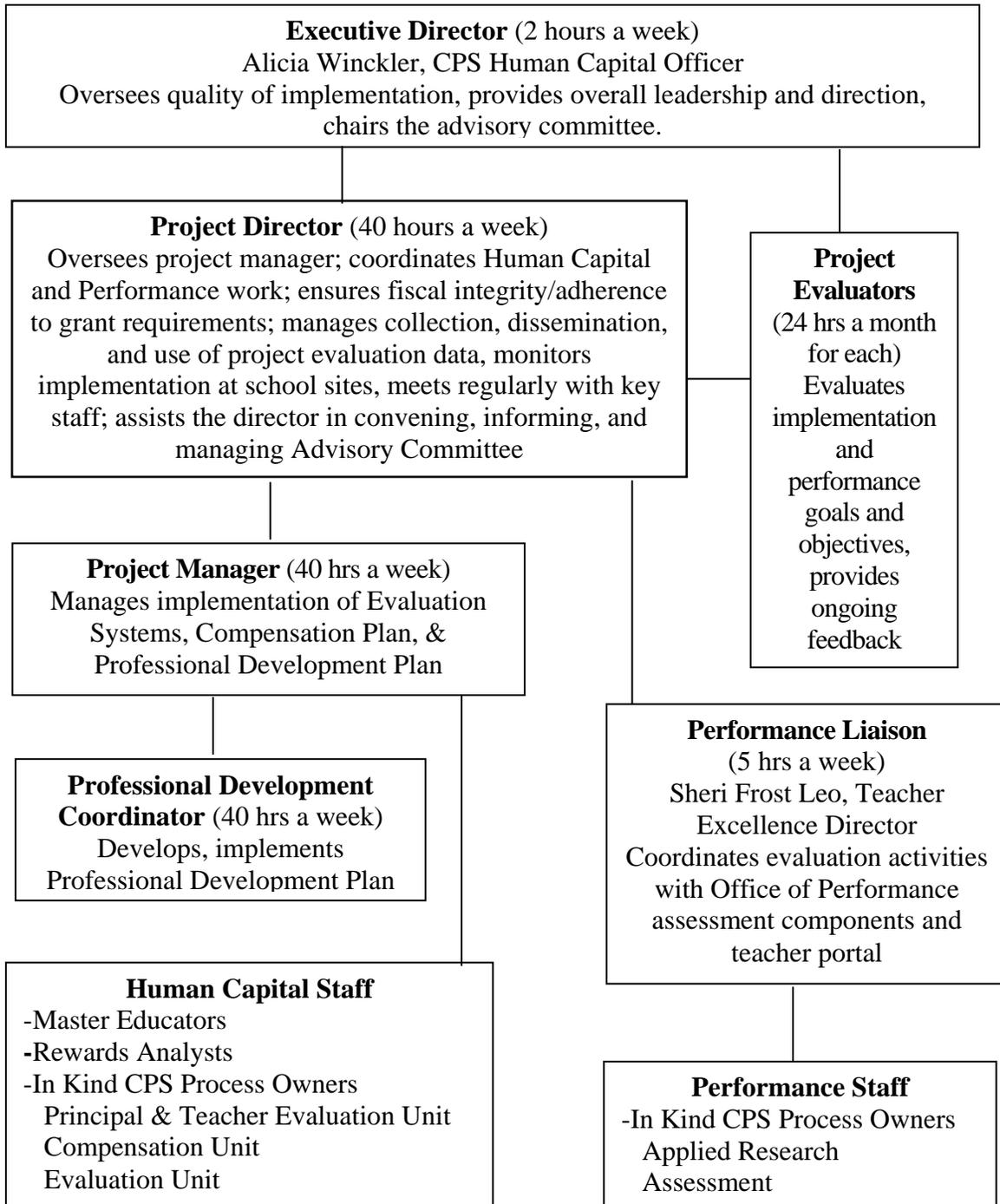
End of Year Milestones				
Year 1	Year 2	Year 3	Year 4	Year 5
-Core elements in place -CPS/CTU MOU signed -Schools selected -Staff hired -Teacher-level value-added metric complete -Teacher Portal roll-out	-First performance awards paid out -Teaching certification probation/suspension policy passed	-Scantron value-added metric implemented	-Finalize sustainability plan	-Implement sustainability plan -Final Report submitted to ED

2. QUALIFICATIONS, RESPONSIBILITIES, AND TIME COMMITMENTS OF KEY PERSONNEL

Description of Project Management

CPS TIF will achieve project goals through strong leadership, informed decision making, expert management/coordination, and aligned work from staff.

Organization Chart with Responsibilities and Time Commitments



Qualifications of Key Personnel

The qualifications of key management leaders and the evaluators follow:

<p style="text-align: center;">Executive Director</p> <p>As CPS Human Capital Officer, Alicia Winckler brings 15 years of corporate leadership experience to this project. She specializes in organizational effectiveness, design, and change management.</p>	<p style="text-align: center;">Project Director</p> <p>Minimum - master's degree, 5 years experience overseeing a large project, strong organizational and communication skills, and expertise in both human relations and education</p>
<p style="text-align: center;">Project Manager</p> <p>Minimum - master's degree, 3 years experience managing a large project, strong organizational and communication skills, and expertise in both human relations and education.</p>	<p style="text-align: center;">Performance Liaison</p> <p>As Teacher Excellence Director, Sheri Frost Leo brings strategic planning, project coordination, and human capital teacher evaluation experience to the project as well as a Teach for America background.</p>
<p style="text-align: center;">Professional Development Coordinator</p> <p>Minimum - master's degree in education, 3 years experience in designing, conducting, and evaluating large-scale professional development for CPS school staff.</p>	<p style="text-align: center;">Internal/External Project Evaluators</p> <p>Minimum - a master's degree; experience evaluating large, complex projects; knowledge of latest research; background in statistical analysis and research methodology.</p>

The CPS Executive Director and CPS Performance Liaison are in-kind positions.

The Project Director, Project Manager, Professional Development Coordinator, Internal Evaluator, and External Evaluator are grant funded positions.

Leadership Support: The Advisory Committee

A smaller version of this committee has met weekly over the past several months to design CPS TIF. This larger committee will provide an infrastructure for monitoring implementation compliance, analyzing feedback from the Executive Directors and the evaluation team to guide continuous improvement leading to project progress and success. Members will represent a broad cross-section representation of stakeholders who come from education organizations, private foundations, CPS departments, Chicago Teachers Union, and professional partners. Members will report and disseminate information to their constituencies. This committee is of particular importance to the

project in that they bring special expertise and experience in the areas of performance compensation, evaluation, and marketing (See Appendix for names and affiliations of committee members and letters of commitment).

Additional Grant-Supported Positions

District-level Master Educators: Nine full-time Master Educators serve as impartial, third-party peer evaluators of teacher performance, conducting approximately 100 observations and post-observation conferences each semesters (about 2-3 a day). The estimated ratio is 1 to 75. Minimum qualifications include appropriate grade level and content area certifications, a minimum a five years teaching experience in high need schools, a record of increasing student achievement in those schools, expertise in content area and pedagogy, and exceptional interpersonal, problem solving, and communication skills.

District-Level Rewards Analysts – Four full-time rewards analysts provide insight and detailed analysis to support the evaluation strategies and assist implementation of the annual reward process including bonuses and pay reviews. They also create the communication tools and guidelines for performance-based compensation system processes and policies. Minimum qualification include a bachelor’s degree in finance or economics; two-three years of experience in Human Resources or some similar organization; strong analytic skills and effective communication skills at all levels. Advanced excel skills are essential.

School Lead Teachers – Twenty five full-time, released lead teachers facilitate the alignment of job-embedded professional development activities with the School Improvement Plan for Academic Achievement; coordinate, coach, and monitor progress to build high performing classroom instruction; and provide on-site, in real-time staff

development in areas of curriculum support and teaching practice. Minimum qualifications include a bachelor's degree; five years teaching experience; a superior evaluation rating; demonstrated instructional expertise; leadership roles on school committees and/or teams, and excellent communication skills. National Board certification desired but not required.

3. APPLICANT FINANCIAL AND IN-KIND SUPPORT OF PROJECT

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

The district currently receives approximately [REDACTED] a year in ESEA funding and will use some of those funds to cover the costs of sustaining the project after the grant period has ended. In particular, Title I and Title II funding will be allocated to sustaining the project (See Appendix for Letter of Commitment). This commitment contributes to meeting the **second absolute priority** as it documents CPS' plan for ongoing support and commitment to the performance-based compensation system.

One key assumption is that the CPS TIF compensation plan will be cost neutral over time. District analysis demonstrates that CPS will recoup costs from paying lower performers less to be in a position to pay stronger performers more. Project planners assume that cost neutrality is accomplished over time. Estimates are based on a point-in-time analysis which incorporates assumptions on average salary and benefit costs, attainment of milestones, size of school schools staff etc. If funded, CPS will contract with mathematics actuaries to complete a thorough analysis. As CPS TIF will be fully aligned with larger district strategies and priorities, program costs including professional development, systems development, training, communication etc. will be funded largely by the district through Title I and II sources which exist today. In addition, variable

compensation components under the CPS TIF plan are one-time and do not build base salary, resulting in savings over time. Currently, CPS is also exploring avenues to reallocate existing funding for the variable compensation plan that are not currently being maximized for the improvement of student achievement (such as sick day payouts at retirement), which have cost CPS a quarter of a billion dollars over the last five years.

4. SUFFICIENT AND REASONABLE PROJECT COSTS

CPS TIF is requesting approximately \$ [REDACTED] in each of the grant's five years. These costs are reasonable and justified given the size, scope, and complexity of the program and the size of the district. CPS TIF will serve 1,125 teachers, 25 principals, and thousands of high-need students. The anticipated result is that teachers and principals will improve their practice and performance, turnover will decrease, and student achievement will improve.

When the project is fully implemented: (1) 1,125 classroom teachers will participate in the CPS-TIF long-term, continuous professional development plan; (2) 9 Master Educators, 25 principals, 25 assistant principals, 25 CAOs, and 25 LSCs will be fully trained as evaluators; and (3) the capacity of 25 lead teachers will also be built through summer intensives and networks of colleagues so that they are adept at guiding professional learning communities of teachers in their schools. Finally, because of the size and complexity of the CPS TIF program, grant dollars will fund a project director and project manager to manage the program and a coordinator to plan professional development activities. **At the end of the program, CPS will have a pool of highly trained expert Master Educators, classroom and lead teachers, and school leaders.**

An additional benefit of note is the following: based on considerable experience in managing large grants, program planners made careful budgetary decisions to keep

administrative costs to a minimum, which amounts to only three percent (calculated at 100% of the project director, project manager, and professional development coordinator's salaries).

In commitment of CPS TIF, and to begin to assume sustainability for the long-haul, CPS will commit an increasing share of funding over Years 2-5 of the grant: Yr 2 - 10%, Yr 3 - 20%, Yr 4 - 30%, Yr 5 - 40%. In addition, our close partner in this work, The Chicago Public Education Fund, has pledged contribute up to \$ [REDACTED] toward CPS TIF. The total cost-share is [REDACTED]

QUALITY OF EVALUATION PLAN

CPS proposes to conduct a rigorous, comprehensive evaluation of the implementation and impacts of CPS TIF using quantitative and qualitative research methods. To address both formative and summative evaluation questions, a collaborative evaluation team comprised of both internal and external program evaluators will be engaged. The internal evaluator will: (1) plan, oversee, and manage the design and execution of all components of the evaluation; (2) develop and implement the formative and implementation components of the evaluation; and (3) ensure that CPS's interests and information needs are being adequately addressed and that all evaluation partners are in compliance with CPS policies. The external evaluator (who would be contracted post-award) will: (1) design and carry out high-level, impact analyses using rigorous, scientific methods (i.e., quasi-experimental, longitudinal design); and (2) provide an independent, objective perspective to ensure stakeholders' confidence in the findings. An Evaluation Advisory Group comprised of members of key stakeholder groups, at least one local

university-based evaluation expert, and a representative from the CPS Office of Performance will meet twice annually to provide consultation and technical assistance.

Quantitative and Qualitative Methods

The evaluation of CPS TIF will use multiple quantitative and qualitative methods, to assess program implementation and impacts and will involve both formative and summative research activities. The evaluation has three overarching goals: (1) to assess the effectiveness of the project in achieving its immediate, intermediate, and long-term outcome goals; (2) to assess the extent to which the project is being/was implemented with fidelity; (3) to provide program stakeholders and district leaders with timely and actionable empirical research findings regarding program implementation; interim impacts; and the validity of the program's *theory of change* by analyzing hypothesized relations among program components and goals.

Two overarching **program goals** assess the level of fidelity with which the program implements project components (performance and practice evaluation system with value-add elements, performance-based compensation system, data management strategy) with fidelity. In meeting this goal, CPS TIF will positively impact **performance objectives**. Greater increases will occur in high-need treatment than in high-need comparison schools in relation to (1) student achievement; (2) teacher and principal retention; (3) teacher and principal effectiveness skills; (4) supportive school culture and learning environment;; (5) teachers' job satisfaction, job commitments, and motivation to improve; and(6) students' learning and general behaviors.

The third overarching program goal assesses the validity of the program's *theory of change*. In meeting this goal, CPS TIF will identify positive and negative components and their linkages that lead or impede long-term outcomes.

The finding from evaluation of the program's theory of change will be of critical interest to CPS leaders as well as to wider education policy audiences. Not only will it be important to assess whether or not and in what ways the program achieved/is achieving its goals, it also will be critical to answer questions about *why* the program is or is not achieving its goals. To be most informative and useful to policymakers and program developers, research in education needs to include rigorous, controlled empirical analyses that illuminate not only the correlations between program components and program outcomes (both short and long-term) but also the accuracy of the hypothesized pathways through which program components and short and long-term outcomes are expected to be connected.

The external evaluator will conduct high-level, longitudinal analyses of program effects on key outcome goals such as student achievement growth, teacher retention, and teacher effectiveness. Further, It is expected that the external evaluator will follow a stable research design (to be developed during the planning year once an external vendor is secured). The internal evaluator will conduct formative evaluation of program implementation, program processes, and interim program impacts will be carried out by the internal evaluator, although some data for these activities will come from program monitoring and tracking systems maintained by program staff. Formative evaluation activities will commence at the start of the grant period (i.e., at the beginning of the

planning year). Once CPS TIF is finalized, a more detailed and refined evaluation plan will be developed.

Continuous Program Improvement and Dissemination

Given CPS’s conceptualization of CPS TIF as a pilot “run” of what are intended ultimately to become district-wide revisions of Human Capital and Performance Management strategies, a fundamental objective of the evaluation is to provide program stakeholders and district leaders with rigorously generated and relevant research-based feedback throughout the implementation of CPS TIF. Regular and ongoing dissemination of formative evaluation findings will equip district leaders with information they need for decision making about needed modifications and improvements in CPS TIF. More generally, this evaluation will facilitate district leaders’ efforts around broader, system-wide program and policy reform.

It is expected that the external evaluator will produce annually, a formal report on findings of program impacts as well as periodic research updates on additional analyses. The internal evaluator will lead the of co-authored evaluation reports to provide stakeholders with rigorously produced yet accessible, “utilization focused” evaluation findings. The following tables provide an overview of the evaluation plan, including a summary of the goals and components (formative, summative, impact, and implementation) of the proposed evaluation as well as the research questions to be addressed, units of analysis, and responsible parties.

INITIAL PLANS FOR CPS TIF EVALUATION

Evaluation Activity: <i>Formative and Summative Evaluation of Long-term and Intermediate Impact (FOCUS: Overall Program)</i>			
Evaluation Question	Methods Used	Data or Indicators	Owner
<ul style="list-style-type: none"> • What is CPS TIF impact on student achievement? (Long Term Goal) 	<ul style="list-style-type: none"> • Quasi experimental, longitudinal study to measure academic growth among students in program schools versus students in comparable program schools. 	<ul style="list-style-type: none"> • Student achievement data (ISAT and Scantron scores; other available data) • Student background data (race, gender, free/reduced lunch, special education. 	External Evaluator
<ul style="list-style-type: none"> • What is the impact of CPS TIF on teacher and principal retention? (Intermediate Goal) 	<ul style="list-style-type: none"> • Quasi-experimental, longitudinal study to measure teacher retention changes at schools and in the district among program schools versus comparable non-program schools. • Analysis of job title change • Analyses of reasons for leaving 	<ul style="list-style-type: none"> • Administrative employee data (teacher credentials, years of service, teaching assignment) 	External Evaluator
<ul style="list-style-type: none"> • What is the impact of CPS TIF on teacher and principal effectiveness skills? (Intermediate Goal) 	<ul style="list-style-type: none"> • Analysis of change over time in teachers' evaluation scores vs. those in comparable non-program schools • Analysis of change over time in principal evaluation ratings • Analysis of change over time in value-added scores 	<ul style="list-style-type: none"> • Data from new teacher evaluation tool • Value-Added data • Results of teacher and principal effectiveness ratings • District performance policy data 	External Evaluator Internal Evaluator

Evaluation Activity: <i>Formative and Summative Evaluation of Immediate, Short -term Impacts (FOCUS: Overall Program; Distinct Elements)</i>			
Evaluative Questions	Methods Used	Data or Indicators	Owners
<ul style="list-style-type: none"> • What is the impact of CPS TIF on school culture? • What impacts do the new evaluation systems have on school culture? 	<ul style="list-style-type: none"> • Self-report surveys using quantitative and qualitative questions • Focus Groups and/or Interviews with teachers and school leaders 	<ul style="list-style-type: none"> • Survey items assessing multiple school climate/culture dimensions. • Narrative data of teachers' and school leaders' experiences and perceptions of school culture 	Internal Evaluator
<ul style="list-style-type: none"> • What is the impact on teachers':1) job satisfaction, 2) job commitment, and 3) motivation to 	<ul style="list-style-type: none"> • Self-report surveys using quantitative and qualitative questions • Focus Groups and/or Interviews with 	<ul style="list-style-type: none"> • Survey items assessing multiple dimensions of teachers' job satisfaction and commitment • Narrative data of teachers' and school leaders' 	Internal Evaluator

Evaluation Activity: <i>Formative and Summative Evaluation of Immediate, Short-term Impacts (FOCUS: Overall Program; Distinct Elements)</i>			
improve their teaching skills?	teachers and school leaders	experiences and perceptions of school culture	
<ul style="list-style-type: none"> • What is the impact of CPS TIF on students' learning and general classroom behaviors? 	<ul style="list-style-type: none"> • Quantitative and qualitative survey items assessing teacher perceptions of student learning and behavior. • Classroom observation 	<ul style="list-style-type: none"> • Survey items assessing multiple dimensions of student classroom behaviors. • Descriptive data from classroom observations using observation protocol. 	Internal Evaluator

Evaluation Activity: <i>Formative and Summative Evaluation of Program Implementation and Processes</i>				
Focus	Evaluation Question	Methods Used	Data or Indicators	Owner⁴
PD for new and existing teachers, and school leaders	<ul style="list-style-type: none"> • Are PD and induction plans implemented according to the guidelines set by their developers? • Are teachers and principal needs properly identified and addressed? • Are PD services appropriately differentiated? • What are teachers' and principals' perceptions of the relevance and usefulness of PD activities? 	<ul style="list-style-type: none"> • Program Tracking • PD feedback surveys • Quantitative and qualitative survey items assessing participants' perceptions of PD • Focus groups s and/or interviews • PD field observations 	<ul style="list-style-type: none"> • Program tracking data • Quantitative & qualitative survey data • Narrative data from focus groups &/or interviews • Descriptive data from observations 	Internal Evaluator Project Staff
Teacher and Principal Evaluation	<ul style="list-style-type: none"> • Are teacher and principal evaluations conducted faithfully according to the established evaluation frameworks (TBD)? 	<ul style="list-style-type: none"> • Program Tracking • Quantitative and qualitative survey items assessing teacher & principal experience with and perceptions of PD 	<ul style="list-style-type: none"> • Program tracking data • Teacher report of observation, evaluation, coaching frequency 	Internal Evaluator Project Staff
Performance-Based	<ul style="list-style-type: none"> • Is the performance-based compensation system being implemented faithfully according to the framework? • What are the maximum, minimum, and average 	<ul style="list-style-type: none"> • Document review • Quantitative and qualitative survey items 	<ul style="list-style-type: none"> • Program payout files • HR documentation • Teachers' reports of 	Internal Evaluator

⁴ Elements of evaluation plan (questions, methods, data or indicators) assigned to external evaluator are proposed; final plan and scope for external evaluator will be developed by selected vendor in consultation with internal evaluation team.

Evaluation Activity: <i>Formative and Summative Evaluation of Program Implementation and Processes</i>				
Focus	Evaluation Question	Methods Used	Data or Indicators	Owner⁴
Comp	<p>performance-based compensation payouts for individual schools, and the program overall?</p> <ul style="list-style-type: none"> •To what extent is teacher pay differentiated as a result of the PBCS system? •Do teachers in CPS TIF schools receive their performance-based payouts in a timely manner? •To what extent do teachers understand the formula for calculating performance-based compensation? •How does performance-based compensation impact teachers' motivation to improve their performance? 	<p>assessing teachers' reports of their experiences with and perceptions of the PBCS</p>	<p>attitudes about the performance-based compensation system</p>	<p>Project Staff</p>
Communications Element	<ul style="list-style-type: none"> •What communication activities are undertaken to educate teachers, principals, and other stakeholders about the newly developed evaluation and compensation strategies? •How effective are the communication activities in informing targeted audiences about the various program components? 	<ul style="list-style-type: none"> • Program Tracking • Participant feedback surveys • Quantitative & qualitative survey items assessing teacher knowledge & understanding of program components • Focus groups 	<ul style="list-style-type: none"> • Program tracking data • Quantitative and qualitative survey data 	<p>Internal Evaluator Project Staff</p>
Program Theory Program Overall; Program Elements	<ul style="list-style-type: none"> •What are the mechanisms by which the program – or specific aspects of the program – lead(s) to changes in immediate, intermediate, and long-term outcome goals? 	<ul style="list-style-type: none"> • Statistical analyses (TBD) of relations between various program components (e.g., regression analysis of relationship between teacher evaluation scores, value-added, retention rates). 	<ul style="list-style-type: none"> • <i>Relevant</i> data from all evaluation and program tracking activities 	<p>External and Internal Evaluator</p>

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **CPS TIF High-Need Schools Docs** Pages: **2** Uploaded File: **N:\External Affairs\External Resources\RFPs\FEDERAL\TEACHER INCENTIVE FUND\2010 ARRA\COMPLETE\CPS TIF School List.pdf**

CPS TIF School List

School Name	% High-Need as measured by Free & Reduced Price Lunch
John B Murphy Elementary School	83.7%
Albany Park Multicultural Middle School	92.8%
Grover Cleveland Elementary School	92.2%
North River Elementary School	92.7%
Joyce Kilmer Elementary School	96.0%
William C Goudy Elementary School	88.3%
James B McPherson Elementary School	83.0%
Friedrich Ludwig Jahn Elementary School	83.8%
Stephen F Gale Elementary Community Academy	90.2%
Joseph Stockton Elementary School	78.6%
George B Swift Elementary Specialty School	86.6%
Joseph Brennemann Elementary School	90.3%
DeWitt Clinton Elementary School	91.1%
Graeme Stewart Elementary School	90.4%
Eliza Chappell Elementary School	85.8%
Jordan Elementary Community School	92.3%
John T McCutcheon Elementary School	81.1%
Washington Irving Elementary School	85.0%
Ambrose Plamondon Elementary School	100.0%
Helen M Hefferan Elementary School	90.7%
Martin A Ryerson Elementary School	100.0%
Charles Evans Hughes Elementary School	99.2%
Joseph Kellman Corporate Community ES	92.8%
Nathan R Goldblatt Elementary School	99.7%
John Milton Gregory Elementary School	98.6%
John Calhoun North Elementary School	98.6%
Robert Nathaniel Dett Elementary School	91.9%
Jensen Elementary Scholastic Academy	91.9%
Manuel Perez Elementary School	87.3%
Peter Cooper Elementary Dual Language Academy	93.9%
Orozco Fine Arts & Sciences Elementary School	99.1%
George B McClellan Elementary School	84.1%
Joseph Jungman Elementary School	89.6%
John B Drake Elementary School	82.4%
John Spry Elementary Community School	98.8%
Emiliano Zapata Elementary Academy	88.1%
Mary Lyon Elementary School	94.4%
John Charles Haines Elementary School	96.6%
Andrew Carnegie Elementary School	79.2%
Thomas Hoyne Elementary School	83.4%
Ellen Mitchell Elementary School	95.3%
Rachel Carson Elementary School	98.3%
Ravenswood Elementary School	76.9%
Bret Harte Elementary School	77.6%

Ariel Elementary Community Academy	87.4%
Robert L Grimes Elementary School	83.8%
Rueben Salazar Elementary Bilingual Center	79.0%
Talman Elementary School	95.1%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **CPS TIF Principal Letters** Pages: **9** Uploaded File: **N:\External Affairs\External Resources\RFPs\FEDERAL\TEACHER INCENTIVE FUND\2010 ARRA\COMPLETE\Principal Letters.pdf**

From Yvonne Calhoun / Hoynes Elem School

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Participation in the TIF grant – Evaluation Competition

Date: June 30, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

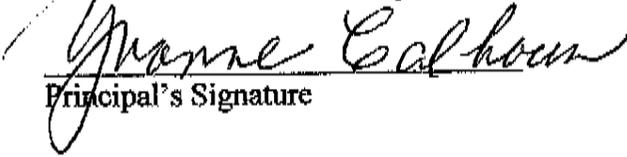
Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010

– September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.


Principal's Signature

6-30-10
Date

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Participation in the TIF grant – Evaluation Competition

Date: June 30, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010 – September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.


Principal's Signature

7-1-10
Date

Dr. June Jordan 3-1501

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Participation in the TIF grant – Evaluation Competition

Date: June 30, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

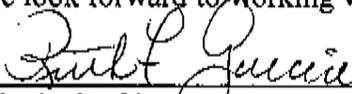
The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

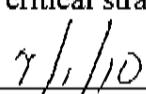
Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010 – September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.


Principal's Signature


Date

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Participation in the TIF grant – Evaluation Competition

Date: June 30, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010 – September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.

Principal's Signature

Date

7-6-10

L. Warner, AP

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Commitment to participate in TIF grant – Evaluation Competition

Date: June 18, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

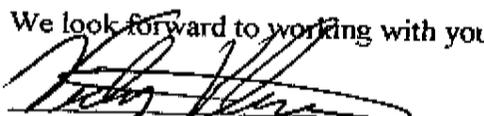
The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010 – September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.


Principal's Signature

7/6/10
Date

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Commitment to participate in TIF grant – Evaluation Competition

Date: June 18, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

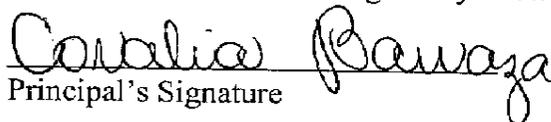
The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010 – September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.


Principal's Signature

7/6/2010
Date

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Participation in the TIF grant – Evaluation Competition

Date: June 30, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010 – September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.


Principal's Signature

7-1-10
Date

To: Principals

From: Alicia Winckler, Chief Human Capital Officer

Re: Participation in the TIF grant – Evaluation Competition

Date: June 30, 2010

Cc: Chief Area Officers

This is a follow-up to the information you have received from your Chief Area Officer regarding the Chicago Public Schools (CPS) application for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant's evaluation study. The grant requires that Principals provide a signed letter, acknowledging their intent to participate in the 2010 TIF program. Like the 40 schools included in the 2007 grant process and Teacher Advancement Program (TAP) pilot, you will be at the forefront of designing future educator compensation in CPS.

Background

As you know, the TIF grant will examine research questions related to the efficacy of performance-based compensation systems for teachers and principals.

The performance-based compensation systems will include performance evaluations for teachers and principals, aligned professional development, performance-based compensation and incentives for teaching hard-to-staff subjects, and career paths for teachers.

Study Design

The study will use a randomized control trial research design. This means that if the district's application is successful, the national evaluator contracted by the Department of Education will select by lottery one-half of the CPS schools who sign up to participate in this grant (i.e., Group 1) to implement the performance-based compensation component of the performance-based compensation systems.

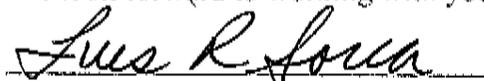
The other half of the schools will implement a 1 percent across-the-board annual bonus for teachers and principals (i.e., Group 2) in addition to all other components of the program. The 1% will be in addition to the regular salary schedule stipulated by the Chicago Teacher's Union contract.

Your Participation

By signing this letter, you acknowledge your intent to participate in the 2010 TIF program and agree to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the evaluator, which involves selection through the above-mentioned lottery – whether your school is selected for Group 1 or 2.

The grant-funded evaluation study would run for five years, from approximately October 1, 2010 – September 30, 2015.

We look forward to working with you on the implementation of these critical strategies.


Principal's Signature

7-1-10
Date

Project Narrative

Other Attachments

Attachment 1:

Title: **CPS TIF Other Attachments Pages: 17** Uploaded File: **N:\External Affairs\External Resources\RFPs\FEDERAL\TEACHER INCENTIVE FUND\2010 ARRA\COMPLETE\OTHER ATTACHMENTS.pdf**

References

- American Education Research Association (AERA). (2005, Summer). Teaching teachers: Professional development and improving student achievement. *Research Points*. 3(1).
- Bailey, B. (2000). The impact of mandated change on teachers. In N. Bascia & A. Hargreaves (Eds.). *The sharp edge of educational change: Teaching, leading and realities of reform*, London: The Fulman Press, pp. 112-128.
- Biancarosa, G., & Snow, C.E. (2004). *Reading next – A vision for action and research in middle and high school literacy* (A Report to Carnegie Corporation of New York). Washington, DC: Alliance for Excellent Education.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., and Wyckoff, J. (2006). How changes in entry requirements alter the teaching workforce and affect student achievement. Albany, NY: American Education Finance Association. Retrieved March 10, 2010 from: <http://www.teacherpolicyresearch.org/portals/1/pdfs/Reducing%20Entry%20Requirements%20E PF%202006.pdf>.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., and Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31 (4).
- Bryk, Sebring, Allensworth, Luppescu, & Easton (2009). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.
- Chicago Public Schools Policy Manual. School performance, remediation, and probation policy for the 2009-2010 school year. Adopted June 24, 2009. Retrieved September 2, 2009 from <http://policy.cps.k12.il.us/documents/302.6.pdf>.
- Danielson, C., and McGreal, T. (2000). *Teacher evaluation to enhance professional practice*. Association for Supervision & Curriculum Development.
- Donaldson, M. L. (2009). *So long, Lake Wobegon? Using teacher evaluation to raise teacher quality*. Washington, DC: Center for American Progress. Retrieved March 10, 2010 from www.americanprogress.org/issues/2009/06/pdf/teacher_evaluation.pdf.
- Fullan, M. (2007). *New Meaning of Educational Change* (4th ed.). New York: Teachers College.
- Goldhaber, D. and Hansen, M. (2009). Addressing the potential of using value-added estimates of teacher job performance for making tenure decisions. Center for Reinventing Public Education working paper #2009-2. Retrieved April 12, 2010 from http://www.crpe.org/cs/crpe/download/csr_files/wp_crpe_vامتecture_dec09_.pdf.
- III Heneman, H., Milanowski, A., Kimball, S., and Odden, A. (2006 May). Standards-based teacher evaluation as a foundation for knowledge and skills-based pay. Center for Reinventing

Public Education. Retrieved May 5, 2008 from:
http://www.cpre.org/images/stories/cpre_pdfs/RB45.pdf.

Kane, T., Rockoff, J., and Staiger, R. (2006 April). What does certification tell us about teacher effectiveness?: Evidence from New York City (Working Paper 12155). Cambridge, MA: National Bureau of Economic Research. Retrieved April 12, 2010 from:
http://www.gse.harvard.edu/~pfpie/pdf/What_Does_Certification_Tell_Us.pdf;

Milanowski, A. (2003, Winter). An exploration of the pay levels needed to attract students with mathematics, science, and technology skills to a career in K-12 teaching. Education Policy Analysis Archives, 11 (50). Retrieved January 25, 2008, from <http://epaa.asu.edu/epaa/v11n50/>.

Odden, and Wallace (2007 February). Rewarding teacher excellence: A teacher compensation handbook for state and local policy makers. Madison, WI: Consortium for Policy Research in Education, University of Wisconsin. Retrieved January 28, 2008 from:
[http://www.wcer.wisc.edu/cpre/publications/TComp%20Handbook%20Feb%2028%2007%20Final%20\(3.05.07\).pdf](http://www.wcer.wisc.edu/cpre/publications/TComp%20Handbook%20Feb%2028%2007%20Final%20(3.05.07).pdf)

Prince, Koppich, Azar, Bhatt, and Witham (2008). Compensation for teachers of hard-to-fill subjects and teachers in hard-to-staff schools: How much would salaries have to increase to attract and retain sufficient numbers of mathematics and science teachers, whose specialized skills and knowledge generally command much higher salaries in the private sector? Retrieved May 11, 2009 from
http://www.cecr.ed.gov/researchSyntheses/Research%20Synthesis_Q%20B7.pdf.

RAND Reading Study Group. (2002). *Reading for understanding toward a RAND program in Reading comprehension*. Santa Monica, CA: RAND Corporation.

Sartain, Stoelinga, & Krone (2010 June). Rethinking Teacher Evaluation: Findings from the First Year of the Excellence in Teaching Project in Chicago Public Schools. Consortium on Chicago School Research. Retrieved June 11 2010 from:
<http://ccsr.uchicago.edu/publications/Teacher%20Eval%20Final.pdf>.

Steering Committee of the Delaware Academic Growth Assessment Pilot (2007 October). Retrieved April 5, 2009 from: <http://www.delawareonline.com/assets/pdf/BL90651115.PDF>.

Stoelinga, S., Hart, H., and Schalliol, D. (2008 December). The work of Chicago principals: Leading in a complex context with high stakes. Retrieved April 4, 2009 from
http://ccsr.uchicago.edu/content/publications.php?pub_id=128.

Tyler, J., Taylor, E., Kane, T., and Wooten, A. (2010? – check edweek article). Using student performance data to identify effective classroom practice. Brown University, Harvard University, and NBER.

Toch and Rothman (2008). Rush to judgment: Teacher evaluation in public education. Education Sector Reports. Retrieved April 22, 2010 from: http://www.educationsector.org/usr_doc/RushToJudgment_ES_Jan08.pdf.

Van den Berg, R., & Ros, A. (1999). The Permanent Importance of the Subjective Reality of Teachers During Educational Innovation: A Concerns-Based Approach. *American Educational Research Journal*, 36(4), pp. 879 – 906.

Weisberg, D., Sexton, S., Mulhern, J., and Keeling, D. (2009). The Widget Effect: Our national failure to acknowledge and act on differences in teacher effectiveness. The New Teacher Project. Retrieved December 22, 2009 from: <http://widgeteffect.org/downloads/TheWidgetEffect.pdf>.

The New Teacher Project (2007 July). Hiring, assignment, and transfer in Chicago Public Schools, slides 56-58. Retrieved July 15, 2009 from: <http://www.tntp.org/files/TNTPAnalysis-Chicago.pdf>,

Objective:

With a specialty in organization effectiveness, design, and change management, I aspire to lead a progressive HR function in an organization that values equally – the drive for business results and the people behind the results

Education:

Master of Arts, Industrial / Organizational Psychology - University of Colorado at Denver (1997)
Bachelor of Science, Psychology and Alcohol & Drug Abuse Studies - University of South Dakota (1994)
Adjunct Faculty Member – Chicago School of Professional Psychology – Spring/Fall 2004

Experience:

Chicago Public Schools

125 S. Clark
Chicago, IL 60603
(773) 553-3671

Sears Holdings, Inc.

3333 Beverly Road,
AC-114A
Hoffman Estates, IL 60179
(847) 286-0674

Chief Human Capital Officer – Chicago Public Schools (CPS)

(12/2009 to present)

- ❑ Senior Talent and Human Capital Leader responsible for design and delivery of all people strategies for all CPS employees – inclusive of Talent Sourcing and Acquisition, Performance Evaluation, Talent Succession Planning, and Total Rewards strategies
- ❑ Ensuring compliance and quality certification standards are met for all employees
- ❑ Re-structuring talent acquisition processes to be inclusive of strategic pre-employment / selection tools
- ❑ Influencing the development of new people policies and practices at the local and state level
- ❑ Demonstrating the portability of select fundamental human capital tools in the private sector to the public sector

Vice President, Talent and Human Capital Services – All Retail Stores

(4/2009 to 10/2009)

- ❑ Senior Talent and Human Capital Leader responsible for design and delivery of all people strategies for over 220,000 associates and 3000 stores
- ❑ Led the implementation of a re-designed performance management system for Retail Services (Sears/Kmart formats) for all managers to include financial, operational, and Human Capital metrics in a balanced scorecard
- ❑ Led nationwide talent management, succession planning, and workforce forecasting efforts for all general managers
- ❑ Re-designed compensation platforms for non-exempt population for all Sears and Kmart stores
- ❑ Led a cross-functional team to identify the future state culture tenets and create a change plan to implement those tenets throughout Retail stores
- ❑ Summarized current state people data across the associate life cycle by role and designing future state strategy and implementation plan
- ❑ Introduced advanced pre-employment selection and assessment methods for all general management positions
- ❑ Upgraded talent within my leadership team

Divisional Vice President, Talent and Human Capital Services – Corporate
(11/2008 to 4/2009)

- ❑ Senior Talent and Human Capital Leader responsible for 18 of the CEO Direct Reports and their organizations across a diverse array of businesses including Merchandising, Brand, Marketing, Design, Online, New Services (New Digital Space – Social Media), Enterprise Decision Analytics, and Financial Services
- ❑ Facilitated organization design and talent assessment for growing businesses – Online and New Services
- ❑ Led change management for a re-organization within corporate
- ❑ Key talent assessor for several newly acquired senior executives and vice presidents

**Coca Cola
Enterprises**

2500 Windy Ridge Parkway
Office #80062
Atlanta, GA 30338
(770) 989-3038

Sears Holdings, Inc.

3333 Beverly Road,
AC-153A
Hoffman Estates, IL 60179
(847) 286-1259

**Global Group Director, Organization Effectiveness
(7/2007 to 10/2008)**

- ❑ Led organization effectiveness activities across the enterprise (North America, Corporate, and Western Europe)
- ❑ Introduced a global change management methodology and in process of embedding this capability throughout the enterprise in select leadership and HR functional roles
- ❑ Led Change Management in the Enterprise Program Management Office – which oversees all significant and transformational global initiatives
- ❑ Provided subject matter expertise for the organization design of the North American business – including due diligence activities in a potential M&A
- ❑ Designed and implemented a global competency model for all employees, all levels, all geographies
- ❑ Created an employee value proposition – beginning with a global engagement survey
- ❑ Co-designed/facilitated the annual leadership meeting for the top 250 CCE leaders
- ❑ Planned for the introduction of pre-employment online assessment tools for high-volume field positions

**Director, Human Resources - Market Transformation Team
(4/2007 to 6/2007)**

- ❑ Selected for Senior HR Leadership role to pilot significant changes in the Sears and Kmart formats to include related Home Services
- ❑ Formed the team, led initial organization design efforts across the Sears/Kmart structure and forwarded initial people strategies
- ❑ Designed and facilitated onboarding sessions with project and in-store teams

**Director, Human Resources – Western Region in the Full-Line Stores
(5/2006 to 4/2007)**

- ❑ Senior HR Generalist for Region comprised of 13 Districts and 95 stores – Considered a complex and high priority Region based upon sales volume, employment litigation/California HR law, and an off-shore market – Hawaii
- ❑ Led People-Strategies across Sears Full-Line Stores nationwide – acting as Program Manager
- ❑ Participated in the review and recommendations from on-going class action allegations and played a leadership role in ensuing organizational changes
- ❑ Accountable for HR Compliance, talent acquisition, talent development, and retention across the Region; Delivered significant upgrades to talent in Region, District, and Store Mgmt positions while also reducing turnover
- ❑ Successfully operated as primary decision-maker in critical incident associate relations' issues within the Region; served as an advisor for peers on critical nationwide issues

**Director, Human Resources – South Central Region in the Full-Line Stores
(5/2005 to 5/2006)**

- ❑ Senior HR Generalist for Region comprised of 14 Districts and 112 stores with 20,000 associates
- ❑ With Region staff and Directors, moved Region from bottom quartile to #1 in Sales and Profit metrics for 2005
- ❑ Led Sears Full-Line Store people-related action planning following a significant disaster – Hurricane Katrina
- ❑ Led nationwide rollout of facilitated Leadership Development curriculum designed for aspiring Store General Managers in addition to incumbent Store General Managers
- ❑ Facilitated Talent Management sessions across all salaried (Exempt) leadership across the Region
- ❑ Upgraded general management talent in approximately 40% of Stores

**Sears, Roebuck
and Co. Cont'd**

Mgr., Human Resources – Apparel Buying (7/2004 to 4/2005)

- ❑ Client manager for approximately 300 associates and a diverse group of senior executives / general managers
- ❑ Developed people strategies and upgraded talent in over 60 Buying positions within first six months in position via effective partnerships with recruiting in addition to comprehensive performance management practices
- ❑ Led Apparel Buying organization through organization design and downsizing effort in initial phase of corporate center merger

Special projects while in this assignment...

- ❑ Selected for influential role on the Kmart / Sears Merger transition team
- ❑ Served as a co-project manager for integration / merger of corporate staffs
- ❑ Acted as a Subject Matter Expert for organization design methodology and communication planning for associate placements – Facilitated planning for over 5000 individual associate communications in corporate office

Mgr., Human Resources – Merchant Operations Group (6/2003 to 10/2004)

- ❑ Accountable for all organization development / organizational change and communications throughout a large-scale re-organization
- ❑ Designed and led the talent assessment and associate onboarding processes during and after re-organization
- ❑ Co-developed tools to support the rollout of Career Paths
- ❑ Facilitated corporate-wide new hire orientation sessions throughout 2004
- ❑ Led the implementation of systematic Performance Management and Talent Management sessions within client groups

Mgr., Organization Effectiveness (7/2001 to 6/2003)

- ❑ Directed Change management of a strategic initiative within merchandising to address talent, processes, and technology opportunities
 - Facilitated an activity survey to identify organization re-design strategy
 - Conducted leadership alignment discussions at the senior executive level and provided on-going executive coaching
 - Designed and presented Change Management Plan and progress to senior executives, including the CEO
 - Co-designed the talent assessment process across merchandising
- ❑ Served as one of the first Change Agents on a Sears nationwide initiative spanning 870 store locations
 - Designed and managed the communications and onboarding of all field-based leadership teams during a significant re-organization
 - Designed and implemented a multitude of feedback mechanisms to adequately prepare for associate reactions to organizational changes

Mgr., Testing and Selection Processes (4/2000 to 7/2001)

- ❑ Managed the administration and training behind an enterprise-wide entry-level management selection tool
- ❑ Designed a re-organization assessment process for a 300-person finance unit
- ❑ Designed and implemented assessment criteria for a titling initiative in legal
- ❑ Constructed selection tools new associate-base within Full-Line Stores
- ❑ Implemented a Spanish language proficiency test within a call-center network

Special projects while in this assignment...

- ❑ Led the design and implementation of a customer satisfaction survey for HR
- ❑ Presented organization-wide feedback to the Human Resources Leadership Council which subsequently drove the strategic priorities for the function
- ❑ With a small team, designed and created Sears' Change Management process and implementation plan

Alicia Winckler

**Sears, Roebuck
and Co. Cont'd**

HR Avantis

1550 Larimer Street
Denver, CO 80202

References:

Available upon request

Assessment / Selection Consultant (4/98 to 4/2000)

- Designed and directed the enterprise-wide 360-degree feedback process
- Conducted educational seminars on utilizing performance measurement tools
- Managed the administration, requisite training, and vendor relationship for an entry-level management selection tool across the enterprise
- Managed validation studies for new personnel selection tools
- Acted as a Subject Matter Expert in test construction in working with legal

Project Manager (8/95 to 4/98)

- Created and administered a certification process for Customer Service Reps
- Led client meetings, drafted proposals, and negotiated contracts
- Managed data analysis and client-based executive summaries

Sheryl Frost Leo

EXPERIENCE

Chicago Public Schools, Chicago, IL

Teacher Excellence Director, Office of Human Capital 7/09 - present

- Lead district initiatives related to defining and supporting teacher excellence, including new teacher induction, a formative teacher evaluation pilot using Charlotte Danielson's *Framework for Teaching*, and National Board Certification
- Facilitate strategic policy and practice changes around human capital practices related to teachers, including teacher performance evaluation and the non-renewal of pre-tenured teachers
- Manage a staff of nine and external relationships including the Chicago Teachers Union, funders, non-profit partners, contractors, and researchers at the Consortium on Chicago School Research

Teacher Evaluation Project Manager, Human Resources 7/08 - 7/09

- Coordinated training, support, communication, and research for the Excellence in Teaching Project, a pilot of Charlotte Danielson's *Framework for Teaching* in 44 elementary schools in the 2008-09 school year

Planner, Office of Strategy & Planning 7/06 - 7/08

- Created an online strategic planning tool, tied to school budgeting, to improve the biennial school improvement planning process for all Chicago Public Schools; leveraged the expertise of 45 front-line staff to provide on-call assistance to schools
- Translated the district's Five Fundamentals for School Success into an actionable, practitioner-focused model; designed communication pieces to create a common language of excellence for school improvement

Education Policy Researcher, Action Now, Chicago, IL 10/04 - 6/06

- Authored a report on teacher turnover in 64 of the highest needs elementary schools in Chicago, based on original research
- Identified key school districts in which to focus the Illinois *Grow Your Own* teacher development initiative by evaluating potential partners and conducting a comparative analysis of all Illinois school districts' teacher turnover and demographic data

Education Pioneers Fellow and Consultant, Jobs for the Future, Boston, MA 6/05 - 12/05

- Identified the common successful elements behind the Public Prep School model (grades 6-12) to formally recommend it as a key tool to improve low-income students' college readiness

Corps Member Advisor, Teach For America Summer Institute, Bronx, NY 6/04 - 8/04

- Prepared 15 first-time Teach For America corps members to lead their own classrooms through daily observation and targeted feedback using a best practices rubric focused on classroom management and instructional strategies

Corps Member/2nd Grade Teacher, Teach For America/Stanton ES, Washington, DC 6/01 - 8/03

1st Grade Teacher, Community Academy Public Charter School, Washington, DC 8/03 - 6/04

- Tailored curricula to individual students' needs through small group work, after-school tutoring and customized homework and tests, which led to student achievement gains of up to 1.5 grade levels

EDUCATION

University of Chicago, Harris School of Public Policy Studies, Chicago, IL

Master of Public Policy (MPP) with a concentration in Education Policy, 2006

- GPA: 3.95; recipient of the Harris Fellowship and McCormick-Tribune Leadership Fellowship
- Co-chair of Education Policy Interest Coalition (EPIC); founder of the Irving B. Harris Memorial Book Drive

American University, School of Education, Washington, DC

Master of Arts in Teaching (MAT) in Elementary Education, 2003

- GPA: 3.94; Elementary (K-6) Teaching Certification

Brown University, Providence, RI

Bachelor of Arts (BA) in Public Policy, 2001

- GPA: 3.92/4.0; graduated with Honors, Magna Cum Laude, Phi Beta Kappa
- Vice President of Finance for Brown Habitat for Humanity – raised \$60,000 for entirely student-built house

ACTIVITIES

- Teach For America Political Leadership Initiative (Chicago) Steering Committee, 11/06 - 6/09
- Brown Club Chicago Adopt-a-School tutoring program – coordinator, 10/07 - 6/09

- First Book - Chicago Advisory Board, 7/06 - 6/08



Office of the Chief Executive Officer

July 1, 2010

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

Dear Secretary Duncan,

I strongly endorse the submission of the Chicago Public Schools Teacher Incentive Fund (TIF) project.

My strong commitment rests on my conviction that a performance based-compensation system should be integrated into a comprehensive workforce planning, talent acquisition, management, reward, and support framework that includes the evaluation of performance as a key management tool.

CPS continues to move forward in developing a world-class human capital system. The Chicago Public Education Fund has been a major partner in this effort, providing content advice and financial support. Through this work, a culture of continuous learning is taking place at all levels of the district (central, area, school) through regular performance management review. The district continues to leverage the use of meaningful data to highlight areas of need and drive academic improvement for all students. Additionally, significant advances have taken place in refining value-add metrics for performance evaluation and piloting standards-based observational rubrics grounded in research and best-practice models. Together, these efforts have built district capacity to support evaluation and compensation reform.

While we are extremely proud of our human capital accomplishments to date and the caliber of our principals and teachers, the next critical step is the completion and implementation of a comprehensive performance-based compensation system aligned with principal and teacher effectiveness including a significant emphasis on student growth. We also need to encourage the best and brightest principals and teachers to address the toughest challenges in the neediest schools by providing them with financial incentives and differentiated systems of development and support.

For these reasons, the CPS TIF has my unconditional commitment and support.

Sincerely,

A handwritten signature in black ink that reads "Ron Huberman".

Ron Huberman
Chief Executive Officer
Chicago Public Schools

July 1, 2010

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

Dear Secretary Duncan,

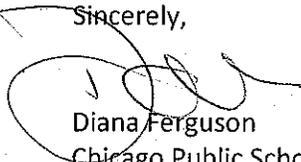
It is with great joy that Chicago Public Schools (CPS) submits its application for the Teacher Incentive Fund (TIF) grant. We anticipate that the Chicago TIF pilot will be a successful endeavor and draw in and retain highly skilled teachers and principals in our neediest schools.

Currently, CPS' FY'10 annual budget is \$5.3 billion dollars and approximately \$332,000,000 of those funds are designated as ESEA funds. Proving Chicago TIF is an accomplished program, the District would work with the current funding to help sustain and support the project after the life of the grant has expired.

This is a critical opportunity for Chicago Public Schools to attract, retain, and develop the best teacher and principal talent to improve the academic outcomes of all student but especially those in our highest need schools.

I hope that you will give the enclosed application every consideration.

Sincerely,



Diana Ferguson
Chicago Public School
Chief Financial Officer

BOARD OF DIRECTORS

June 30, 2010

Chairman
Penny S. Pritzker

Vice Chairman
Kenneth C. Griffin

Vice Chairman
Helen H. Zell

Founding President & CEO
Janet M. Knupp

Secretary
Barbara Malott Kizziah

Treasurer
Jana M. Schreuder

Susan Crown

Stephen A. Cruise

J. Erik Fyrwald

Jill M. Garling

Melody L. Hobson

Siddharth (Bobby) N. Mehta

Clare Muñana, Ex-officio

Patricia Saldaña Natke

John D. Nichols

Bruce V. Rauner

Edward B. Rust, Jr.

Ralph W. Rydholm

Timothy R. Schwertfeger

Penny Bender Sebring

Brian P. Simmons

Scott C. Smith

David J. Vitale

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

Dear Mr. Secretary:

I am pleased to write this letter in support of Chicago Public School's (CPS) Teacher Incentive Fund grant application. The Chicago Public Education Fund (The Fund) has been working side by side with CPS on overall district strategy, human capital strategy, and the Teacher Incentive Fund (TIF) grant. From our vantage point, it is obvious that CPS has nearly all the essential ingredients for success; committed leadership, state mandates, a data-driven culture, and a comprehensive talent management approach. The final ingredient will be the endorsement of the Department of Education.

The CPS TIF application reflects what we believe is needed to move the needle on student achievement. We plan to fundamentally overhaul both performance evaluation and compensation, putting CPS in the vanguard of large urban districts nationally. Success with over 400,000 students, and a majority from disadvantaged backgrounds, will make CPS a model for other districts nationally.

CPS has a long history of engaging critical stakeholders and partnering with Chicago's civic and business community to support innovative human capital reform. Since its founding in 2000, The Fund has served as a partner in execution with CPS to improve principal and teacher quality across the district through innovative investing of financial capital and effective strategic management assistance from our Board of Directors and management staff. As you'll recall during your tenure leading CPS, we worked closely with you and your staff to jointly create district strategies ensuring our goals were wholly aligned with those of CPS.

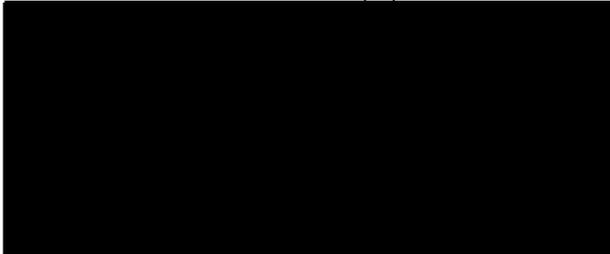
In 2008, The Fund launched its third investment fund of \$25 million. This fund is focused on collaborating with CPS to elevate human capital performance toward better student outcomes through improvements in teacher and principal hiring and evaluation. Our objectives remain directly aligned with those of CPS's Human Capital strategy and the TIF grant. **Our board has demonstrated our commitment to the TIF priorities by committing a grant of up to [REDACTED] contingent upon CPS winning a TIF award.**



TEL: 312.558.4500 200 WEST ADAMS
FAX: 312.558.4506 — SUITE 2150 —
thefundchicago.org CHICAGO, IL 60606

The Fund looks forward to continued partnership with CPS on Human Capital as one of the greatest levers for continuous improvement in student outcomes. Specifically, we intend to support CPS in this project and we hope you will look favorably upon the CPS TIF application.

Sincerely,





June 30, 2010

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

Dear Mr. Secretary:

I am pleased to write you on behalf of New Leaders for New Schools to express my support for Chicago Public Schools (CPS) in its application to the U.S. Department of Education for the Teacher Incentive Fund (TIF) grant. New Leaders for New Schools and CPS stand together in our goal of improving public education by securing the most capable talent to lead schools. The partnership between New Leaders for New Schools and CPS is designed to build a pipeline of outstanding leaders by recruiting, preparing and supporting principals to serve in Chicago Public Schools.

The CPS TIF application incorporates what we believe are some of the key principles to education reform; specifically, tying compensation to teacher and principal performance, incorporating student growth measures as a significant factor in the evaluation process and providing meaningful, differentiated and individualized professional development opportunities tied to performance evaluations.

As the third largest school district, and one that addresses the unique challenges present in urban schools, CPS can serve as a nationally relevant learning laboratory for progressive initiatives like those proposed in the TIF grant.

New Leaders for New Schools will continue to build on our successes by creating and supporting future cohorts of school leaders whose presence in the district will help bring us to a tipping point at which high-quality principals will be the norm, not the exception. We look forward to continuing our relationship with CPS and improving academic outcomes for all students, but especially our highest need students.

Your support would be beneficial in enabling CPS to continue its efforts in ensuring that every child has access to strong teacher and principal talent.

Sincerely,

A handwritten signature in black ink that reads "Maggie Blinn". The signature is written in a cursive, flowing style.

Maggie Blinn
New Leaders for New Schools
Executive Director, Chicago

Chicago Program Office | 850 West Jackson Blvd. | Chicago, IL 60607
Tel: (312) 829-6567 | Fax: (312) 829-6568 | www.nlms.org

Christopher A. Koch, Ed.D., State Superintendent of Education
 Illinois State Board of Education
 School Business & Support Services
 Unrestricted Indirect Cost Rate Computation for Program year 2010

7/1/2009

RCDT Code: 15-016-2990-25
 County: Cook
 District: City of Chicago SD 299

a. APPLIED COSTS

1. Unrestricted Indirect Rate (B divided by A)
2. Total Direct Base
3. Indirect Cost Pool:
4. * Base Payments
5. * Carry-Forward
6. Total Indirect Cost Pool

b. ACTUAL COSTS:

7. Unrestricted Indirect Rate (D divided by C)
8. Actual/Adjusted Direct Base
9. Indirect Cost Pool:
10. * Base Payments
11. * Carry-Forward
12. Total Indirect

c. CARRY-FORWARD ADJUSTMENT:

Recovered:

13. FY03 Rate times FY05 Base (line 1 X Line 8)
14. Should Have Recovered (Total Indirect, Line 12)
15. Under or (Over) Recovery (D minus E)

	<u>Fiscal Year 2004</u>	<u>Fiscal Year 2006</u>	<u>Fiscal Year 2008</u>

d. ADJUSTMENT DETAIL:

Fiscal Year 2006	<u>2004</u>			<u>2006</u>			<u>2008</u>		
	Original/Base	Severence	Adjusted	Original/Base	Severence	Adjusted	Original/Base	Severence	Adjusted
16. Total Direct Actual Costs	█	█	█	█	█	█	█	█	█
17. Total Indirect Actual Costs	█	█	█	█	█	█	█	█	█
18. Unrestricted Indirect cost Rate	█		█	█		█	█		█ %

Christopher A. Koch, Ed.D., State Superintendent of Education
Illinois State Board of Education
School Business & Support Services
Restricted Indirect Cost Rate Computation for Program year 2010

7/21/2009

RCDT Code: 15-016-2990-25
County: Cook
District: City of Chicago SD 299

a. APPLIED COSTS

1. Restricted Indirect Rate (B divided by A)
2. Total Direct Base
3. Indirect Cost Pool:
4. * Base Payments
5. * Carry-Forward
6. Total Indirect Cost Pool

b. ACTUAL COSTS:

7. Restricted Indirect Rate (D divided by C)
8. Actual/Adjusted Direct Base
9. Indirect Cost Pool:
10. * Base Payments
11. * Carry-Forward
12. Total Indirect

c. CARRY-FORWARD ADJUSTMENT:

Recovered:

13. FY03 Rate times FY05 Base (line 1 X Line 8)
14. Should Have Recovered (Total Indirect, Line 12)
15. Under or (Over) Recovery (D minus E)

	Fiscal Year 2004	Fiscal Year 2006	Fiscal Year 2008

d. ADJUSTMENT DETAIL:

	<u>2004</u>			<u>2006</u>			<u>2008</u>			
	Fiscal Year 2006	Original/Base	Severence	Adjusted	Original/Base	Severence	Adjusted	Original/Base	Severence	Adjusted
16. Total Direct Actual Costs	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
17. Total Indirect Actual Costs	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
18. Restricted Indirect cost Rate	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████

ILLINOIS STATE BOARD OF EDUCATION
 School Business Services
Statewide Indirect Cost Rates
 (from FY08 Annual Financial Reports)
 Program Year 2010
 (07/27/2009)

<u>ID Number</u>	<u>County</u>	<u>School District Name</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
14-016-2060-17	Cook	Bloom Twp HSD 206	2.30%	17.25%
14-016-2070-17	Cook	Maine Township HSD 207	3.00%	17.84%
14-016-2080-17	Cook	Riverside-Brookfield Twp SD 208	3.01%	12.23%
14-016-2090-17	Cook	Proviso Twp HSD 209	6.15%	31.62%
14-016-2100-17	Cook	Lemont Twp HSD 210	1.37%	12.02%
14-016-2110-17	Cook	Township HSD 211	1.69%	16.73%
14-016-2120-16	Cook	Leyden CHSD 212	2.10%	15.91%
14-016-2140-17	Cook	Township HSD 214	3.76%	15.50%
14-016-2150-17	Cook	Thornton Fractional Twp HSD 215	1.44%	17.45%
14-016-2170-16	Cook	Argo CHSD 217	2.26%	19.07%
14-016-2180-16	Cook	CHSD 218	9.43%	27.86%
14-016-2190-17	Cook	Niles Twp CHSD 219	2.19%	15.86%
14-016-2200-17	Cook	Reavis Twp HSD 220	2.39%	19.82%
14-016-2250-17	Cook	Northfield Twp HSD 225	7.11%	21.09%
14-016-2270-17	Cook	Rich Twp HSD 227	1.98%	14.53%
14-016-2280-16	Cook	Bremen CHSD 228	1.61%	16.20%
14-016-2290-16	Cook	Oak Lawn CHSD 229	7.44%	24.96%
14-016-2300-13	Cook	Cons HSD 230	2.93%	14.46%
14-016-2310-16	Cook	Evergreen Park CHSD 231	2.21%	30.52%
14-016-2330-16	Cook	Homewood Flossmoor CHSD 233	4.96%	21.30%
14-016-2340-16	Cook	Ridgewood CHSD 234	6.10%	19.52%
14-016-4010-26	Cook	Elmwood Park CUSD 401	6.12%	19.30%
15-016-2990-25	Cook	City of Chicago SD 299	1.43%	13.66%
16-019-4240-26	Dekalb	Genoa Kingston CUSD 424	2.52%	16.05%
16-019-4250-26	Dekalb	Indian Creek CUSD 425	1.15%	11.13%
16-019-4260-26	Dekalb	Hiawatha CUSD 426	2.03%	10.70%
16-019-4270-26	Dekalb	Sycamore CUSD 427	4.98%	19.27%
16-019-4280-26	Dekalb	DeKalb CUSD 428	3.66%	12.12%
16-019-4290-26	Dekalb	Hinckley Big Rock CUSD 429	1.24%	16.80%
16-019-4300-26	Dekalb	Sandwich CUSD 430	0.93%	14.99%
16-019-4320-26	Dekalb	Somonauk CUSD 432	0.66%	10.97%
17-020-0150-26	Dewitt	Clinton CUSD 15	1.15%	16.63%
17-020-0180-26	Dewitt	Blue Ridge CUSD 18	0.72%	14.84%
17-053-0040-26	Livingston	Flanagan CUSD 4	0.65%	0.00%
17-053-0050-26	Livingston	Woodland CUSD 5	1.31%	26.70%
17-053-006J-26	Livingston	Tri Point CUSD 6-J	1.50%	27.11%
17-053-0080-26	Livingston	Prairie Central CUSD 8	1.20%	11.78%
17-053-0700-16	Livingston	Cornell CHSD 70	0.00%	5.68%
17-053-0900-17	Livingston	Pontiac Twp HSD 90	1.97%	22.21%
17-053-2300-17	Livingston	Dwight Twp HSD 230	0.53%	17.95%
17-053-2320-02	Livingston	Dwight Common SD 232	0.34%	7.31%
17-053-4250-04	Livingston	Rooks Creek CCSD 425	0.00%	19.61%
17-053-4260-04	Livingston	Cornell CCSD 426	0.00%	11.17%
17-053-4290-04	Livingston	Pontiac CCSD 429	1.59%	24.08%
17-053-4350-04	Livingston	Odell CCSD 435	2.39%	12.84%
17-053-4380-04	Livingston	Saunemin CCSD 438	1.97%	20.15%
17-064-0020-26	McLean	LeRoy CUSD 2	1.12%	5.33%

Budget Narrative

Budget Narrative

Attachment 1:

Title: **CPS TIF Budget Narrative** Pages: **20** Uploaded File: **N:\External Affairs\External Resources\RFPs\FEDERAL\TEACHER INCENTIVE FUND\2010 ARRA\COMPLETE\Budgets\2010 TIF FINAL Budget.pdf**

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Federal + Cost-Share)

BUDGET NARRATIVE TABLE OF CONTENTS

Total Budget (Parts A & B) - pp. 1-5

Federal Request (Part A) - pp. 6-10

Cost-Share (Part B) - pp. 11-13

Evaluation Competition Budget - pp. 14-15

Narrative Justification pp. 16-20

Total Budget (Parts A & B)

Personnel

		Planning	Year 2	Year 3	Year 4	Year 5
<u>District -Wide Positions</u>						
Project Director	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
PD Coordinator	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Project Manager	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Internal Evaluator	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Master Educators	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Compensation Analysts	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<u>School-based Positions</u>						
Lead Teacher						
1 at each of 25 schools, all entering pilot in Year 1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
After-School Pay (Extended Day)						
Teacher leader pay	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Training for all teachers - teacher conferences	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher focus groups	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Federal + Cost-Share)

Substitute Costs						
For teacher team training						
	<i>Personnel Subtotal:</i>					

Fringe Benefits

		Planning	Year 2	Year 3	Year 4	Year 5
Project Director	Calculated on Base Salary at 31%					
Project Coordinators	Calculated on Base Salary at 31%					
Internal Evaluator	Calculated on Base Salary at 31%					
Master Educators	Calculated on Base Salary at 31%					
Compensation Analysts	Calculated on Base Salary at 31%					
Lead Teacher	Calculated on Base Salary at 31%					
Teacher leader - extended day	Calculated on Base Salary at 31%					
Training for all teachers - extended day	Calculated on Base Salary at 31%					
Teacher focus groups - extended day	Calculated on Base Salary at 31%		-	-	-	-
	<i>Fringe Benefits Subtotal:</i>					

Travel

		Planning	Year 2	Year 3	Year 4	Year 5
Travel - TIF Grantee Annual Meeting	3					
Travel - TIF Topical Annual Meeting	2					

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Federal + Cost-Share)

Carfare	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
		<i>Travel Subtotal:</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Equipment

		Planning	Year 2	Year 3	Year 4	Year 5
Equipment - Laptop	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Equipment - Copier & Fax	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Office furniture w/installation	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Performance and Talent Management	[REDACTED]	[REDACTED]				
Talent Acquisition Manager/Candidate Gateway	[REDACTED]	[REDACTED]				
		<i>Equipment Subtotal:</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Supplies

		Planning	Year 2	Year 3	Year 4	Year 5
Printing	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Postage	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Seminar Subscription & Fees	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Supplies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
		<i>Supplies Subtotal:</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Contractual

		Planning	Year 2	Year 3	Year 4	Year 5
External Evaluator	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Federal + Cost-Share)

Compensation Consultant	[REDACTED]	[REDACTED]				
<u>Communications</u>						
Communications firm	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Website	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<u>Professional Development</u>						
Consultant costs	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Materials	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Summer training session	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<u>Technical Systems Development</u>						
Compensation Management	[REDACTED]	[REDACTED]				
Performance and Talent Management	[REDACTED]	[REDACTED]				

PR/Award # S385A100127

e3

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Federal + Cost-Share)

Talent Acquisition Manager/Candidate Gateway	[REDACTED]	[REDACTED]				
Competency and Succession Planning Framework Implementation	[REDACTED]	[REDACTED]				
Teacher Portal		[REDACTED]				
	<i>Contractual Subtotal:</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Other

		Planning	Year 2	Year 3	Year 4	Year 5
Performance Pay						
Teacher Performance Pay	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Assistant Principal Performance Pay	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Principal Performance Pay	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	<i>Other Subtotal:</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Total Direct Costs		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Indirect Costs	1.43% per ISBE (06-10)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Costs	Total	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Grand Total: [REDACTED]

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Part A: Federal Funds)

Part A: Federal Funds

Personnel

		Planning Yr	Year 2	Year 3	Year 4	Year 5
District -Wide Positions						
Master Educators	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<u>School-based Positions</u>						
Lead Teacher*						
1 at each of 25 schools, all entering pilot in Year 1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
After-School Pay (Extended Day)						
Teacher leader pay	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Training for all teachers - teacher conferences	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher focus groups	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Substitute Costs						
For teacher team training	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	<i>Personnel Subtotal:</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

* District picks up increasing portion of position costs. Yr 2 - 10%, Yr 3 - 20%, Yr 4 - 30%, Yr 5 - 40%

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Part A: Federal Funds)

Equipment

		Planning Yr	Year 2	Year 3	Year 4	Year 5
Equipment - Laptop	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Equipment - Copier & Fax	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Office furniture w/installation	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Performance and Talent Management	[REDACTED]	[REDACTED]				
Talent Acquisition Manager/Candidate Gateway	[REDACTED]	[REDACTED]				
<i>Equipment Subtotal:</i>		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Supplies

		Planning Yr	Year 2	Year 3	Year 4	Year 5
Printing	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Postage	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Seminar Subscription & Fees	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Supplies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<i>Supplies Subtotal:</i>		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Contractual

		Planning Yr	Year 2	Year 3	Year 4	Year 5
External Evaluator	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Compensation Consultant	[REDACTED]	[REDACTED]				
<u>Communications</u>						
Communications firm	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Part A: Federal Funds)

Website	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Professional Development						
Consultant costs	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Materials	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Summer training session	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Technical Systems Development						
Compensation Management	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Performance and Talent Management	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Talent Acquisition Manager/Candidate Gateway hrs	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Part A: Federal Funds)

Competency and Succession Planning Framework Implementation	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
	*500 hrs		[REDACTED]			
Teacher Portal			[REDACTED]			
<i>Contractual Subtotal:</i>			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Other

		Planning Yr	Year 2	Year 3	Year 4	Year 5
Performance Pay						
Teacher Performance Pay	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Assistant Principal Performance Pay	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Principal Performance Pay	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<i>Other Subtotal:</i>			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Direct Costs						
Indirect Costs	1.43% per ISBE (06-10)					
Total Costs	Part A: Federal Funds					

Grand Total: [REDACTED]

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Cost-Share)

Part B: Local & Outside Funds

Personnel

		Planning Yr	Year 2	Year 3	Year 4	Year 5
District -Wide Positions						
Project Director	1 @ [REDACTED] (+4% increase each year)					
PD Coordinator	1 @ [REDACTED] (+4% increase each year)					
Project Manager	1 @ [REDACTED] (+4% increase each year)					
Internal Evaluator (CPEF)	1 @ [REDACTED] (+4% increase each year)					
Compensation Analysts	4 @ [REDACTED] (+4% increase each year)					
<u>School-based Positions</u>						
Lead Teacher*						
1 at each of 25 schools, all entering pilot in Year 1	25 lead teachers @ [REDACTED] (+4% increase each year)					
	<i>Personnel Subtotal:</i>					

** District picks up increasing portion of position costs. Yr 2 - 10%, Yr 3 - 20%, Yr 4 - 30%, Yr 5 - 40%*

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Cost-Share)

Fringe Benefits

		Planning Yr	Year 2	Year 3	Year 4	Year 5
Project Director	Calculated on Base Salary at 31%					
Project Coordinators	Calculated on Base Salary at 31%					
Internal Evaluator (CPEF)	Calculated on Base Salary at 31%					
Compensation Analysts	Calculated on Base Salary at 31%					
Lead Teacher*	Calculated on Base Salary at 31%					
	<i>Fringe Benefits Subtotal:</i>					

* District picks up increasing portion of position costs. Yr 2 - 10%, Yr 3 - 20%, Yr 4 - 30%, Yr 5 - 40%

Travel

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Travel Subtotal:</i>	0	0	0	0	0

Equipment

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Equipment Subtotal:</i>	0	0	0	0	0

Supplies

		Planning Yr	Year 2	Year 3	Year 4	Year 5

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project - Total Budget (Cost-Share)

	<i>Supplies Subtotal:</i>	0	0	0	0	0
--	---------------------------	---	---	---	---	---

Contractual

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Contractual Subtotal:</i>	0	0	0	0	0

Other

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Other Subtotal:</i>	0	0	0	0	0

Total Direct Costs						
Indirect Costs	1.43% per ISBE (06-10)					
Total Costs	Part B: Local & Outside Funds					

% of Total TIF budget 9% 14% 17% 20% 23%

Grand Total: ██████████

PR/Award # S385A100127

e12

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project Evaluation Budget

PR/Award # S385A100127

Personnel

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Personnel Subtotal:</i>	0	0	0	0	0

Fringe Benefits

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Fringe Benefits Subtotal:</i>	-	-	-	-	-

Travel

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Travel Subtotal:</i>	0	0	0	0	0

Equipment

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Equipment Subtotal:</i>	0	0	0	0	0

Supplies

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Supplies Subtotal:</i>	0	0	0	0	0

Contractual

		Planning Yr	Year 2	Year 3	Year 4	Year 5
	<i>Contractual Subtotal:</i>	0	0	0	0	0

e13

Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project Evaluation Budget

PR/Award # S385A100127

Other

		Planning Yr	Year 2	Year 3	Year 4	Year 5
Performance Pay						
Teacher Bonus - 1% increase	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Assistant Principal Bonus - 1% increase	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Principal Bonus - 1% increase	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
	<i>Other Subtotal:</i>	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Total Direct Costs						
Indirect Costs	1.43% per ISBE (06-10)					
Total Costs	Total					

Grand Total: [Redacted]

e14

**Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project
Narrative Budget Justification**

***Total represents the 1st year cost for the item.**

Personnel: The following requested personnel will all be hired as employees of the project.			
	% FTE	Base Salary	Total
District -Wide Positions			
Project Director (1): Oversees project manager; coordinates Human Capital and Performance work; ensures fiscal integrity/adherence to grant requirements; manages collection, dissemination, and use of project evaluation data, monitors implementation at school sites, meets regularly with key staff; assists the director in convening, informing, and managing Advisory Committee	100%		
PD Coordinator (1): Develops, implements Professional Development Plan	100%		
Project Manager (1): Manages implementation of Evaluation Systems, Compensation Plan, & Professional Development Plan	100%		
Internal Evaluator (1): Evaluates implementation and performance goals and objectives, provides ongoing feedback	100%		
Master Educators (9): Nine full-time Master Educators serve as impartial, third-party peer evaluators of teacher performance, conducting approximately 100 observations and post-observation conferences each semesters	100%	\$ -	\$ -
Compensation Analysts (4): Four full-time rewards analysts provide insight and detailed analysis to support the evaluation strategies and assist implementation of the annual reward process including bonuses and pay reviews.	100%		
School-based Positions			
Lead Teacher: 1 fully released lead teacher position at each of the 25 schools facilitates the alignment of job-embedded professional development activities with the School Improvement Plan for Academic Achievement; coordinate, coach, and monitor progress to build high performing classroom instruction; and provide on-site, in real-time staff development in areas of curriculum support and teaching practice.	100%		
After-School Pay (Extended Day)			
Teacher leader pay: 20 hours of extended-day pay for the lead teacher at each school at regular salary rate (Average \$56/hr). Extended hours needed for program management, coordination, and collaboration with master educator, principal, and teachers.	n/a	n/a	

**Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project
Narrative Budget Justification**

Training for all teachers - teacher conferences: Extended day pay for all teachers at the 25 schools to work receive professional development on the program. Based on each teacher receiving 8 hours of extended day pay at regular salary rate (Average \$56/hr).	n/a	n/a	█	█
Teacher focus groups: Extended day pay at regular salary rate (\$56/hr) for 100 teachers to participate in 2 hour focus group sessions.	n/a	n/a	█	█
Substitute Costs				
For teacher team training: Allows for the use of substitute teachers to fill-in for team training. Teams made up of 4 teachers that will meet 5 days throughout the school year.	n/a	n/a	█	█

Fringe Benefits:	Benefit %	Base Salary/ Extended Day	Total
Project Director	31%	█	█
PD Coordinator	31%	█	█
Project Manager	31%	█	█
Internal Evaluator	31%	█	█
Master Educators	31%	█	█
Compensation Analysts	31%	█	█
Lead Teachers	31%	█	█
Teacher leader - extended day	31%	█	█
Training for all teachers - extended day	31%	█	█
Teacher focus groups - extended day	31%	█	█

Travel:	# Trips	\$ Per trip	Total
Travel - TIF Grantee Annual Meeting: Required meeting. Assumes 3 participants. Roundtrip airfare from Chicago to D.C. (█), 2 nights lodging (█/night), local transportation (█) per diem for two days (█/day)	3 (1 Project Dir. & 2 other key personnel)	█	█
Travel - TIF Topical Annual Meeting: Required meeting. Assumes 2 participants. Roundtrip airfare from Chicago to D.C. (█) 2 nights lodging (█/night), local transportation (█) per diem for two days (█/day)	2 (1 Project Dir. & 1 other key personnel)	█	█

**Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project
Narrative Budget Justification**

Carfare: Reimbursement of mileage expense for Master educators to travel schools. Assume [redacted] miles for each Master Educator for 9 months, reimbursed at [redacted] per mile.	n/a	n/a	\$ [redacted]
---	-----	-----	---------------

Equipment:	Cost of Item	Item Description	Total
Equipment - Laptop: Computers needed for the 17 district-wide personnel working on the project.	\$ [redacted]	Laptop computer	\$ [redacted]
Equipment - Copier & Fax: Copier and Fax machine for use by the 17 district-wide personnel working on the project	\$ [redacted]	Copier and Fax	\$ [redacted]
Office furniture w/installation: Office and conference room furniture for project team.	\$ [redacted]	Desk, Conference table, chairs	\$ [redacted]
Performance and Talent Management: Software costs for compensation system	\$ [redacted]	Software	\$ [redacted]
Talent Acquisition Manager/Candidate Gateway: Software costs for recruiting and job posting system	\$ [redacted]	Software	\$ [redacted]

Supplies	Total
Printing: Paper and toner needs for project work	\$ [redacted]
Postage: 5 mailings to teachers at participating schools	\$ [redacted]
Seminar Subscription & Fees: Need description	\$ [redacted]
Supplies: Various office supplies for project team	\$ [redacted]

Contractual	Timing of Costs	Total
External Evaluator: The district plans to contract with an external evaluator to assess performance against project metrics. Reports will be received twice annually, and evaluator will recommend project improvements based on topic experience.	Twice yearly	\$ [redacted]
Compensation Consultant: The district plans to contract with a compensation consultant to further develop the compensation plans.	Twice yearly	\$ [redacted]
<u>Communications</u>		

**Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project
Narrative Budget Justification**

Communications firm: The district plans to contract with an communications consultant to assist with shaping effective communications to the staff that will be participating in the project.		Once annually	\$	█
Website: The district plans to contract with a website developer to develop and maintain a webpage on the district website regarding the project. The website will be a portal for pertinent information for participants and community members regarding the project.		Once annually	\$	█
Professional Development				
Consultant costs: The district plans to contract with a consultant to administer trainings on the topic for participants.		Quarterly	\$	█
Materials: The cost of training materials for the project participants.		Once annually	\$	█
Summer training session: The cost of the summer training sessions that will be administered to school teams (6 teachers per school).		Once annually	\$	█
Technical Systems Development				
Compensation Management: Staff augmentation to develop an enhanced employee compensation systems (eCompensation and eCompensation Manager Desktop). 6 persons will work for 6 to 9 months.			\$	█
Performance and Talent Management: Staff augmentation to develop an employee review system. 6 persons will work for 6 to 9 months.			\$	█
Talent Acquisition Manager/Candidate Gateway: Staff augmentation to develop a recruiting and job posting system. 9 persons will work for 12 months.			\$	█
Competency and Succession Planning Framework Implementation: Staff augmentation to develop a competency and succession planning framework (HCM Module). 2 persons will work for 3 to 6 months.			\$	█
Teacher Portal: A teacher portal will be developed for teachers to access student data (including assessment and value-add scores), their own performance evaluation file, browse and enroll in professional development opportunities, chat with colleagues, and review/confirm class rosters and performance pay-out amounts ahead of actual pay-out.			\$	█

**Chicago Public Schools (CPS) Teacher Incentive Fund (TIF) Project
Narrative Budget Justification**

Other		Total	
Performance Pay			
Teacher Performance Pay: Performance bonuses for teachers as described on page 28-30 of the proposal narrative.			\$ [REDACTED]
Assistant Principal Performance Pay: Performance bonuses for assistant principals as described on page 26-27 of the proposal narrative.			\$ [REDACTED]
Principal Performance Pay: Performance bonuses for principals as described on page 26-27 of the proposal narrative.			\$ [REDACTED]