

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 # S385A100130

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

Closing Date: JUL 06, 2010

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

Application for Federal Assistance SF-424

Version 02

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Mississippi Department of Education

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

d. Address:

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

e. Organizational Unit:

Department Name:	Division Name:
MS Department of Education	The Teacher Center

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

Prefix:	Dr.	* First Name:	Daphne
Middle Name:			

* Last Name: Buckley

Suffix:

Title: Deputy Superintendent for Teacher Quality and Special Schools

Organizational Affiliation:

MS Department of Education

* Telephone
Number:

██████████

Fax Number:

██████████

* Email:

████████████████████

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

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:

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

84.385

13. Competition Identification Number:

Title:

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

Bruce, Calhoun Co, MS; Buckatunna, Wayne Co, MS; Jackson, Hinds Co, MS;
Columbus, Lowndes Co, MS; Grenada, Grenada Co, MS; Laurel, Jones Co, MS;
Lucedale, George Co, MS; Magee & Mendenhall, Simpson Co, MS

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

New Directions is a pilot program to develop and implement a statewide,
comprehensive, integrated performance-based compensation system.

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: MS-002

* b. Program/Project: MS-ALL

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	\$ 0
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 7/6/2010.

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

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: Tom

Middle Name:

* Last Name: Burnham

Suffix:

Title: State Superintendent of Education

* 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:
 Mississippi Department of Education

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 9.4%

(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:
 Mississippi Department of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

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: Dr. Tom Burnham

Title: State Superintendent of Education

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 type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 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: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Tom Burnham Title: State Superintendent of Education Applicant: Mississippi Department of Education Date: 07/02/2010	
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

Mississippi Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Tom Middle Name:
Last Name: Burnham Suffix:
Title: State Superintendent of Education

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 : MDE TIF GEPA Statement

File : C:\fakepath\MDE TIF Part 7 GEPA.doc

Part 7: Assurances and Certification

Compliance with General Education Provisions Act – GEPA Section 427

New Directions will adhere to existing state and district policies to ensure that all six types of barriers that can impede equitable access are addressed. We will welcome all persons regardless of gender, race, national origin, color, disability, and age. MDE and the leadership of the school districts agree that all students and parents will have equal access to the project as outlined under Section 504 of the Rehabilitation Act.

Planning and PBCS committees will reflect diversity and include persons of different genders, races, national origins, disabilities, and ages. All students and their families, especially high-need students, in the eight schools will be invited to participate in any applicable program strategies, such as serving on a communication committee or in local evaluation activities.

Parents with special needs who participate in New Directions activities will have appropriate access and equipment to address their needs. All sites are handicapped accessible for the general public, students, and parents.

Flyers and marketing materials will be designed so that persons of varying education, cultures, and races understand the concepts of the PBCS.

The project manager and school administration will monitor any needs or discriminations. Each district has developed special appeal procedures for students who feel they have been discriminated against in the areas of gender, race, national origin, color, disability, or age.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. Daphne Buckley

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: Pages: **1** Uploaded File: **MDE TIF Project Abstract.pdf**



“New Direction” Abstract

The Mississippi Department of Education (MDE) is applying for the **Main TIF Competition Grant** and, as a first-time applicant for the fund, does meet Priority 6 (Competitive Preference) – New Applicants to the Teacher Incentive Fund. New Direction, a proposal for a pilot program to develop and implement a performance-based compensation system (PBCS), includes a planning period to ensure an effective, sustainable, transparent system. The comprehensive, integrated system will focus on five components: 1) PBCS, 2) educator evaluation, 3) professional development, 4) career ladders for teachers, and 5) data systems. MDE selected 10 schools in 8 districts located in diverse geographical areas and that meet the criteria for high-need schools and high-needs students as defined in the application.

The **Goal** of New Direction is to improve student achievement in high-need schools and increase the number of effective teachers in hard-to-staff subjects through a comprehensive, integrated strategy to recruit and retain effective teachers and principals in those schools defined by low student achievement and high concentrations of minority and economically disadvantaged students.

Objective 1: Develop and implement a sustainable statewide performance-based differentiated compensation system for teachers and principals based on multiple measures of effective practice in 10 high-need schools by July 1, 2011. **Objective 2:** Increase high-need student achievement by at least 10% in each year of the grant (2010-2015) as measured by the Quality of Distribution Index and Growth Model calculated by the MS Statewide Accountability System. **Objective 3:** Increase the number of effective teachers and principals in high-need schools by 10% in each year of the grant (2010-2015) as measured by the evaluation and student growth data components of the Performance Based Compensation System. **Objective 4:** Increase the number of effective teachers in hard-to-staff subjects in high-need schools by 10% in each year of the grant (2010-2015) as measured by the evaluation component of the PBCS and relevant Mississippi Student Information System (MSIS) data.

A logic model, the local evaluation instrument, will produce both quantitative and qualitative data and ensure project feedback and continuous improvement through context, input, process, and product evaluation. New Direction meets all absolute and competitive priorities and addresses all application requirements, performance measures, and selection criteria.

Project Narrative

Application Narrative

Attachment 1:

Title: Pages: **62** Uploaded File: **MDE TIF Project Narrative.pdf**

Project New Direction

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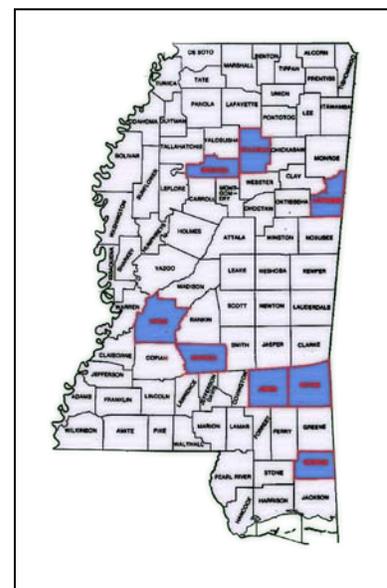
PROJECT NEW DIRECTION

SELECTION CRITERIA ONE: NEED FOR THE PROJECT

The Mississippi Department of Education (MDE) is applying for the **Main TIF Competition Grant** and, as a first-time applicant for the fund, MDE does meet **Priority 6 (Competitive Preference) – New Applicants to the Teacher Incentive Fund**. New Direction, our proposal for a pilot program to develop and implement a statewide performance-based compensation system, includes a nine-month planning period to ensure the development of an effective, sustainable, transparent system. The comprehensive, integrated system focuses on these five components: performance based compensation system (PBCS), educator evaluation, professional development, career ladders, and data systems.

According to the most recent data in *The Condition of Education 2010*, Mississippi had the highest percentage of high-poverty elementary schools (53 percent), as well as the highest percentage of high-poverty secondary schools (43 percent) in the nation in 2007-08. For that report, the basis for the measurement of the concentration of student poverty in a school was the percentage of a school's enrollment that was either eligible for or actually enrolled in the free or reduced-price lunch (FRPL) program.

MDE has selected ten schools in eight school districts that are located in diverse geographical areas, cover all four Congressional Districts, and meet the criteria for both high-need schools and high-needs students as





defined in the application notice. Forty-eight (or 32%) out of the state's 152 school districts are considered hard-to-staff with highly qualified or effective teachers. Many of our children will never thrive if we do not recruit and retain effective teachers and principals, for as the former Governor of Mississippi, the Honorable William Winter, noted, "The road out of poverty runs by the schoolhouse door."

The Statewide Accountability System developed by MDE has three components: an Achievement Model, a Growth Model, and the High School Completion Model. These three components are combined to yield an Accountability Status (sometimes called a label or rating). The labels are "Star", "High Performing", "Successful", "Academic Watch", "At Risk of Failing", "Low Performing", and "Failing". We chose to target the schools labeled "Academic Watch" having a QDI ranging from 133 - 139. The "Academic Watch" label included the 2009 Quality Distribution Index (QDI) range from 133 – 165. These schools are in critical danger of falling into one of the last three categories since they are on the lower levels of the accountability bracket. The QDI ranges for "Academic Watch" will increase each of the next three years, progressing to 138 – 175 in 2010, 143 – 184 in 2011, and 147 – 193 in 2012. It is quite easy to see how a school with a QDI that falls between 133 -139 in 2009 can abruptly plunge into "At Risk of Failing" or worse. By focusing our efforts on schools labeled "Academic Watch," we intend to prevent that plunge.

The Achievement Model uses the QDI to provide a measure of overall school or district level performance on the Mississippi Curriculum Test – Version 2 (MCT2) language arts and mathematics tests; Subject Area Testing Program (SATP) data from the Algebra I, Biology I, English II, and U.S. History tests; and results from the language



arts and mathematics sections of the MS Alternate Assessment of Extended Curriculum Frameworks (MAAECF) during the previous school year. The QDI measures the distribution of student performance on these state assessments around the cut points for Basic, Proficient, and Advanced performance. The Quality Distribution Index formula is, $QDI = \% \text{ Basic} + (2 \times \% \text{ Proficient}) + (3 \times \% \text{ Advanced})$. For example, if 50% of a school's students scored Basic and 50% scored Proficient, then the school's QDI would be 150 (i.e. $50 + (50 \times 2) = 150$). None of the schools performed to these levels.

The Growth Model provides a measure of the degree to which a school or district met its expected performance during the previous school year. The actual achievement at a school/district is compared to the expected achievement, based on a regression equation, to determine the degree to which the school/district has met or exceeded its expectation. Student performance on the MCT2 is used to predict student performance on the MCT2 the following year and student performance on the SATP tests the following year. A Growth Composite value is calculated using data from the last two school years and results in the school or district designated as either having "Met" or "Not Met" its performance expectation. However, Mississippi can only calculate growth at the school level.

We selected ten schools to participate in New Direction based on the requirements listed in the application notice: (1) High-need schools must have greater than 50% of the students qualifying for Free/Reduced Lunch Program, and (2) High-need students are those that are at risk of educational failure or otherwise in need of special assistance and support. Refer to Part 6: High-need schools documentation. In



addition to those requirements, we targeted schools whose students also met the following criteria using the latest available statistics, 2008-2009 assessment data:

- Had a Quality Distribution Index (QDI) from 133 to 139 under the Statewide Accountability System
- Did not meet Growth
- Identified as “Academic Watch” under the Statewide Accountability System
- Are on the lower end of the Accountability Bracket
- Selected only schools including grades 3-8

The statewide average QDI was 149, and the state met growth. All the participating schools scored below the state average and did not meet growth; six of the ten were below the district QDI for their respective districts, and four were the lowest performing schools in their districts. We also included two additional schools with low QDIs that met growth in districts that already had a participating school in order to provide comparative information to enhance the evaluation criteria of the project. Of those two schools, one is labeled “Successful”, and the other “At Risk of Failing.”

(1) The high-need schools (as defined in this notice) whose educators would be part of the PBCS have difficulty—

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

(ii) Retaining highly qualified or effective teachers and principals.

On April 13, 2009, the Mississippi Teacher Center identified the following subject areas as critical shortage areas: Special Education, Mathematics, Science (Biology,



Chemistry, and Physics), Foreign Language (French, German, and Spanish). The Center also included 48 school districts as being located in Critical Shortage Geographic Areas. With almost 1/3rd of the districts in the state facing a shortage of teachers, it is obvious that these schools face difficulty in recruiting effective staff. Across the state's 152 districts, more than 40% of teachers work in education for one to two years, and then relocate out-of-state for various reasons. The number of teachers who are leaving the state exceeds the number of new teachers who are entering positions in Mississippi's public schools.

In spite of concerted efforts by the Mississippi Teacher Center (MSTC) to recruit and retain highly qualified or effective educators, there remains a critical necessity in our high-need schools for quality staff. Schools in Mississippi have an average turnover rate of 45% over the last 5 years. In the 10 schools participating in the project, the staff turnover rate for the last 3 years is 26.3%. The projected turnover of staff in these schools over a 5 year period would be 43.8%

(2) Student achievement (as defined in this notice) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels;

The ten schools selected had a QDI under the Mississippi Accountability System ranging from 126 to 143. The state average QDI was 149. Eight of these schools did not meet growth under the accountability system, while the state as a whole met growth.



(3) A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

A comparable school is one in which size, grade levels, and poverty levels are quite similar, but student achievement is higher than that of the participating schools. In addition to not meeting performance expectation, the participating schools are labeled “Academic Watch” or “At Risk of Failing” and have an average enrollment of 525, a grade range from 3 – 8, a FRLP range between 70% and 93%, and a QDI between 126 and 143. The participating schools were compared against several criteria of comparability to identify performance below other school groups across the LEA and the state. The criteria are as follows:

- Average state QDI
- Average of schools of comparable size
- Average of schools with similar grade ranges
- Average of schools with similar FRLP eligibility
- QDI of the local school district
- Lowest QDI in the local school district

The figure below shows the data for the participating schools. An “X” indicates that the participating school performed below the comparable schools.



Participating School	School QDI	State QDI	School Size	Grade Range	FRLP Elig.	District QDI	Lowest in District
Bruce Upper Elementary	133	X		X		X	X
Oak Forest Elementary	133	X	X	X		X	
Grenada Upper Elementary	135	X	X	X	X	X	X
Franklin Academy	135	X	X	X			
Cook Elementary	143	X	X	X			
North Jones Elementary	136	X	X	X	X	X	X
Central Elementary	137	X	X	X	X	X	
Mendenhall Jr. High School	137	X	X	X			
Magee Middle School	140	X	X	X			
Buckatunna Elementary	126	X	X	X	X	X	X

SELECTION CRITERIA TWO - PROJECT DESIGN

MDE proposes to design and implement an innovative five-year initiative, Project New Direction, intended to increase teacher and administrator effectiveness in high-need schools through substantial financial incentives based on educator evaluation and professional development support. By providing financial incentives and the support system necessary to create a climate of change and high expectations through learning communities, systems of mentoring, embedded professional development, and non-instructional planning time, it is the intention of MDE to close the existing achievement gap by increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects. As Lowell Milken, education reform pioneer, noted, “It is only through the implementation of comprehensive strategies that



we will assure that every student in every school in America is guided and taught by the kind of professional worthy of the name ‘teacher.’”

Therefore, we designed the following project goal and its four clearly measurable objectives in an effort to ensure that every student in Mississippi is “guided and taught by the kind of professional worthy of the name ‘teacher.’”

The **Goal** of New Direction is to improve student achievement in high-need schools and increase the number of effective teachers in hard-to-staff subjects through a comprehensive, integrated strategy to recruit and retain effective teachers and principals in those schools defined by low student achievement and high concentrations of minority and economically disadvantaged students.

Objective 1: Develop and implement a sustainable performance-based differentiated compensation system for teachers and principals across the state based on multiple measures of effective practice in 10 high-need schools by July 1, 2011.

MDE, during the planning year 2010-11, will develop and pilot a program of differentiated levels of compensation for effective teachers and principals. Project New Direction will provide significant financial incentives that are directly tied to student growth as determined by a change in student achievement and classroom observations conducted according to an objective, standards-based rubric at multiple points (2 – 4 times) during each school year. Other measures included in the PBCS are improving teaching and leadership abilities through participation in performance-based, data-driven professional development and voluntary acceptance of additional responsibilities and duties as part of a teacher Career Ladder.



Objective 1 will help create a **sustainable performance-based differentiated compensation system (PBCS)** that is based on school and/or individual accomplishments and demonstrated through improvements in student growth, multiple observations of effective practice, and performance of leadership roles and responsibilities. This objective also ensures that we meet **Priority 1 (Absolute) – Differentiated Levels of Compensation for Effective Teachers and Principals.**

Objective 2: Increase high-need student achievement by at least 10% in each year of the grant (2010-2015) as measured by the Quality of Distribution Index and Growth Model calculated by the MS Statewide Accountability System.

As we work to increase student achievement, our efforts will be focused on the following four areas as a means of accomplishing this objective: implementing collaborative teams, utilizing data to focus professional development and identify student needs, and addressing instructional and leadership deficiencies in individual educators and in subject areas, and effectively utilizing master teachers.

A master teacher's primary role, along with the principal, is to analyze student data and create and implement an academic achievement plan for the school. As a leader of a professional learning community or collaborative team, the master teacher will identify research-based instructional strategies to share during the learning community's meeting time. A master teacher will (a) assess needs of other teachers in the school, (b) increase awareness of other teachers in the importance of standards-based, data-driven teaching, (c) identify steps to change practices of other teachers in the school, and (d) actively work with other teachers to change their teaching practices



by providing demonstration lessons and coaching to teachers. They will also be part of the evaluation process for teachers in order to assess and improve the teaching effectiveness of other teachers in the school.

By using a shared set of practices, instructional principles, or teaching strategies, master teachers will improve the capacity of all teachers in a school to advance student learning in high-need schools.

A third component of our goal is the recruiting and retaining of effective teachers and principals in high-need schools as defined by low student achievement and high concentrations of minority and economically disadvantaged students. This component is also aligned with the MS State Board of Education's Vision and Goals as well as MDE's Strategic Plan for Fiscal Years 2011-2015: (Strategy 2) Increase the quantity and quality of teachers; and (Strategy 3) Increase the quantity and quality of administrators.

Objectives 3 and 4 allow us to address that component as well as to meet **Priority 5 (Competitive Preference) – Increased Recruitment and Retention of Effective Teachers to Serve High Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools:**

Objective 3: Increase the number of effective teachers and principals in high-need schools by 10% in each year of the grant (2010-2015) as measured by the evaluation and student growth data components of the Performance Based Compensation System.

Increasing the effectiveness of teachers and principals, as determined by student growth, will be accomplished through the implementation of a PBCS that provides



incentives in an amount that will change behavior. Also, targeted professional development and coaching in professional practices will allow for improvements in the practice of teaching. The proposed evaluation system will identify weaknesses to be addressed. The identification and modeling of best practices will provide examples of effective teaching. The project's focus on collaborative teams will create a sense of security and cooperation that are keys to instructional improvement.

Schools participating in the project will work closely with The Mississippi Teacher Center (MSTC) which is operated by MDE to increase effectiveness. The Mississippi Teacher Center was established in 1994 to recruit and retain quality teachers for MS classrooms. The goals of the Center are to recruit new and former teachers into the teaching profession, retain quality teachers through its enhancement programs, promote the importance of the teaching professions, and collaborate with school districts, colleges, universities, businesses, and communities to ensure a quality education for all children.

Additionally, there are university programs that target the recruiting and retaining of principals. The Mississippi State University Turnaround Leadership Academy (TLA) is an innovative approach helping underperforming schools in Mississippi become successful. School leaders seeking dramatic school improvement and school leaders charged with turning around poor performing schools are encouraged to apply. This program is designed to build capacity at the district and school level and to identify the best potential team of leaders to train as turnaround specialists. The team then attends training seminars over a two-year period of time. The TLA builds local leadership



capacity better prepared to meet the challenges of school improvement and advance the ability of all school leaders to manage sustainable high performing schools.

The purpose of The University of Mississippi Principal Corps is to prepare highly qualified educators for leadership excellence in academic and administrative capacities. The curriculum focuses on integrating sound research principles in educational leadership with a full-time internship. The course work is fully integrated with the internship as students are immersed in a performance-based curriculum that focuses on the principal as instructional leader. Current funding for the program provides a full scholarship for tuition, fees, and books to all admitted applicants. Living stipends during the summer are included. With cooperation from school districts and other funding sources, students should also receive a salary stipend. There is a \$10,000 signing bonus when a graduate accepts an administrative position in a Mississippi school.

There will be opportunities on the school level directed toward the recruiting and retaining of effective teachers and principals already employed by the district at the beginning of the grant period. Teachers will participate in the strategies delineated here to begin moving up the Career Ladder: They may voluntarily accept additional duties and responsibilities, such as **(1)** serving as master or mentor teachers who are chosen through a performance-based selection process, including through assessment of their teaching effectiveness and the ability to work effectively with other adults and students. **(2)** Other roles teachers may assume include assisting in the induction and mentoring of novice teachers. **(3)** They may also mentor or tutor high-need students, such as those at risk of educational failure or otherwise in need of special assistance and support. **(4)** In addition, they can assume roles in establishing and developing of the school's



learning communities by serving as Content Specialists or Instructional Specialists.

These strategies designed to increase teacher effectiveness are aligned with the following ones to increase principal effectiveness:

Principals may also accept additional responsibilities such as **(1)** Provide time, structures, and opportunities for adults to plan, work, reflect and celebrate together to improve practice. **(2)** Mentor a new or ineffective principal to expand the knowledge of leadership skills and management practices. **(3)** Attend professional development focused on providing feedback and coaching to teachers. **(4)** Engage the community, especially families of ESL and other high-need students, to create shared responsibility for student performance and development.

Objective 4: Increase the number of effective teachers in hard-to-staff subjects in high-need schools by 10% in each year of the grant (2010-2015) as measured by the evaluation component of the PBCS and relevant MSIS data.

The expected improved climate change, effective, knowledgeable principals, and additional opportunities for teachers to advance in the targeted schools will make it more advantageous for effective teachers to remain on staff. The development of a statewide evaluation plan that utilizes student growth data as a significant component will identify effective teachers and will allow the administration on the state, district, and school levels to identify a pool of teachers in their district or school who will be successful in hard-to-staff subjects, such as reading, mathematics, science, foreign languages, and special education. The Mississippi Teacher Center also operates a job



placement service that maintains a database of prospective teachers/administrators and district job vacancies.

The Career Ladder component of the PBCS is crucial to recruitment and retention in that it allows for teachers to be compensated for increasingly higher levels of teacher responsibility, such as team teaching, committee work, curriculum development, special in-service projects, or other responsibilities associated with professional learning communities. Teachers at the higher Career Ladder levels will provide leadership by the aforementioned mentoring, coaching, and serving as professional development trainers.

Priority 2 (Absolute) – Fiscal Sustainability of the Performance-Based Compensation System (PBCS)

MDE and the LEAs have projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and accept the responsibility to provide such performance-based compensation to teachers, principals, and other personnel who earn it under the system. MDE and the LEAs will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals in those project years in which the LEA provides such payments as part of its PBCS. In Year 3, the school districts will assume 10% of the PBCS required outlay; in Year 4, they will pay 20% and in Year 5, 30%.

In estimating the projected costs of the PBCS, we took into account the two types of information needed to calculate program costs, as noted by Guthrie, J.W. & Prince,



C.D. in *Paying for and Sustaining a Performance-Based Compensation System*. Center for Educator Compensation Reform (CECR). U.S. Department of Education (USDE), Office of Elementary and Secondary Education (OESE), Washington, D.C., 2008, Available online at www.cecr.ed.gov. These are (1) the maximum number of eligible participants (individuals and groups); and (2) the maximum possible amount that each individual or group can earn. **Refer to Part 2: Budget Information Attachment and Part 5: Budget Narrative Attachment for specific projected costs.**

MDE's focus is on building capacity to serve and support the LEAs with a more streamlined, effective, and efficient organizational structure that leads to higher levels of student growth across the state. During the five years of the grant, MDE will provide assistance in budget compliance, financial support, and the identification of other funding sources. In addition, MDE will provide assistance to the participating schools and districts to identify additional sources of funds early in the project timeframe, to allow sufficient time for any required restructuring or reorganizing of district resources to meet project requirements and program sustainability. MDE is committed to utilizing all fiscal, political, and human capital resources to sustain the successful components of New Direction after Teacher Improvement Funds (TIF) funding ends. The majority of all funding sources will be invested in the school's human capital.

TIF funds will be disbursed via the State-required procurement and accounting process at MDE. Multiple points of oversight which exist currently will be utilized to ensure appropriate distribution and use of TIF funds. In addition, the statutory authority for the PBCS is already in place and is to be instituted if funds are available (Section 37-19-7, Mississippi Code of 1972, Annotated, "Mississippi Performance Based Pay"). The



Statute further authorizes the Mississippi Department of Education to develop the Mississippi Performance Based Pay plan.

According to Guthrie and Prince, we should also consider the following strategies to continue funding after the original program funds end:

- ✓ Redeploy current state, district, or school resources;
- ✓ Redirect future resources;
- ✓ Repackage state and federal categorical aid programs;
- ✓ Seek additional public funding;
- ✓ Seek philanthropic or corporate support.

Priority 3 (Absolute) – Comprehensive Approaches to the Performance-Based Compensation System (PBCS):

Although we are using a nine-month planning period to develop and implement a PBCS, we have researched best practices and have developed the following outline of components to serve as a guide for the implementation of New Direction. This outline also addresses the inclusion of the 5 Core Elements that are either missing or incomplete in current endeavors:

- Create a performance based compensation system
 - Reward staff based on evaluations and student performance
 - Provide rewards at the school, group, and teacher levels
- Establish teacher and principal evaluation system
 - Use results to identify PBCS eligibility and recipients
 - Use results to identify performance weaknesses



- Provide data to employee and administration for professional development needs
- Allow adequate training for evaluators for inter-rater reliability
- Establish data system
 - Calculate growth in student achievement based on student assessments
 - Combine growth data with existing information sources
 - Identify district, school, group, and teacher level growth
 - Utilize student growth information in educator evaluations and PBCS
- Establish professional development activities
 - Inform staff on PBCS
 - Inform staff on evaluation system
 - Improve practices based on usage of data
 - Improve instruction based on identification of best practices
 - Implement collaborative instructional teams
- Create career ladders for teachers
 - Develop application process for master and mentor teachers
 - Develop job descriptions and duties that focus on teaching and learning
 - Establish effective utilization of career ladder teachers
 - Plan and conduct professional development
 - Conduct peer reviews using career ladder teachers

Utilizing the above outline will ensure that our Performance-Based Compensation System is aligned with a coherent and integrated strategy for strengthening the educator workforce. We intend to provide teachers and principals with a transparent, unbiased evaluation that includes multiple forms of evaluation based on different types



of data that measure student growth both in tested and non-tested grades and subjects. Multiple classroom observations will be done by different evaluators who will provide pre- and post-feedback. We will provide on-going embedded professional development driven by data and evaluations, participating in professional learning communities, benefiting from mentoring and coaching, and taking advantage of opportunities for advancement. Many opportunities will exist to improve and strengthen teaching skills and leadership abilities before a determination is made regarding an individual's retention by the school or the receipt of a financial award for increasing student achievement. The criteria for determining eligibility for payment are challenging, but the rewards will be substantial enough so that effective teachers and principals will want to work in a high-need school and/or in a hard-to-staff subject area. After the TIF project period ends, decisions regarding the retention and rewarding of staff will continue to be based on a multi-faceted evaluation and compensation system.

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers and principals in high-need schools (as defined in this notice) based upon their effectiveness as determined in significant part by student growth (as defined in this notice).

Project New Direction is a pilot program for a state-wide strategy to design and implement a process by which each participating LEA rewards teachers and principals in high-need schools based upon their effectiveness as determined in a significant part by student growth. Our project proposes to implement five (5) components to increase teacher and principal effectiveness: 1) Performance based compensation; 2) fair, transparent evaluation including student growth as a significant factor; 3) calculation of



student growth based on longitudinal assessment results; 4) targeted professional development; and 5) career ladders for teachers. This pilot project will reach 5,250 students, 389 teachers, and 17 school administrators. This project has the potential as a state-wide initiative to impact the future of 500,000 students, 34,000 teachers, and 1,800 school administrators.

As this is a pilot program, MDE is including a nine-month planning period in the project design so that we can address the Core Elements of a PBCS in sufficient detail to ensure project success. Per application requirements, we agree to use TIF funds to develop the five core elements we do not have in place, as well as to develop a plan for implementing those core elements. In addition, we agree to demonstrate in our annual performance report or other interim performance reports that we have indeed implemented the five core elements. We also understand that we are prohibited from using TIF program funds to provide incentive payments to teachers and principals until we have implemented a PBCS that, to the Secretary's satisfaction, has all five core elements. MDE commits to utilizing a planning period that includes the development of the following core elements as outlined in the application:

(a) Develop materials that will effectively communicate to all stakeholders, including the community at-large, the components of our PBCS. Although there are several mechanisms in place for the dissemination of information by MDE, districts, and schools, we will create a communication plan specific to the PBCS to ensure that all stakeholders are knowledgeable about the process and the potential it holds for the future of all Mississippi students. Initial communication will include building awareness about the importance of the New Direction reform areas, its goal, and objectives.



(b) Seek input and support from teachers, principals, and other school and district personnel as well as the involvement and support of unions through their inclusion on the newly organized Statewide Teacher Evaluation Council. The Council's recommendations related to proposal program design are located on page 28. The management plan also includes multiple avenues for all stakeholders to provide input through participation in school and district level committees.

(c) Develop a rigorous, transparent, and fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in the application notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process will also include (1) an objective, evidence-based rubric aligned with professional teaching or leadership standards and MDE's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals, including peer reviewers, who will receive specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability as defined in the application notice.

(d) Incorporate a value-added measure of student achievement to the existing data-management system that can link student achievement (as defined in the application notice) data to teacher and principal payroll and human resources systems. See pages 21-24 for the development process of the value-added measure. Refer to pages 37-39 for a complete description of the existing state, district, and school data-management systems that are already linked and are successfully functioning.



(e) Develop a plan that ensures that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and that they receive professional development that enables them to use data generated by these measures to improve their practice. Among other viable methods to disseminate information, we will design, for participating schools and districts, professional development focused on the PBCS and then follow up by conducting focused faculty meetings in participating schools. Ongoing, embedded professional development will guide faculty and administrators in the use of data-driven decision-making to improve classroom and leadership practice. Refer to Section 5 (p. 39) for a detailed strategy for using data to provide high-quality embedded professional development.

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school’s teachers and principals includes valid and reliable measures of student growth (as defined in this notice); and

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers and principals that are of sufficient size to affect the behaviors of teachers and principals and their decisions as to whether to go to, or remain working in, the high-need school;

The Mississippi Department of Education will create a financial rewards system to provide monetary incentives of a sufficient size to staff that is designed to recruit, place, and retain staff with the skills necessary to meet the needs of the high-need students in high-need schools. The system will determine achievement based upon the state’s existing assessment process, as well as employing **value-added methodology**



that provides information on student growth in determining teacher performance. The value-added component will follow the progress of individual students over time to: (1) Provide trajectories for individual students toward critical academic benchmarks; and (2) Assess influence on student progress at the district, school, and classroom/teacher levels. A combination of these factors, as well as other measures of teacher effectiveness, will be the basis for the distribution of financial rewards. **(Priority 4 – Competitive: Use of Value-Added Measures of Student Achievement)**

However, the development of specific provisions of a financial rewards system must be carefully planned and implemented. Guiding principles must be clearly defined and stakeholder input on the performance pay plan must be carefully determined and evaluated. Substantial input from school staff and alignment of existing human resource systems must be coordinated, and improvement strategies must be targeted.

Although MDE has critical data systems in place that collect necessary data and ensure data quality, the Mississippi Student Information System (MSIS) and the Mississippi Assessment and Accountability (MAARS) **do not include a state-wide system for determining individual student growth; therefore, a value-added system must be selected and results calculated, thereby meeting the Priority 4 (Competitive Preference) – Use of Value-Added Measures of Student Achievement.** A value-added measure will provide powerful policy, performance, and accountability tools: (1) Individual student trajectories allow for more customized, proactive planning for students so that they can reach their goals or the goals established by policymakers; and (2) Value-added measures ascertain whether educational entities are accelerating or impeding student progress. With the value-



added component, we can focus resources to the appropriate and effective interventions that benefit every student, regardless of his or her achievement level.

This value-added measure, Core Element D, will be a significant factor in calculating differentiated levels of compensation provided to teachers and principals. Indeed, MDE will have the capacity to implement the proposed value-added model through these three robust data systems.

The program design for Project New Direction includes a nine-month planning period to allow for the development of the above referenced value-added measure and of a plan to explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices. The creation and implementation of a financial rewards system will include the following actions:

- Determining program objectives
- Developing program provisions, including staff input
- Establishing eligibility levels
- Implementing measurement system
- Communicating with staff
- Performing pilot calculation
- Performing live value added measurement
- Calculating reward recipients

The State and LEA School Board policies relating to recruiting incentives and financial rewards must be developed and approved. Currently LEAs have the authority



to pay employees educational expenses and salary incentives as delineated in Section 37-7-301 (mm) and (nn), General Powers and Duties of the School Board. In addition, operational policies for the implementation of recruiting incentives and financial rewards must be created and implemented. These policies must include provisions concerning objectives, eligibility, methodology, calculations, and program evaluation.

Finally, the conducting of a preliminary calculation of any performance pay incentives must be piloted and tested. It is anticipated that these development actions will take nine months, with delivery of financial rewards in the following years.

(iii) The applicant provides a clear explanation of how teachers and principals are determined to be “effective” for the purposes of the proposed PBCS.

With the focus of the Performance-Based Compensation System on instructional accountability, **a comprehensive system for evaluation will allow MDE to determine those teachers, principals, and other personnel that are “effective.”** Teachers and principals will be deemed effective when measured with a fair, statistically robust, and reliable evaluation system linked to student performance. Teachers will be held accountable for meeting MDE’s five research-based standards that include indicators of the educator’s knowledge, disposition, and performance and are aligned with the NGA Common Core Standards, which MDE has adopted and will implement:

- Standard 1 – Maximizes student learning by working with staff to translate knowledge of learning theory and human development and relevant school data into successful curricular programs, instructional practices, and assessment strategies.



- Standard 2 – Applies human relations and interpersonal skills to foster a climate of continuous learning and improvement.
- Standard 3 – Facilitates the development and maintenance of organizational and managerial systems consistent with the vision and mission of the school community.
- Standard 4 – Exhibits team building skills in the development of ownership among all stakeholders in the school community.
- Standard 5 – Models and promotes ethics and integrity in professional and personal activities.

In addition, teachers will also be held responsible for the academic growth of their students. A minimum of two evaluations, both announced and unannounced and by different evaluators, during the year will yield additional information regarding the teacher's effectiveness in the classroom. Every teacher will also be evaluated individually based on how much student growth the students in the classroom have achieved. Also, teachers will be evaluated collectively based on the learning growth of all students in the school. With these multiple measures, MDE and the administration of the districts and schools will be able to identify effective teachers.

An effective principal is the instructional leader of the school and should be capable of developing a school's academic improvement plan by being knowledgeable about quality instructional practices and curriculum. The principal, along with the school's leadership team composed of assistant principals and master teachers, will formulate school goals based on student data and implement a school plan to reach those goals. School administrators will be held accountable for meeting MDE's five research-based performance standards.



- Standard 1 – Develops and leads an organization that focuses staff, students, parents/guardians, and other stakeholders on academic success for all students.
- Standard 2 – Develops and leads a customer-focused organization.
- Standard 3 – Works to develop human resources.
- Standard 4 – Manages his/her school effectively.
- Standard 5 – Manages resources prudently and to the benefit of the instructional program.

Multiple measures of the principal's effectiveness include establishing professional learning communities, providing job-embedded professional development, conducting teacher observations and evaluations, giving feedback to teachers in pre- and post-conferences, and helping teachers analyze student data. Another component in performance-based compensation for administrators is the critical factor of school-wide growth in student achievement as determined by the value-added analysis.

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

MDE, under the auspices of the Mississippi Teacher Center (MTC), has created a Statewide Teacher Evaluation Council that includes representatives from all stakeholders, including teachers, administrators, and representatives from all teacher



unions as well as from MTC. Additional stakeholders include Governor Haley Barbour's Education Policy advisor, representatives from university teacher preparation programs, the MS Association of School Superintendents and the Parents Campaign, the primary parental and community involvement group of Mississippi. Appropriate representation from the participating districts will be added to the Council. The purpose of the Council is to help MDE develop a rigorous, transparent, and fair evaluation system for teachers and principals that differentiate levels of effectiveness using multiple categories that include significant student growth as a vital factor, as well as classroom observations conducted two to four times during the year.

While Mississippi is not a collective bargaining state, the unions have been invited to participate on the council and have expressed support for a system for a state-wide teacher evaluation program. Refer to Part 6 Attachments for letters of support from stakeholders, including union representatives, superintendents, and principals of high-needs districts.

(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year.

The Statewide Teacher Evaluation Committee has developed Guiding Principles for the establishment of new statewide teacher and principal evaluations. The Guiding Principles state:



An Effective Educator Evaluation System Will:

1. Drive growth in student achievement at the classroom, department, school, and district levels.
2. Focus on effective teaching and learning based on national and state standards that target high expectations and meet the diverse needs of every learner.
3. Use multiple rating tools to assess levels of productivity, including 1) measures of teamwork and collaboration; 2) student assessment data including student growth; 3) school and classroom climate; and 4) leadership.
4. Include comprehensive training on evaluation system components that provide fair, transparent scoring mechanisms and produce inter-rater reliability.
5. Promote and guide individual and collaborative professional learning and growth based on educator content knowledge and use of research established best practices and technology.
6. Provide appropriate data to differentiate compensation in a fair and equitable manner.
7. Differentiate the evaluation process based on the educator's expertise and student assessment results.
8. Provide appropriate and timely feedback at multiple levels to detect individual and systemic strengths and weaknesses.

In designing the evaluation systems for teachers and principals, we will follow current best practice as outlined by Milanowski, A. & Schuermann, P., in *Teacher and Principal Observations*. (CECR, USDE, OESE, Washington, D.C., 2008, Available online at www.cecr.ed.gov):



- Instrumentation structure and content
 - “Standards”
 - Multi-level behavioral rating scales
 - Some attempt to look at content & content-related pedagogy
- Additional forms of evidence (artifacts)
- Differentiation: processes for new, experienced, and struggling teachers
- Frequency of classroom observation
 - Peak vs. typical performance (recommend more than 2)
 - Time of year & time of day effects
- Number and type of persons serving as evaluators
 - Multiple (2) observers, though not necessarily at any one time
 - Administrators, peers, district specialists, & other outsiders
 - Observer motivation & accountability
- Extent and content of evaluator training

According to research by Milanowski, A., Prince, C., & Koppich, J., the advantages and strengths of classroom observation as a measure of teacher performance are that it:

- Is applicable where performance measures based on outcomes are hard to develop or where outcomes cannot be assigned to an individual person;
- Ensures important aspects of performance, such as how the outcomes are achieved, are taken into account;



- Focuses on aspects of performance most likely to be in employees' control – their own behavior – which helps teachers understand the connection between their performance and their pay;
- Gives employees credit for their efforts when circumstances outside their control prevent achieving success, as defined by student test scores or other outcome measures; and
- Provides formative feedback to employees on what they can do to achieve important outcomes, such as behaviors and task strategies.

Because of the strengths listed above, we will combine the observations of teachers and principals with outcome-based performance measures and develop a completely new system for pay purposes designed to be rigorous and reliable and to focus on measuring the most important aspects of performance. The system will measure and reward only the aspects of performance that are to be the key drivers of important outcomes such as student learning. The performances that the system measures and rewards should directly reflect what educators need to do to carry out the organization's strategies for achieving its goals. We will design the new system to ensure that we measure the right things, produce valid and reliable measurements, and provide tools to help educators improve performance in response to the measurement in order to foster acceptance by those whose performance is being measured and by those doing the measuring. *Observations of Teachers' Classroom Performance.*

(CECR, USDE, OESE, Washington, D.C., 2007, Available online at www.cecr.ed.gov)



The following information targeting the development of a new evaluation system will serve as a guide as we develop an evaluation system for teachers and principals during the budgeted planning period. (Milanowski, et al., 2007)

The design for the new system will include training evaluators in the use of the system to assess the performance of both teachers and principals and to apply the system consistently. Also the system will include the monitoring of evaluators' performance and hold them accountable for doing a good job. The evaluators' judgments should not be related to other measures of educator performance. Using multiple evaluators will reassure teachers that their evaluations are not based on the principal's biases or subjective opinions.

According to Milanowski, et al., (2004), the key to success in designing teacher and principal evaluations is that rubrics must specify levels of performance with enough detail to make it clear what behaviors are required to be considered a great performer. In other words, it must distinguish outstanding performers from those who are just acceptable. Research has shown that standards-based evaluation scores can be positively related to measures of value-added student achievement. Therefore, our system procedures will support valid and reliable measurement that will withstand scrutiny of the process.

The plan for a statewide PBCS will include an analytic assessment process that separates observation, interpretation, and judgment. We will begin by defining what counts as evidence of performance and train the evaluators to collect it, including both positive and negative. Evaluators will then collect the evidence by observation or review of materials, such as lesson plans or student work, but will then withhold judgment



about the level of performance represented. After collecting relevant evidence, for example, after an observation session has been completed, the evaluators should review and interpret the evidence collected, decide which evidence is relevant to the pre-defined dimensions of performance, and compare the relevant evidence to the rating scale or rubric. Only then will the evaluator make a judgment.

The evaluators will give specific, quality feedback that tells the evaluated teachers why they were rated as they were. Based on their evaluations, the system will provide tools that can be used to improve their performance, such as coaching or mentoring. In addition, other professional development opportunities that directly address performance deficiencies will be available for those who want to improve. Since a primary purpose of incentives is to motivate people to improve performance, educators must be able to use the results from evaluation as a means to improvement.

To ensure transparency, we will develop and implement a plan for sharing the evaluation process, including the rating scales and the evidences of performance, with those being evaluated so that educators know the performance expectations. Developers of the rubrics will write the rating scale descriptions and examples clearly and make clear distinctions between performance levels. They will choose from among three to five levels of performance. Also, the developers will specify what counts as evidence for performance, including the amount, the timing of collection, and manner of collection, such as in a performance measurement handbook or a manual. This evidence will be collected at multiple times.

The guidance that we will follow in designing rewards for principals is from Schuermann, P. J., Guthrie, J. W., Prince, C. D., and Witham, P. J. *Principal*



Compensation and Performance Incentives. (CECR, USDE, OESE, Washington, D.C., 2009, Available online at www.cecr.ed.gov). This guidance focuses on best practices and research:

A complete performance incentive program for a school or a district will include a way to reward the contribution of the principal. Considering that New Direction's primary objective is to motivate everyone in a school to increase student growth, it would be a critical oversight to not include the school principal. It is difficult to specify the precise leadership behavior of an effective principal because the research base on principal behaviors associated with increased student learning is still growing. Therefore, it is critical that MDE engage key stakeholders in both the conceptualization and implementation of its plans. The evaluation process must ensure that the indicators chosen for principal rewards link to what the school and its students are expected to do. This is also another way of ensuring the transparency of New Direction.

According to Schuermann, et al., (2009), there are four design issues that developers of performance-based compensation plans, such as New Direction, must consider:

- School leaders should be eligible to earn additional compensation in a variety of ways that are strategically aligned to state, district, and school goals.
- Dollar amounts for principal bonuses should be consistent with financial awards for teachers.
- Decisions about the design and implementation of a new principal pay system should be the responsibility of a representative compensation committee, including all stakeholders.



- Reward arrangements for principals should be transparently obvious not only to the individuals in this leadership position but also to others with whom principals routinely interact.

In developing New Direction, we will be guided by these considerations, as well as the following criteria to determine principal compensation, and as recommended by CECR, will select one or more to include in our plan:

- The school or organization achieves predetermined and specified outcomes,
- Additional compensation if the individual leader increases his or her knowledge and skills through professional development,
- Additional compensation if the individual leader takes on additional roles and responsibilities,
- Additional compensation if evaluations of principal performance indicate that the individual has demonstrated evidence of effective leadership.

Principal compensation systems include some measure of student performance, such as AYP measures, district and state report cards, or student gains on district, state, and school-based assessments. However, unless a value-added approach is used to measure the amount of student learning that occurs during the year, it is difficult to assess the contribution made by school leaders. Our plan will include a value-added component for both teachers and principals. In addition, there are other school-level indicators to measure leader performance, such as teacher retention rates, student course completion and high school completion rates, college-readiness statistics, and levels of teacher and parent satisfaction.



When the improvement of skills form the basis of the compensation, the principals' professional development should be carefully aligned with the skills that research demonstrates—and that educational stakeholders in the district or state believe—are associated with gains in student achievement. The professional development should be approved by the program management and considered to be directly related to student achievement and the goals of the state, district, and school.

(Schuermann, et al., 2009)

According to Schuermann, et al., (2009), rewarding principals based for achievement on predetermined behavioral or professional goals examines their progress toward meeting state, district, school, and personal goals. Further, it reflects the importance of performance-based compensation systems that are closely aligned with broader district and school goals. The increasing emphasis on academic standards and accountability requires school leaders to focus on aligning various facets of the public education system, such as professional development, school finance, and school organization, with the goal of improving student achievement. Linking compensation decisions for principals to benchmarks and goals encourages them to align the facets of the instructional program that directly affect teaching and learning. Principals will work toward progress in predetermined professional goals in eight areas:

- Instructional leadership
- School climate
- Organizational structure and procedures
- Personnel management and professional ethics
- Fiscal/facility management



- Student management
- Professional growth and development
- School and community relations

Numerous professional organizations and researchers have developed rating scales or rubrics based on what appears to be important for principals to know and be able to do. The developers of the New Direction Principal Evaluation component of the PBCS will consider the following rubrics recommended by the CECR as providing valid reliable measures of principal performance: (1) the ISLLC Standards - 1996, (2) Hessel and Halloway – 2002, (3) Reeves – 2004, and (4) Vanderbilt Assessment of Leadership in Education – VALEd). The rubric that the developers choose will specify performance levels (e.g. exemplary, proficient, in need of improvement, or ineffective) with enough detail to make it clear what behaviors are required to earn an outstanding rating, as well as how the evaluation scores translate into salary increases. When determining the principal’s final evaluation score and monetary compensation, the supervisor will examine such evidence as administrator evaluations (formal and informal conversations with the principals, scheduled conferences, formal observations, and job shadowing). Supervisors will also weigh opinions and advice from teachers, parents, and students.

A principal portfolio is a self-assessment of attributes, skills, and results based on personal reflection and professional dialogue. Organized around a set of recognized professional standards, the portfolio will include data pertinent to each standard, and propose a plan for professional development. For example, the portfolio may focus on assessment, goal development, and data collection activities on four areas of professional practice: (1) student achievement, (2) school climate, (3) personnel



development, and (4) management of resources. A panel consisting of peers, a team of administrators from the district office, and the superintendent will review the portfolio yearly. Whether the portfolio is to be the evaluation or just one component of the principal evaluation system, those designing the system will:

- Clearly establish the purpose, goals, and desired products of the portfolio;
- Ensure that it is the principal, and not the portfolio, that is being evaluated;
- Develop rubrics for the evaluation of the portfolio; and
- Use training to assist evaluators in using the rubrics.

(4) Includes a data-management system, consistent with the LEA's proposed PBCS, which can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems.

MDE presently has a data-management system that is consistent with the proposed PBCS. First, the Mississippi Student Information System (MSIS) database is linked to individual schools and districts, and data such as student demographics, attendance, and discipline records, as well as, personnel demographics, degrees, salaries, and schedules are tracked. During initial enrollment, each student is assigned a student identification number that stays with them during their entire K-12 career. Each student is assigned to the district and school. Each student's class schedule is also entered identifying period, course, and teacher. Personnel information on all district employees is also entered. Teacher information includes classes taught by period and course. The number of students in a teacher's particular period and course is populated by the linking of student schedule data to a teacher's schedule data. In this



manner, linking of students to teacher is performed as a basic function of MSIS. Student information on grades, pass/fail, and promotion/retention is also maintained.

Second, the Mississippi Achievement and Accountability Reporting System (MAARS) assessment information component contains links to all documents relating to the Statewide Assessment System, including disaggregated subgroup data and participation statistics. Student information on the MAARS system is also maintained by student identification number, which can then be compiled at the teacher level using the interface with MSIS. The accountability information component contains links to all documents relating the Statewide Accountability System, including the Achievement and Growth (AAG) models, Title I Adequate Yearly Progress (AYP) model, Title III Accountability Model, as well as Schools' Performance Classification and Districts' Accreditation Status. The third component of MAARS is Other Information such as demographic, enrollment, financial, graduation and drop-out data.

Third, the combining of MSIS student and teacher information and MAARS student assessment information provides adequate information for local school district human resources / payroll systems to identify teachers and principals eligible to receive compensation under the PBCS. The eligibility criteria based on assessment results, evaluation results, and other identified factors can then be linked to these systems for determining compensation amounts under the PBCS.

Fourth, Mississippi has developed and implemented one of the most integrated longitudinal education and workforce data systems in the country for the purpose of promoting and establishing a culture of performance-based management. The system is



a data collection, analysis, and reporting tool designed to generate information to improve education and workforce development outcomes in the state. The education component of the data warehouse will be completed in 2010. At this time, it can be used to track students as they leave the PK-12 system and enter the workforce or enroll in the higher education system.

The existing network of data systems ensures that MDE is **consistent with its proposed PBCS and can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems.**

(5) Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in this notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

The support systems available to teachers and principals are incorporated throughout this proposal with a keen eye to building educator capacity. Professional learning should be a hallmark of each and every effective educator. Because high-quality professional development designed to help staff reach school goals is an essential element of all school reform efforts, the project design for New Direction will incorporate professional development as defined in Section 9101(34) A (i-xv) and B (i-iii) of the ESEA. It is also in line with the National Staff Development Council's (NSDC) definition of professional development as "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student



achievement.” We have chosen to include this definition as it “fosters collective responsibility for improved student performance.” (www.nsd.com)

The measures of teacher and principal effectiveness in New Direction directly link to the professional development (PD) standards of Section 34 (A & B) ESEA in several ways. The implementation of collaborative teams not only helps to improve and increase teachers’ knowledge of their academic subjects and enables them to become highly qualified but also advances their understanding of effective, research-based instructional strategies aligned with MDE academic content standards and student achievement standards as well as MDE, district, and school improvement goals. Thus, these teams do indeed help to achieve the learning goals and support the learning needs of all students.

Collaborative teams also function as a means of educating school staff on the development and implementation of the PBCS, including the teacher and principal evaluation system. This process helps not only to ensure a rigorous, transparent, and equitable evaluation system but also to ensure a knowledgeable staff about using data and best practices to inform and differentiate instruction across grades, subject areas, and schools to improve student growth.

The professional development delivered through collaborative teams is created by teachers and principals thereby ensuring that it is ongoing, school-based, and job-embedded. Involving teachers of high-need schools in identifying specific needs for professional development and designing the activities to address these identified needs enhances teachers’ sense of ownership and professionalism. This is an especially effective way to target teachers’ and principals’ specific weaknesses identified through



the evaluation component of the PBCS, such as in the use of instructional strategies and the techniques of classroom management. In addition, collaborative teams also acknowledge different levels of educator readiness and different ways of learning as well as providing a way to address those needs.

Collaborative teams also help to invoke a long-term commitment to effective PD. Developing the knowledge and deep understanding of an educational practice, as well as the skill to use it effectively in the classroom, does not occur overnight. Developing professional cultures in the district and the schools promotes not only continuous improvement of teaching and teacher expertise but also the development of district capacity to plan and deliver professional development.

Administrators who create supportive structures such as teams, devise schedules that provide staff members with development time, and place a priority on funding for professional development activities also demonstrate a commitment to sustained professional development in which teams of educators engage in a continuous cycle of improvement that evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance.

The local evaluation logic model will also assess the effectiveness of professional development in improving teacher and principal practices to increase student growth. The model will foster necessary modifications to improve the PD process that will be based primarily on student achievement data and input from stakeholders.

Through participation in professional learning communities, all teachers and principals in a school will be provided with the needed tools and skills for improvement or for continued effectiveness in the classroom and/or the school, regardless of



receiving or not receiving differentiated compensation under the PBCS. They will then be able to raise or to continue to raise student achievement through the use of data and best practices. Effective teachers will successfully assume additional responsibilities and leadership roles as indicated in the following description of the structure of the professional learning communities.

Each participating school will identify a professional development coordinator who will establish professional learning communities, implement collaborative instructional teams, and effectively utilize career-ladder teachers for professional development needs. The professional learning communities will consist of teachers organized both in horizontal (grade-level) and vertical (across grade levels) teams that will meet on a regularly scheduled basis. These teams will focus on learning, developing a collaborative culture, and evaluating results, all of which require clarity of purpose and a shared vision. The teams must be able to answer these questions: (1) What do we expect them to learn? (2) How will we know when they've learned it? (3) What will we do if they don't? In a collaborative culture, the teams will monitor each student's learning on a timely basis by developing common formative and summative assessments, agreeing on grading criteria, and collaborating about the results of assessment data to set goals for instructional improvement. In order to be effective in this initiative, teachers will have common planning time. Scheduled faculty meetings will focus on targeted areas of concern as indicated by data analysis and best practices as they are observed and implemented.

Formats for job-embedded professional development include the following: action research, case discussions, job coaching, critical friends groups, data teams,



development of both formative and summative assessments, examination of student work, development and implementation of individual professional growth/learning plans, lesson study, mentoring, portfolios, and study groups. Each of these formats allows for career ladder teachers to assume different roles such as being a mentor to new teachers, becoming a master teacher, being a peer coach, taking part in school decisions, and helping to make personnel decisions. Teacher leadership is crucial to improving student achievement and growth. The role of the principal in the PLCs is to foster a sense of community and commitment among the staff. To accomplish this, the principal will (1) develop an understanding of what it means to have a committed staff and formulate a plan for fostering commitment, (2) create a supportive team atmosphere where teachers' ideas are valued and celebrated, and (3) increase opportunities to work collaboratively. In creating these school conditions such as excellent school leadership, time for collaboration, and a culture of continuous improvement, principals are fostering teacher effectiveness and teacher retention in high-needs schools and in hard-to-staff subject areas.

The professional development process outlined above may also be supported by activities such as courses, multiple-day workshops, institutes, networks, and conferences that address New Direction learning goals and objectives established for professional development and advance the ongoing school-based professional development. These additional activities may be provided by universities, education service agencies, technical assistance providers, content-area specialists, and other education organizations and associations, such as the MDE MS e-Learning System for quality professional development. **Regardless of the source of professional**



development, it will always be based on current data from the participating schools. Relevant, quality professional development is critical to school transformation, for it “positively impacts student achievement as it enhances adult learning.”

(www.theartofstaffdevelopment.org)

SELECTION CRITERIA THREE - ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

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

The management plan for Project New Direction ensures that the project will be efficiently and effectively managed. We have carefully plotted the management time line to ensure that the project is conducted on time and within budget as presented in this proposal. The 8 districts have agreed to one common time line (pp. 46-49) to facilitate oversight by the New Direction Steering Committee, comprised of the project director, project manager, project evaluator, superintendents of the participating districts, and representatives from the Statewide Teacher Evaluation Council and the Financial Committee listed below. It will also include additional MDE representation as determined by Dr. Tom Burnham, the State Superintendent of Education.

To ensure project transparency and effective, efficient management, committees of statewide, district-level, and school-level representatives will continue or be created:

- Statewide Evaluation Council – Refer to p.26-27 for membership composition.
- Financial Committee – District school business officers



- Professional Development Committee – Administration and instructional staff
- Master Teacher Committee – School level Master Teachers
- Teacher Committee – School level teachers (for input and communication)

The management plan contains dates, activities, responsible personnel, milestones, and projected outcomes, aligned with our objectives and the application's priorities. If an activity is ongoing throughout the grant period, the date and activity are not repeated, but rather they are noted as being ongoing. This method of delineating the plan provides project management with a detailed and efficient plan of action for accomplishing the goal and objectives of the program design, and thereby, ensuring the success of New Direction. Refer to pages 46-49 for the New Direction Management Plan: 2010 - 2015.



NEW DIRECTION MANAGEMENT PLAN: 2010 – 2015

Goal: To improve student achievement in high-need schools and increase the number of effective teachers in hard-to-staff subjects through a comprehensive, integrated strategy to recruit and retain effective teachers and principals in those schools defined by low student achievement and high concentrations of minority and economically disadvantaged students.

Obj. 1: Develop and implement a sustainable performance-based differentiated compensation system for teachers and principals based on multiple measures of effective practice in 10 high-need schools by July 1, 2001.

Obj. 2: Increase high-need student achievement by at least 10% in each year of the grant (2010 – 2015) as measured by the Quality of Distribution Index and Growth Model calculated by the MS Statewide Accountability System.

Obj. 3: Increase the number of effective teachers and principals in high-need schools by 10% in each year of the grant (2010 – 2015) as measured by the evaluation and student growth data components of the Performance Based Compensation System.

Obj. 4: Increase the number of effective teachers in hard-to-staff subjects in high-need schools by 10% in each year of the grant (2010 – 2015) as measured by the evaluation component of the PBCS and relevant MSIS data.

Date	Activity	Personnel	Milestones	Projected Outcomes
10/2010	Review Letter of Award, guidelines of grant, proposal, & budget strategy.	Project Director MDE Staff	Letter of Award Agenda & Sign-in (Meets Priority 6)	Informed MDE staff
	Notify public & superintendents of all school districts.	MDE Staff	Press Release Agenda/Minutes	Informed public and school district personnel
	Develop notice for Program Manager, PBCS developers and evaluator. Place notice on MDE website.	Project Director	Notice	Knowledgeable, effective New Direction staff
11/2010- 12/2010	Select Program Manager, developers of PBCS & evaluator. Have contracts signed by selected personnel.	Project Director	Signed contracts	Excellent management Well-designed PBCS Meaningful evaluation



	Meet with participating district and school administrators to review proposal.	Director, Manager & Evaluator	Agenda, Sign-in form & Handouts	Informed & supportive administrators. Feedback from relevant stakeholders
	Meet with staff of participating schools to review proposal. Recruit professional development coordinators.	Director, Manager & Evaluator	Agenda, Sign-in form & Handouts	Informed & supportive teachers – Feedback from relevant stakeholders
1/2011-2/2011	Identify professional development coordinators and provide training re job responsibilities.	Manager with input from principal	Manager's letter, PDC List, Sign-in form	Increased ownership in PBCS & in achieving objectives
1/2011-6/2011	Design and pilot a PBCS that includes the following components: <ul style="list-style-type: none"> • Value-added component • Multiple measures of performance • Financial rewards & incentives • Ongoing, embedded professional development • Career Ladder for teachers 	Project Director, Project Manager, PBCS Developers, & Steering Committee	PBCS approved by USDOE & on file in offices of Project Director, Manager, Evaluator, and participating districts, schools, and staff (Meets Priority 1, 3, 4)	Completed PBCS. Increased achievement of high-need students. Increased number of effective teachers and principals in high-need schools and of effective teachers in hard-to-staff subjects. (Obj.1-4)
1/2011-2/2011 & ongoing yearly	Develop PBCS communication plan, including media releases, newsletters, Q & A sessions at school faculty meetings, teacher recruitment fairs, MDE, districts, and schools websites	Project Director & Manager & PBCS Developers	Communication Plan on file in offices of project director & manager (Meets Priority 5)	Transparent PBCS. Informed & supportive stakeholders. Improved new teacher induction to PBCS
1/2011 & ongoing yearly	Develop logic model for local evaluation of New Direction. Site model revisited at least quarterly a year.	Project Evaluator, Manager, & staff of districts/schools	Evaluation Plan on file in project and evaluation offices	Increased ownership of New Direction by staff of participating schools



2/2011-3/2011	Develop materials for multiple measures for PBCS evaluation process.	Project Manager & Evaluator with input from stakeholders	Evaluation measures on file in project and evaluation offices & districts/schools	Improved teacher and principal morale. Improved attitudes toward evaluation process.
2/2011	Develop necessary policies for state and districts' school boards.	Director, Manager Board Attorneys	Policies on file at MDE & LEAs	Legal support & transparency for PBCS
3/2011	Seek approval of policies by school boards on both state and local levels.	Superintendents Board Attorneys	Agenda & minutes on file appropriate sites	Supportive school boards on state & local levels
4/2011-5/2011 & ongoing yearly	Plan & schedule professional development on PBCS implementation and evaluation for staff of schools and for all PBCS evaluators.	Director, Manager Evaluator, & staff	Materials for institute and workshop on file at appropriate offices	PBCS implementation and evaluation materials for staff and evaluators. Increased transparency of the PBCS.
5/2011 & ongoing yearly	Meet with district administrators to ensure accurate budget planning for FY2011	Director, Manager Superintendents, Business Managers	Budgets on file with Director & Manager (Meets Priority 2)	Transparent & responsible fiscal management of grant funds & sustainability
7/2011 & yearly	Conduct PD on implementation and evaluation of PBCS for participating staff and evaluators of PBCS	Director's staff & Manager	Agenda, Sign-in form, materials, surveys	Relevant feedback Knowledgeable staff re PBCS implementation and evaluation
7/2011 & ongoing yearly	Implement PCBS in 8 districts & 10 schools	Director, Manager	Evaluator's reports Surveys, Interviews Staff Evaluation Materials	Increased student growth, Increased # of effective teachers and principals in high-need schools and in hard-to-staff subjects, Improved staff evaluation,



				On-going relevant professional development (Obj. 1-4)
8/2011 & ongoing yearly	Organize professional learning communities (PLC) at each participating school	Manager, Site Coordinators	Agenda, minutes, and/or sign-in forms	Increased ownership, More effective staff, Student growth
9/2011 Weekly & ongoing yearly	Analyze existing data in PLCs to determine professional development needed to improve student achievement. Begin regularly scheduled PLC meetings.	Manager, Principal, school PDC & other personnel, and consultants	Reports detailing the professional development needed	More effective teachers & principals, Increased student achievement, & Site relevant professional development.
2010 – 2015 & ongoing yearly as required.	Prepare & submit required USDOE and local evaluation reports.	Evaluator, Director, Manager	Evaluation reports on file in project offices	Progress toward meeting project objectives and performance measures.
	Attend required USDOE meetings	Director & Manager	Registrations USDOE materials	Current information re grant implementation Consulting with grantees
2012 & ongoing yearly	Calculate and distribute 1 st PBCS awards	MDE & Districts	Letter to recipients & MDE & District financial records	More effective teachers & principals, increased student achievement & staff retention



(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively.

The Project Director is Dr. Daphne Buckley, MDE Deputy Superintendent for Teacher Quality and Special Schools. Highly qualified to serve as the Project Director, Dr. Buckley, during her tenure at MDE, has served as director of the Center for Teaching/Recruitment, Department of Educational Licensure, Department of Scholastic Development, and Troops to Teachers. In the role of director of these departments, she has had oversight and management of many grants and their budgets. Thus, she has the expertise and the authority to ensure the successful implementation of Project New Direction. Her resume is located in Part 6: Other Attachments Form. Dr. Buckley will spend 25% of her time fulfilling the responsibilities for the management and development of New Direction, which include the following:

- **Has strategic oversight of the project –**
 - Establishes realistic benchmarks for monitoring progress
 - Facilitates communication within and outside of the project in order to review and revise project strategy as needed
- **Is responsible for overall project quality –**
 - Provides ongoing leadership and guidance to the project manager, project evaluation coordinator, and school administration
 - Reinforces a team-based approach to project success



- Ensures the project's monitoring and evaluation systems are efficient, effective, and accurate
- **Maintains ongoing project management**
 - Oversees the preparation of project budget and monitor it regularly
 - Ensures application of financial procedures and policies
 - Ensures that required reports are prepared and submitted in a timely manner
 - Ensures that organizational structures are in place to meet the project needs and revise the structures as needed

As Project New Direction is comprised of multiple school districts and schools and is quite complex, the project director will identify a full-time project manager and an independent project evaluator for the local evaluation who will report directly to her.

They will be responsible for the day-to-day management and evaluation of the project, and along with the Director, superintendents from the participating districts, representatives from the Statewide Evaluation Committee, and additional representatives from MDE as determined by the Superintendent of State Department of Education will comprise the project's Steering Committee. As the manager and evaluator have yet to be identified; therefore, in lieu of their resumes, necessary qualifications for the positions are listed in **Part 6: Other Attachments Form.**

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



Through the Mississippi Teacher Center, MDE will provide strong leadership and dedicated teams to implement New Direction in the participating districts. Costs associated with the utilization of the Mississippi Teacher Center will also serve as in-kind sources of funds. We will identify promising practices, evaluate these practices' effectiveness, disseminate and replicate the effective practices statewide. We will hold the participating LEAs accountable for progress and performance and will intervene where necessary. In addition, we have in place effective and efficient operations and processes for implementing New Direction in areas such as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement.

As noted earlier, the Steering Committee for New Direction, under the auspices of MDE's Teacher Center and its director, the Deputy Superintendent for Teacher Quality and Special Schools, Dr. Daphne Buckley, will provide the oversight for the reform efforts of the project. Ultimate authority for project implementation rests with the MS Board of Education and the State Superintendent of Education.

Data-driven decisions will be used to ultimately improve the effectiveness of the project's goal and objectives. In addition to the statewide accountability model, MDE will also use the data collected through the evaluation process to hold districts accountable for fidelity of implementation. This data will also be utilized to develop an intervention plan for LEAs that are not implementing the LEA scope of work appropriately.

MDE will use all funding sources to meet and align with the goals and objectives of the Teacher Incentive Fund and this New Direction proposal. Other federal sources of



funding include Title funds, Career and Technical, Phase II ARRA, and SLDS Funds. State funding sources will also be utilized to meet the project's goals and targets. In addition we will leverage funding from other grant proposals that are under currently under consideration by USDE. These proposals have been submitted by MDE or as a partner with other education-related entities such as the six Regional Education Service Centers in Mississippi.

MDE will undergo an external review of funding sources to more efficiently and effectively utilize all those sources to align the reform areas and goals. In addition, the Department completed a reorganization to ensure that the organization functions more effectively and efficiently. This reorganization began in February 2010 under the direction of Dr. Tom Burnham who began his tenure as State Superintendent of Education on January 4, 2010. In addition, MDE will provide assistance to the participating schools and districts to identify additional sources of funds early in the project timeframe, to allow sufficient time for any required restructuring or reorganizing of district resources to meet project requirements and program sustainability.

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

Our program design drives the budget for New Direction, and the line item budget documents that the project will spend very limited funds for equipment and has reasonable administrative costs to maximize the amount spent on the achievement of our goal and objectives: development and printing of needed materials, training of



evaluators of teachers and principals, professional development, technical assistance and consultation, and evaluation. There is extensive support, including facilities, equipment, supplies, and other resources, from MDE and the eight participating school districts. All are collaborating to maximize the use of local funds, in-kind services, and district resources.

Major budget items, such as the salary of the project manager and fee for the project evaluator are justified as these individuals will be devoting considerable time in providing direct services to the project. Professional development and evaluator training are critical to the success of the project and are reasonable in cost. The major budget item, financial incentives and rewards, is reasonable for it will have the most direct impact upon student academic achievement and project outcomes. Note that in Year 3, the school districts will assume 10% of the PBCS required outlay; in Year 4, they will pay 20% and in Year 5, 30%. Thus, the diversified budget is a comprehensive approach in providing for New Direction support.

SELECTION CRITERIA FOUR - QUALITY OF LOCAL EVALUATION

(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in this notice), increasing the effectiveness of teachers and principals and retaining and recruiting effective teachers, principals, and other personnel;



MDE will conduct its Local Evaluation based on a logic model that uses context evaluations, input evaluations, process evaluations, and product evaluations. As a logic model is not static, it may need to change as the program changes. Evaluation may also challenge the logic model's assumptions. This format will provide information that will not only strengthen the program, but also aid in meeting its goals and objectives. "Good evaluation . . . should provide useful information about program functioning that can contribute to program improvement." (W.K. Kellogg Foundation Evaluation Unit 2000)

Project New Direction's objectives are based on establishing a PBCS, increasing student achievement, increasing teacher and principal effectiveness, recruiting and retaining staff, and increasing and aligning professional development. These objectives are not only related to MDE's goal for New Direction, but they also support the required **performance measures** included in the TIF application notice:

(1) Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness **(Objectives 3 & 4)**

(2) Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of a district's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals **(Objectives 1 & 2)**



The four objectives for Project New Direction are clearly measurable both in **quantitative and qualitative** terms and support the application performance measures as well as the project goal:

- **Objective 1: Develop and implement a sustainable performance-based differentiated compensation system based on multiple measures in 10 high-need schools by July 1, 2011.** The development and implementation of the PBCS is the critical link in the recruiting and retaining of highly effective teachers and principals. Designing a system which both offers incentives for employment in high-need schools and rewards for improvement in classroom and administrative skills and is based on multiple measures is the key to the success of the project.
- **Objective 2: Increase high-need student achievement by at least 10% in each year of the grant (2010-2015) as measured by the Quality of Distribution Index and Growth Model calculated by the MS Statewide Accountability System.** This increase will be based on the individual student's growth as defined in the TIF application: Student growth means the change in student achievement for an individual student between two or more points in time. The achievement is to be measured by instruments listed above and approved in the TIF application notice.
- **Objective 3: Increase the number of effective teachers and principals in high-need schools by 10% in each year of the grant (2010-2015) as measured by the evaluation and student growth data components of the Performance Based Compensation System.** The effectiveness of the teachers and principals will be determined by their scores on the multiple measures of effectiveness included in the



performance-based differentiated compensation system. The number of teachers retained for multiple years in high-need schools will also be tracked through the data collected for this objective. The data will be available at the school level and through the Mississippi Student Information System (MSIS) and the Mississippi Assessment and Accountability System (MAARS).

- **Objective 4: Increase the number of effective teachers in hard-to-staff subjects in high-need schools by 10% in each year of the grant (2010-2015) as measured by the evaluation component of the PBCS and relevant MSIS data.**

High-need schools and hard-to-staff subjects are defined in the TIF application notice, and the number of highly effective teachers will be provided by the school and through data also accessed through MSIS and MAARS. The number of teachers retained for multiple years in hard-to-teach subjects will also be tracked through the data collected for this objective.

Increasing the number of advancement opportunities for teachers over the years of the grant is a critical factor in the efforts made to recruit and retain highly effective teachers. At this time, a teacher may advance to a position of lead teacher, counselor, or principal; however, the additional opportunities for advancement that will be available through participation in embedded professional development or the voluntarily acceptance of additional roles and responsibilities will help to recruit and retain highly effective teachers.

According to Witham, P. and Meyer, R. (2009) in *Evaluations of Performance Incentive Programs: TIF Local Evaluations*:



Context evaluations assess needs, problems, assets, and opportunities to help decision makers define goals and priorities, and . . . judge goals, priorities, and outcomes. Input evaluations assess alternative approaches, competing action plans, staffing plans, and budgets for their feasibility and potential cost-effectiveness. Process evaluations assess the implementation of plans to help staff carry out activities . . . judge program performance, and interpret outcomes. Product evaluations assess and identify the outcomes of a particular program – short and long term. (CECR, USDE, OESE, Washington, D.C., 2008, Available at www.cecr.ed.gov)

In addition, the final evaluation report will address these four components of product evaluation: impact, effectiveness, sustainability, and transportability. These components will be especially vital to our monitoring of the project. Impact evaluation will assess the extent that New Direction reached the participants. It will also determine if the program is successfully addressing the participants' needs and if any services reached inappropriate beneficiaries.

The effectiveness evaluation will assess the quality and significance of the program's effects, including important side effects, on the participants. MDE will be able to use this data to make a bottom-line assessment of New Direction's success to determine the efficacy of continuing any or all components of the project.

The sustainability evaluation will assess the extent to which a program's contributions are successfully institutionalized and continued over time. A review of the evaluation data such as program effectiveness and costs will allow MDE to judge what



program successes should and can be sustained. These findings are valuable in settings goals and planning for continuation activities, especially in budgeting.

Transportability evaluation will assess the extent to which New Direction has (or could be) successfully adapted and replicated. As MDE is developing a statewide PBCS model, this element is especially critical. It will be used to assess the need for disseminating information on the program, the target audiences, and what information should be disseminated. These findings will also be used to identify potential financial supporters for New Direction such as foundations and other non-profits.

Appropriate measurement instruments for each evaluation phase will be selected from the following: survey, interview, literature review, document review, on-site observation, and formative report. Student achievement will be measured by the following instruments as required by the USDE in the TIF grant notice:

(a) For tested grades and subjects—

- (1) A student's score on the State's assessments under the ESEA; and
- (2) As appropriate, other measures of student learning, such as those described in paragraph (b) of this definition, provided that they are rigorous and comparable across schools; and

(b) For non-tested grades and subjects, alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement rigorous and comparable across schools.



MDE currently has a reporting mechanism for the state accountability model and by utilizing the state longitudinal data system (SDS) and the teacher/principal evaluation system, the above TIF-specific performance measures will be tracked and reported in ways that are transparent and available to the public. MDE currently operates a Web site dedicated for openness and transparency for ARRA reporting, and this functionality will be enhanced with SLDS improvements.

The logic model by its design allows for ongoing evaluation procedures as well as for ensuring feedback and continuous improvement in the operation of New Direction. Utilizing committees comprised of district and school stakeholders will also ensure timely and appropriate feedback.

The design of this evaluation plan will not only produce evaluation data that are quantitative and qualitative; but will also include adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

For as the director of the Milken Foundation, Lowell Milken stated, “If we are to achieve the promise of education for all young people, we must focus reform efforts on talented teachers and principals—people who are the heart and soul of education, the inspiration for the young people they teach.”

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **MDE High Need Schools Documentation** Pages: 1 Uploaded File: **Part 6 - High-Need Schools Documentation.pdf**

Part 6: High-Need Schools Documentation

District	School	District	School	Enroll	F/R %	QDI	Growth	Grades
0700	004	Calhoun County	Bruce Upper Elementary School	239	81.59	133	Not Met	4-6
2520	061	Jackson Public	Oak Forest Elementary School	524	91.98	133	Not Met	K-5
2220	010	Grenada Schools	Grenada Upper Elementary School	657	69.71	135	Not Met	4-5
4420	036	Columbus Municipal	Franklin Academy	345	92.75	135	Not Met	K-4
4420	024	Columbus Municipal	Cook Elementary School	658	82.98	143	Met	K-4
3400	026	Jones County	North Jones Elementary School	805	73.04	136	Not Met	K-6
2000	008	George County	Central Elementary School	530	75.66	137	Not Met	K-6
6400	016	Simpson County	Mendenhall Junior High School	440	82.05	137	Not Met	5-8
6400	010	Simpson County	Magee Middle School	582	84.36	140	Met	5-8
7700	012	Wayne County	Buckatunna Elementary School	470	88.72	126	Not Met	K-8

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **MDE TIF Support Letters** Pages: 17 Uploaded File: **MDE TIF Support Letters.pdf**

Columbus School District
Del R. Phillips, III, Ph.D., Superintendent

2630 McArthur Drive P.O. Box 1308
Columbus, Mississippi 39703
(662) 241-7400
FAX (662) 241-7453

Craig Shannon
Special Assistant to the Superintendent

Anthony Brown
Assistant Superintendent of Federal & Special Programs

J. David Sullivan
Assistant Superintendent of Secondary Education

Martha Liddell, Ed.D.
Assistant Superintendent of Elementary Education

June 16, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a superintendent of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,



Dr. Del R. Phillips, III
Superintendent
Columbus Municipal School District

DRP:ca



Dr. Barbara Massey, Superintendent

5152 Main Street
Lucedale, MS 39452
601-947-6993
Fax: 601-947-8805

Board Members:

*Ronnie Cooley,
President*

*Barkley Henderson,
Vice-President*

*David Nelson,
Secretary*

*Wendell Fallon,
Member*

*Larry McDonald,
Member*

June 16, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am please to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a superintendent of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,

Dr. Barbara Massey
Superintendent



"for educational excellence...together we can..."



Calhoun County School District
MIKE MOORE, SUPERINTENDENT

June 16, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a superintendent of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,

Mike Moore



119 West Main Street • Pittsboro, MS 38951
662.412.3152(phone) 662.412.3157 (fax)

Dr. David Daigneault
Superintendent

Post Office Box 1940
Grenada, Mississippi 38902-1940



(662) 226-1606

FAX
(662) 226-7994

June 22, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in the Grenada School District.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As superintendent of one of these high-need schools, Grenada Upper Elementary, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting Grenada School District's participation in this worthwhile program. We pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,

A handwritten signature in black ink that reads "Dr. David Daigneault". The signature is written in a cursive style with a long horizontal stroke at the end.

David Daigneault
Superintendent

*Susie Fed Ex overnight
6/21/10*



Steve E. Thrash
Superintendent of Education
5204 HWY 11 North
Ellisville, MS 39437
Telephone (601) 649-5201
Fax (601) 649-1613

June 21, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a superintendent of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

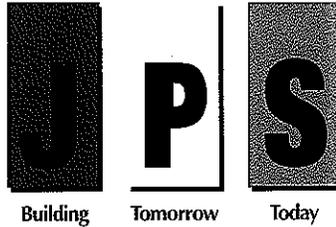
Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Steve E. Thrash', written over a white background.

Steve E. Thrash

Lonnie J. Edwards Sr., Ed.D.
Superintendent of Schools



Phone 601-960-8726
Facsimile 601-960-8713
Email ledwards@jackson.k12.ms.us

June 17, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a superintendent of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,

Lonnie J. Edwards Sr., Ed.D.
Superintendent



(601) 847-1562 Office
(601) 847-8001 Fax

Simpson County School District

111 Education Lane
Mendenhall, Mississippi 39114

Superintendent
Joe H. Welch

June 18, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a superintendent of high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,



Joe H. Welch

WAYNE COUNTY SCHOOL DISTRICT

Robert Dean,
Superintendent of Education

Keith Clay,
Deputy Superintendent of Education

"Building Tomorrow's Leaders Today"

Leah Parson, District 1
Sybil Taylor, District 2
Charles Chapman, District 3
Jimmy Barnett, District 4
Terry Graham, District 5
Tommy Dickerson, Board Attorney

June 30, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

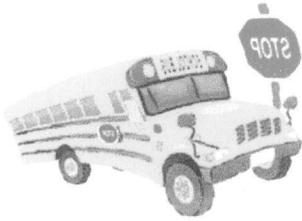
As a superintendent of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,



Robert Dean, Superintendent of Education



BUCKATUNNA SCHOOL

P.O. Box 60
Buckatunna, MS 39322
Phone: (601) 648-2501
Fax: (601) 648-2519



Ronnie Crane
Principal

"Striving for Excellence"

Lynn Revette
Asst. Principal

June 30, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to join the Wayne County School District in its support of the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a principal of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, Buckatunna School will fully support the proposal and the initiatives which it contains.

Thank you for soliciting the Wayne County School District/ Buckatunna School's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,

A handwritten signature in black ink that reads "Ronnie Crane". The signature is written in a cursive style.

Ronnie Crane, Principal

Columbus School District
Del R. Phillips, III, Ph.D., Superintendent

2630 McArthur Drive P.O. Box 1308
Columbus, Mississippi 39703
(662) 241-7400
FAX (662) 241-7453

Craig Shannon
Special Assistant to the Superintendent

Anthony Brown
Assistant Superintendent of Federal & Special Programs

J. David Sullivan
Assistant Superintendent of Secondary Education

Martha Liddell, Ed.D.
Assistant Superintendent of Elementary Education

July 1, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

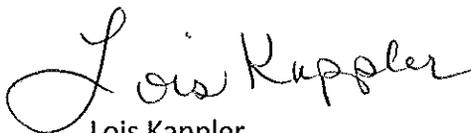
Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

Columbus is a city with a significant number of students who come from a background of reduced educational opportunities. I know that they have to have extra educational opportunities if they are to overcome their lower academic performance. I whole heartedly support a performance-based compensation system that will improve the academic improvement of my students.

Thank you for soliciting Cook Elementary Fine Arts Magnet School to participate in this worthwhile program.

Sincerely,



Lois Kappler
Principal
Cook Elementary School

Columbus School District
Del R. Phillips, III, Ph.D., Superintendent

2630 McArthur Drive P.O. Box 1308
Columbus, Mississippi 39703
(662) 241-7400
FAX (662) 241-7453

Craig Shannon
Special Assistant to the Superintendent

Anthony Brown
Assistant Superintendent of Federal & Special Programs

J. David Sullivan
Assistant Superintendent of Secondary Education

Martha Liddell, Ed.D.
Assistant Superintendent of Elementary Education

July 1, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

As principal of a high-needs school I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund.

The mission of the Columbus Municipal School District is to "provide a quality education for every child." The District recognizes the need for alternatives for academically deficient students and a grant such as this can provide a wide variety of opportunities to remediate at-risk youth and assist them in completing their education.

Once again, I'd like to express my support for the U.S. Departments of Education's Teacher Incentive Fund Grant Thank you for soliciting Franklin Elementary Medical Sciences & Wellness Magnet School to participate in this worthwhile program.

Sincerely,



Patricia Overstreet
Principal
Franklin Elementary School

(601) 847-1562 Office
(601) 847-8001 Fax

Simpson County School District

111 Education Lane
Mendenhall, Mississippi 39114

Superintendent
Joe H. Welch

June 18, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in a high-need school, as well as the recruitment and retention of highly effective teachers of this school. The targeting of various schools across our state will provide a broad range impact on student learning.

As a principal of a high-need school, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting our districts participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,



Max Ponder, Principal
Magee Middle School

Achieving Excellence In Education

(601) 847-1562 Office
(601) 847-8001 Fax

Simpson County School District

111 Education Lane
Mendenhall, Mississippi 39114

Superintendent
Joe H. Welch



June 18, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in a high-need school, as well as the recruitment and retention of highly effective teachers of this school. The targeting of various schools across our state will provide a broad range impact on student learning.

As a principal of a high-need school, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting our districts participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,


Janice Skiffer, Principal
Mendenhall Junior High



Achieving Excellence In Education

North Jones Elementary School
650 Trace Road
Laurel, Ms 39443
Telephone #601-426-6632 Fax #601-426-7668

Robert Hill
Supervising Principal

Anderle Foster
Principal

July 1, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

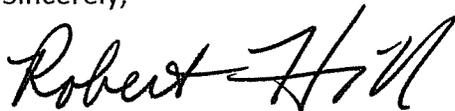
I am writing in support of the Mississippi Department of Education's application for the U.S. Department of Education's Teacher Incentive Fund grant. This grant will provide us with an opportunity to utilize a performance-based compensation system at North Jones Elementary School. I am confident this type of incentive will have a significant impact in teacher effectiveness and student achievement.

The Teacher Incentive Grant will allow our teachers to improve their effectiveness in the classroom and will provide an excellent recruiting tool for our school and the entire district. I am confident student learning will be impacted immediately.

North Jones Elementary is a high-need school; however, my staff and I are dedicated to making it one of the best in Mississippi. Please know that we have the full support of the Jones County School District as we participate in these important initiatives.

Thank you for allowing us the opportunity to participate in this program and for your dedication to the students of Mississippi.

Sincerely,



Robert Hill
Supervising Principal
North Jones Elementary



MISSISSIPPI PROFESSIONAL EDUCATORS

(601) 355-5517 • 1-800-523-0269 • FAX (601) 355-5519 • E-Mail mpe@mpe.org

629 North Jefferson Street
Jackson, MS 39202

Post Office Box 22550
Jackson, MS 39225-2550

July 2, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

On behalf of the Mississippi Professional Educators (MPE), I am pleased to offer our support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in Mississippi's high need schools.

Founded in 1979, MPE is Mississippi's largest professional association for educators. MPE serves more than 9,200 teachers, administrators and support personnel in pre-K through graduate education in both public and private institutions. Our top priority is the education of children.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools. It will also allow for the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

MPE is committed to this opportunity and will support our state leaders and our educators to the fullest extent possible as they pursue this opportunity.

Sincerely,

A handwritten signature in black ink that reads "Kelly L. Riley". The signature is written in a cursive, flowing style.

Kelly L. Riley
Executive Director

Central Elementary School

14159 Hwy. 26 West • Lucedale, Mississippi 39452 • (601) 947-2429 • Fax (601) 947-1421

Sandra R. Ward, Principal

July 2, 2010

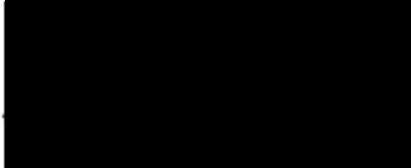
Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our school.

The awarding of this grant will allow for the improvement of student achievement for high-need students in a high-need school, as well as the recruitment and retention of highly effective teachers. The targeting of various schools across our state will provide a broad range impact on student learning.

Thank you for soliciting our school's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.



Patti Wilkins
Administrative Assistant

Bruce Upper Elementary School



Paula Monaghan, Principal
pmonaghan@calhoun.k12.ms.us
(662) 983-3366
(662) 983-3376

P.O. Box 1159
212 North McSweyn
Bruce, MS 38915

July 6, 2010

Dr. Daphne Buckley, Deputy Superintendent
Quality Professionals and Special State Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771

Dear Dr. Buckley:

I am pleased to write this letter of support for the Mississippi Department of Education in its application for the U.S. Department of Education's Teacher Incentive Fund. This grant will allow for the development and implementation of a performance-based compensation system that will increase educator effectiveness and student achievement in our district.

The awarding of this grant will allow for the improvement of student achievement for high-need students in high-need schools, as well as the recruitment and retention of highly effective teachers and principals for those schools. The targeting of various schools across our state will provide a broad range impact on student learning.

As a principal of one of these high-need schools, I see the need for the implementation of a performance-based compensation system that will improve the academic achievement of our students; therefore, our district will fully support the proposal and the initiatives which it contains.

Thank you for soliciting my district's participation in this worthwhile program; we pledge our cooperation to ensure the success of the grant proposal and the improvement of education in our community.

Sincerely,

Paula Monaghan, Principal
Bruce Upper Elementary School
Phone 662-983-3366

Believing Ultimately Everyone Succeeds

Project Narrative

Other Attachments

Attachment 1:

Title: **MDE TIF Other Attachments** Pages: **12** Uploaded File: **MDE TIF Other Attachments.pdf**

Part 6: High-Need Schools Documentation

District	School	District	School	Enroll	F/R %	QDI	Growth	Grades
0700	004	Calhoun County	Bruce Upper Elementary School	239	81.59	133	Not Met	4-6
2520	061	Jackson Public	Oak Forest Elementary School	524	91.98	133	Not Met	K-5
2220	010	Grenada Schools	Grenada Upper Elementary School	657	69.71	135	Not Met	4-5
4420	036	Columbus Municipal	Franklin Academy	345	92.75	135	Not Met	K-4
4420	024	Columbus Municipal	Cook Elementary School	658	82.98	143	Met	K-4
3400	026	Jones County	North Jones Elementary School	805	73.04	136	Not Met	K-6
2000	008	George County	Central Elementary School	530	75.66	137	Not Met	K-6
6400	016	Simpson County	Mendenhall Junior High School	440	82.05	137	Not Met	5-8
6400	010	Simpson County	Magee Middle School	582	84.36	140	Met	5-8
7700	012	Wayne County	Buckatunna Elementary School	470	88.72	126	Not Met	K-8

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Mississippi State Department of
Education
Post Office Box 771
Jackson, Mississippi 39205-0771

DATE: November 9, 2009

AGREEMENT NO. 2009-205

FILING REFERENCE: This replaces
previous Agreement No. 2008-150
dated September 29, 2008

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

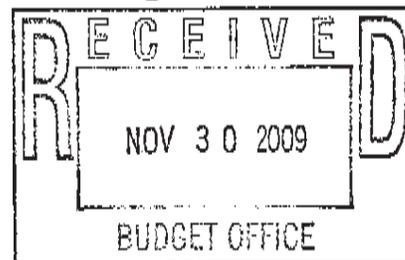
Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-09	06-30-10	9.4%	1/	All	All Programs

1/ Total direct cost less: capital expenditures, alterations, renovations, flow-through funds, and the portion of each competitive bid sub-award in excess of \$25,000 regardless of the period covered by that sub-award.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. However, in accordance with Office of Management and Budget Circular A-87, Attachment B, Paragraph 8.d.(3), payments to separating employees for unused leave are treated as indirect costs and are not charged directly to federal programs.

Capitalization Policy: Non-consumable, non-expendable items with a minimum acquisition cost of \$1,500 are capitalized and charged through depreciation.



ORGANIZATION: MISSISSIPPI DEPARTMENT OF EDUCATION

Page 02

Section II - Particulars:

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Mississippi Department of Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the State Education Agency were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the State Education Agency, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

ORGANIZATION: MISSISSIPPI DEPARTMENT OF EDUCATION

Page 03

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rates(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Mississippi State Department of
 Education
 Post Office Box 771
 Jackson, Mississippi 39205-0771



Signature

Paul Swarr

Name

Deputy State Superintendent

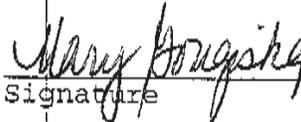
Title

12/10/09

Date

For the Federal Government:

U.S. Department of Education
 OCFO/FIPAO/ICG
 830 First Street, NE
 Washington, DC 20202-4450



Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

November 9, 2009

Date

Mary Gougisha

Negotiator

(202) 377-3835

Telephone Number



Daphne L. Buckley

Summary of qualifications

[2005 - Present] Mississippi Department of Education

Jackson, Mississippi

Deputy Superintendent for Quality Professionals and Special Schools

Manage and provides support to the Office of Quality Professionals and Special Schools

Manage and provides leadership for the Mississippi Teacher Center

Manage and provides support to the Mississippi School for Mathematics and Science

Manage and provides support to the Mississippi School of the Arts

Manage and provides support to the Mississippi School for the Blind

Manage and provides support to the Mississippi school for the Deaf

Manage and provides support to the Office of Teacher Licensure

Manage special programs for the State Superintendent of Education

Coordinates and provides leadership for Alternative Route Programs for teachers

Coordinates and provides leadership for Alternative Route Programs for administrators

Coordinates and provides leadership for stakeholder groups regarding the development of strategies to recruit and retain teachers

Developed and coordinated the implementation of the state's *Teacher Equity Plan*

Coordinated the implementation of the state's teacher working conditions survey

Coordinates the state's *Beginning Teacher Induction Program*
Managed

[2003 - 2005] Mississippi Department of Education

Jackson, Mississippi

Senior Assistant to the State Superintendent

Managed and provided support to the Office of Teacher Certification

Monitored the progress and performance of teacher preparation programs

Managed and provided support to the Mississippi Teacher Center

Managed and provided support to teacher education programs

Developed new Alternative Routes to teacher preparation

Managed and provided support to the Mississippi Teacher Center in the following areas:

- College level programs for teacher recruitment
- Beginning Teacher/Mentoring program
- Teacher renewal institute
- Teacher Corps program
- William Winter Scholarship Program
- Professional teaching standards

Provided assistance to local school districts in identifying and locating specific teacher vacancy needs.

Continued to manage and support the implementation of the *Critical Shortage Act of 1998*

Continue to manage the Robert C. Byrd Scholarship Program

[2001 - 2003] Mississippi Department of Education

Jackson, Mississippi

Special Assistant to the State Superintendent

Managed and provide support to the Office of Teacher Certification

Provided support and technical assistance to local school districts across the state.

Managed and provided support to teacher education programs

Developed new Alternative Routes to teacher preparation

Managed and provided support to the Mississippi Teacher Center in the following areas:

- College level programs for teacher recruitment
- Beginning Teacher/Mentoring program
- Teacher renewal institute
- Teacher Corps program
- William Winter Scholarship Program
- Professional teaching standards

Provided assistance to local school districts in identifying and locating specific teacher vacancy needs.

Continued to manage and support the implementation of the *Critical Shortage Act of 1998*

[1995 - 2001] Mississippi Department of Education

Jackson, Mississippi

Director, Mississippi Teacher Center

Developed and monitor college level programs for teacher recruitment

Established a Beginning Teacher/Mentoring program

Sponsored and support a teacher renewal institute

Supported the Teacher Corps program

Recruited and support the William Winter Scholarship Program

Research and develop professional teaching standards

Provided additional scholarships for targeted populations

Provided assistance to local school districts in identifying and locating specific teacher vacancy needs.

Implemented and supported the Critical Shortage Act of 1998

[1994 - 1995] Mississippi Department of Education

Jackson, Mississippi

Director, Office of Teacher Placement

Managed and supported teacher recruitment activities

Recruited teachers inside and outside of the state

[1993 - 1994] Mississippi Department of Education

Jackson, Mississippi

Gifted Education Consultant

Provided support and technical assistance to local school districts across the state.

[1980 - 1993] Harrison County School District

Gulfport, Mississippi

5th Grade Teacher

Education

[1999 - 2003] University of Mississippi Oxford, MS
Doctorate of Educational Leadership

[1983 - 1985] William Carey College Hattiesburg, MS
Masters of Business Administration and Finance/Accounting

[1976 - 1980] Dillard University New Orleans, LA
B.A. Elementary Education

Project Manager's Job Description

Qualifications:

Because of the complex nature of New Directions, including the various geographic locations across the state of the participating high-needs schools, the project manager will be critical to the success of the project. This position will be responsible for the daily operation of New Direction. Preferred minimum educational requirements are a Master's Degree in Education, preferably a doctorate, with 10 years or more experience.

Preference will be given to the candidate who has (1) demonstrated success in project design, monitoring, and implementation, (2) capacity for analysis and strong conceptual thinking, (3) experience in budget oversight and management, (3) strong interpersonal and teamwork skills, (4) independence and self-motivation, and (5) excellent verbal and written communication skills.

Responsibilities:

- Function as a liaison between Project Director and project participants
- Co-ordinate and direct grant components
- Assist in managing the project budget
- Promote problem solving, teamwork, and risk-sharing among project stakeholders
- Assist the Project Director in the resolution of problems
- Make formal and informal progress reports to the Project Director

Project Evaluator's Job Description:

Qualifications:

The project evaluator ensures that the project receives both qualitative and quantitative feedback and focuses evaluation results toward the improvement of the project and the achievement of the goal and objectives. He will also enhance communications among the stakeholders. Preferred minimum educational requirements are a Master's Degree in Education or an equivalent degree in other relevant disciplines, plus at least five years experience in the public school setting or experience, or a college degree with at least seven years experience in the public school setting. Preference will be given to the candidate with a background in grants, evaluation, or project administration, including experience in budget oversight. The candidate will also have strong interpersonal and teamwork skills, be independent and self-motivated, and have excellent verbal and written communication skills.

Responsibilities:

- Develop a logic model evaluation plan
- Provide progress reports to the Project Director and other stakeholders
- Work with the Project Manager and staff of participating districts/schools
- Develop data collection instruments and forms
- Collect and analyze qualitative and quantitative data
- Write required reports
- Report to stakeholders

Professional Development Coordinators' Job Description –

Qualifications:

Each of the eight high-needs schools will staff a professional development coordinator to maximize our resources and to enhance communications among the stakeholders.

This person will be responsible for the overall coordination of professional development at the individual school. Preferred minimum educational requirements are a master's degree plus three years experience in the public school setting, or a college degree with five years experience in the public school setting. Preference will be given to the candidate with a background in curriculum design, state content academic standards, and staff supervision. This is a responsibility on the Teacher Career Ladder.

Responsibilities:

- Reports directly to the principal
- Assists the program manager and evaluator
- Fosters teamwork among the program participants
- Interprets testing information and serves as a consultant for faculty, staff, and parents
- Coordinates the professional development activities of the project
- Participates in professional learning community meetings and activities



July 2, 2010

Janet Riddell
Clearinghouse Officer
Department of Finance and Administration
1301 Woolfolk building, Suite E
501 North West Street
Jackson, Mississippi 39201

Dear Ms. Riddell:

I am enclosing a copy of ED Form 524 and the abstract for the Mississippi Department of Education's proposal for the Teacher Incentive Fund Grant for the development and implementation of a Performance-Based Compensation System (CFDA #84.385) competition offered by the Office of Elementary and Secondary Education, U.S. Department of Education.

The deadline for forwarding comments is September 3, 2010. Forward any comments to the following address: The Secretary, EO 12372—CFDA# [84.385], U.S. Department of Education, Room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

This submission is in compliance with Executive Order 12372 (Intergovernmental Review of Federal Programs).

Sincerely,

Daphne L. Buckley, Ph. D.
Deputy Superintendent for Teacher Quality and Special Schools
Telephone: 601-359-3631
Fax: 601-359-1728
dbuckley@mde.k12.ms.us

Budget Narrative

Budget Narrative

Attachment 1:

Title: **MDE TIF Budget Narrative** Pages: **29** Uploaded File: **TIF Budget Narrative.pdf**



Mississippi Department of Education
 Teacher Incentive Fund Grant
 "Project New Directions"

Budget Summary Table

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Budget Summary Narrative

The Teacher Incentive Fund (TIF) Grant application submitted by the Mississippi Department of Education is entitled "Project New Directions". The project will implement a performance based compensation system that is aligned and integrated with other components for school and educator improvement.

The project is composed of 7 components. Each of these components is identified separately in this budget narrative to specifically identify the costs associated with each component. The application requirements and provisions addressed by each component are also noted.

The 7 components are as follows:

1. Performance Based Compensation System
2. Teacher and Principal Evaluations
3. Professional Development
4. Value Added Data Systems
5. Career Ladders for Teachers
6. Grant Administration
7. Grant Local Evaluation

A brief overview and the budget amount for each category is provided. A more complete explanation is given with each category and budget line item.

1. **Performance Based Compensation System (PBCS)** – This category includes the cost for the payment of performance based compensation, and the related system development costs. The average compensation is [REDACTED] for each teacher, principal, and professional licensed faculty member at the school. Costs for staff training and communication of system components to stakeholders are included. Costs for the annual calculation of compensation recipients are also included. – TOTAL COSTS – TIF Funds - [REDACTED] Non-TIF Funds - [REDACTED]
2. **Teacher and Principal Evaluations** – This category includes the cost for the development, training, and communication of teacher and principal evaluation instruments. These instruments will also include the usage of student growth data. Costs are also included for annual reviews and revisions to the system. – TOTAL COSTS – TIF Funds - [REDACTED]
3. **Professional Development** – This category includes costs for professional development activities for teachers and administrators. The costs for professional development oversight and monitoring are included. The cost for the determination and dissemination of teacher best practices across the group of schools is also included. – TOTAL COSTS – TIF Funds - [REDACTED]
4. **Value Added Data Systems** – This category includes costs for the analysis of student assessment data to identify student growth (value added) based on longitudinal data. The costs include student and teacher information to be utilized in evaluations and the PBCS. – TOTAL COSTS – TIF Funds - [REDACTED]
5. **Career Ladders for Teachers** – This category includes costs for the establishment, training, and effective utilization of career ladder teachers. These career ladders include master teachers and mentor teacher. Costs also include training of master teachers on effective practices to increase student achievement. – TOTAL COSTS – TIF Funds - [REDACTED]



6. **Grant Administration** – This category includes costs for overall grant administration, assistance provided to districts for financial operations and program compliance, and appropriate indirect cost charges. – TOTAL COSTS – TIF Funds - [REDACTED]
7. **Grant Local Evaluation** – This category includes costs for performing grant evaluation activities and evaluation reporting. Local grant evaluation will include school visits and reporting to appropriate stakeholders and agencies. – TOTAL COSTS – TIF Funds - [REDACTED]

The Mississippi Department of Education and the selected schools intend to use Year 1 as a planning and development year to establish core elements not in place and to develop appropriate system components.



Mississippi Department of Education
 Teacher Incentive Fund Grant
 "Project New Directions"

Project Component Table
 Component Description: **Performance Based Compensation System**

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Project Component Narrative

Component Description: **Performance Based Compensation System**

Introduction:

This category includes the cost for the payment of performance based compensation, and the related system development costs. The average compensation is \$2,500 for each teacher, principal, and professional licensed faculty member at the school. There are 406 teachers, principals and other licensed staff at the various schools. Costs for staff training and communication of system components to stakeholders are included. Costs for the annual calculation of compensation recipients are also included.

1. Personnel – Costs for the payment of performance based compensation in Project Years 2-5. Payment in Year 2 reflects compensation based on school level growth at an estimated amount of \$1,000 per qualifying staff. Payments in Years 3-5 reflects compensation based on the full implementation of the PBCS with an average compensation amount of \$2,500 per qualifying staff. There are a total of 406 qualifying staff at the 10 schools.

Year 2		
Number of Staff	Compensation Amount	Total
406	██████████	██████████

Years 3 to 5		
Number of Staff	Compensation Amount	Total
406	██████████	██████████

	Total Compensation	TIF Grant Portion	Non-TIF Funds Portion
Year 2 – 100% TIF Grant	██████████	██████████	██████████
Year 3 – 90% TIF Grant, 10% Non-TIF Funds	██████████	██████████	██████████
Year 4 – 80% TIF Grant, 20% Non-TIF Funds	██████████	██████████	██████████
Year 5 – 70% TIF Grant, 30% Non-TIF Funds	██████████	██████████	██████████

2. Fringe Benefits – Current fringe benefit rates total 22.66%. It is estimated that the state retirement rate will increase by .5% in Project Years 3 to 5.

Fringe Benefit Components

Social Security	██████████
State Retirement	██████████
Workers Compensation	██████████
Total Current Rate - Years 1 and 2	██████████



Year 3 Increase [REDACTED]
 Year 3 Rate [REDACTED]
 Year 4 increase [REDACTED]
 Year 4 Rate [REDACTED]
 Year 5 Increase [REDACTED]
 Year 5 Rate [REDACTED]

Salary	Fringe Benefit Rate	Total
Year 2		
[REDACTED]	[REDACTED]	[REDACTED]
Year 3		
[REDACTED]	[REDACTED]	[REDACTED]
Year 4		
[REDACTED]	[REDACTED]	[REDACTED]
Year 5		
[REDACTED]	[REDACTED]	[REDACTED]

	Total Fringe Benefits	TIF Grant Portion	Non-TIF Funds Portion
Year 2 – 100% TIF Grant	[REDACTED]	[REDACTED]	[REDACTED]
Year 3 – 90% TIF Grant, 10% Non-TIF Funds	[REDACTED]	[REDACTED]	[REDACTED]
Year 4 – 80% TIF Grant, 20% Non-TIF Funds	[REDACTED]	[REDACTED]	[REDACTED]
Year 5 – 70% TIF Grant, 30% Non-TIF Funds	[REDACTED]	[REDACTED]	[REDACTED]

- Travel – Costs for Steering Committee to travel to Jackson, MS for PBCS development activities and other project leadership and oversight activities. The Steering Committee will be comprised of the school district Superintendent or his/her designee who is providing district level supervision. It is anticipated this committee will assemble 8 times during the year with 3 times requiring overnight stays. This cost is anticipated for each year of the project.

Description	Estimated Cost	Annual Cost – Years 1 to 5
Mileage reimbursement for 8 persons for 8 trips for 213 mile average trip to be reimbursed at [REDACTED] per mile	[REDACTED]	[REDACTED]

- Equipment – Not Applicable

- Supplies – Costs for general supplies for information distribution concerning the PBCS and supplies for committee meetings.

[REDACTED] – Annual cost for Years 1 to 5



6. Contractual – Costs for the overall development of the PBCS in Year 1 and the development of appropriate staff training and stakeholder communication materials. Costs include coordinating and facilitating meetings for system development, staff input and training, stakeholder meetings, meetings with appropriate Mississippi Department of Education personnel and leadership. Costs also include the determination of award recipients in Years 2 to 5.

Year 1 Description	Amount – Year 1
Development of PBCS system components and training materials; development meeting with Steering Committee and MDE staff; school level meetings for input and communication; community/stakeholder meetings	██████████

Years 2 to 5 Description	Annual Amount – Years 2 to 5
Calculation of PBCS compensation recipients and distribution of appropriate information and meeting with school level personnel	██████████

7. Construction – Not Applicable

8. Other – Costs for the printing and dissemination of information relating to the PBCS are included.

██████████ – Annual costs for Years 1 to 5

9. Total Direct Costs

TIF Funds - ██████████
 Non-TIF Funds - ██████████

10. Indirect Costs – Not Applicable

11. Training Stipends – Not Applicable

12. Total Costs

TIF Funds - ██████████
 Non-TIF Funds - ██████████



Project Component Table

Component Description: **Teacher and Principal Evaluations**

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Project Component Narrative

Component Description: Teacher and Principal Evaluations

Introduction:

This category includes the cost for the development, training, and communication of teacher and principal evaluation instruments. The evaluation instruments and systems will be developed with the input of the Evaluation Council, which will be made up of district and school administration as well as teachers. The evaluation system will include the usage of student growth data. Costs are also included for annual reviews and revisions to the evaluation system. Evaluation system results will be utilized in determining compensation recipients under the Performance Based Compensation System. Evaluation results will also be utilized in determining eligibility for participation in teacher career ladders. In addition, evaluation system results will also identify professional development needs for project participants at the school and individual levels.

1. Personnel – Not Applicable
2. Fringe Benefits – Not Applicable
3. Travel - Costs for Evaluation Council members to travel to Jackson, MS for evaluation development activities. The Steering Committee will be comprised of the school district administrators and teachers. It is anticipated this committee will assemble 8 times during the year. This cost is anticipated for Year 1 of the project.

Description	Estimated Cost	Annual Cost – Year 1
Mileage reimbursement for 8 persons for 8 trips for 213 mile average trip to be reimbursed at [redacted] per mile	[redacted]	[redacted]

Travel costs for Years 2-5 of the project are for the Evaluation Council to assemble to analyze evaluation results across all the project schools, and make recommendations for appropriate professional development activities.

Years 2 to 5	Total
Mileage reimbursement for 8 persons for 3 trips with 213 mile average trip to be reimbursed at [redacted] per mile	[redacted]

4. Equipment – Not Applicable



5. Supplies – Costs for general supplies for information distribution of evaluation components and training, and council meeting supplies.

██████████ – Annual Cost Years 1 to 5

6. Contractual – Costs in Year 1 for the development of principal and teacher evaluation instruments and systems, including the creation of appropriate personnel training materials. Costs include coordinating and facilitating meetings with the Evaluation Council, school staff, and Mississippi Department of Education personnel and leadership. Costs in Years 2-5 include analysis of the functioning of the evaluation systems and analysis of evaluation results for possible system modifications.

Year 1 Description	Amount
Evaluation system development; create training and communication materials; meetings with Evaluation Council, school staff, and MDE personnel	██████████

Years 2 to 5 Description	Amount
Analysis of evaluation system; analysis of evaluation results; system modifications	██████████

7. Construction – Not Applicable

8. Other – Costs for the printing and dissemination of information relating to the evaluation system are included.

██████████ – Annual Costs Years 1 to 5

9. Total Direct Costs

██████████

10. Indirect Costs – Not Applicable

11. Training Stipends – Not Applicable

12. Total Costs

██████████



Project Component Table

Component Description: **Professional Development**

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Project Component Narrative

Component Description: **Professional Development**

Introduction:

This category includes costs for professional development activities for teachers and administrators. The costs for professional development oversight and monitoring are included. The cost for the determination and dissemination of teacher best practices across the group of schools is also included.

A portion of the cost for local professional development coordinators is given. A Professional Development Committee will be established which will be comprised of school and district staff. This committee will identify and select appropriate professional development activities to meet the overall goals of the project and the individual needs of each participating school. Major professional development activities will include training on the utilization of student assessment data, development and functioning of professional learning communities or collaborative teams, and activities to meet the identified needs of the group and individual schools based on analysis of statewide student assessment results.

Another major focus of the professional development component will be the identification of best practices of effective teachers based on evaluation and student assessment results. These effective teachers will be observed to identify outstanding practices. These effective teachers will be assembled for a collaborative session to assist in developing their best practice activities into professional development content that can be provided to other teachers in the project group.

1. Personnel – A \$3,000 annual supplement for local professional development coordinators will be paid from project funds. There will be one local professional development coordinator per school. These positions will be in place in Years 2 to 5.

Local Professional Development Coordinator	Years 2 to 5		
Annual Supplement	Project Percentage	Number of Positions	Annual Amount – Years 2 to 5
██████████	100%	10	██████████

2. Fringe Benefits – Current fringe benefit rates total 22.66%. It is estimated that the state retirement rate will increase by .5% in Project Years 3 to 5.

Fringe Benefit Components

Social Security	7.65%
State Retirement	13.51%
Workers Compensation	<u>1.50%</u>
Total Current Rate - Year2	22.66%
Year 3 Increase	<u>0.50%</u>
Year 3 Rate	23.16%
Year 4 increase	<u>0.50%</u>
Year 4 Rate	23.66%



Year 5 Increase 0.50%
 Year 5 Rate 24.16%

Salary	Fringe Benefit Rate	Total
Year 2		
██████████	22.66%	██████████
Year 3		
██████████	23.16%	██████████
Year 4		
██████████	23.66%	██████████
Year 5		
██████████	24.16%	██████████

- Travel – Costs for the Professional Development Committee to travel to Jackson, MS for identification of professional development activities. The committee is estimated to make 6 trips per year. These costs are reflects in Years 1 to 5

Description – Years 1 to 5	Estimated Cost	Annual Cost – Years 1 to 5
Mileage reimbursement for 6 persons for 8 trips for 213 mile average trip to be reimbursed at ██████ per mile	██████████	██████████

Costs include the collaboration meeting for 3 days in Year 2 for the teachers identified as having best practices.

Description – Year 2	Estimated Cost	Total Cost – Year 2
Mileage reimbursement for 10 persons for 213 mile average trip to be reimbursed at ██████ per mile	██████████	
Hotel and meals for 10 persons for 3 overnight stays at estimated amount of ██████ per night	██████████	██████████

- Supplies – Costs for supplies and materials for professional development activities for each training session, and for committee and best practices meeting supplies.

██████████ – Years 1 to 5

- Contractual – Costs for professional development activities and the identification and development of activities based upon identified best practices.



Costs for professional development activities on the utilization and analysis of student assessment data in improving student achievement.

Description	Annual Costs – Years 1 to 5
Professional development activities on utilization and analysis of student assessment data. Costs are estimated for 2 days training in Years 1 to 5 at each school.	██████████

Costs of professional development activities on the necessity, establishment, and operation of professional learning communities or collaborative teams.

Description	Annual Costs – Years 1 to 5
Professional development activities on the creation and operation of collaborative teams. Costs are estimated for 3 days training in Years 1 to 5 at each school.	██████████

Costs of professional development activities on school level deficiencies identified through analysis of student assessment data and educator evaluation results. These activities may be different based on the identified needs of each school.

Description	Annual Costs – Years 1 to 5
Professional development activities on identified needs for each school. Costs are estimated for 4 days of training in Years 1 to 5 at each school. Activities will be chosen based on the needs of each school.	██████████

Costs are for the identification, observation, and training on best practices identified at the participating schools. Assessment results will be analyzed to identify teachers reflecting best performance. These teachers will be observed to identify best practices that can be modeled. These teachers will be assembled to share practices and help develop professional development activities to relate to other faculty members.

Description	Year 2 Amount
Costs for data analysis, observation, identification of best practices, collaborative meetings with teachers, and creation of professional development activities on identified best practices. Costs are estimated for Year 2 of the project.	██████████

Description	Annual Cost – Years 3 to 5
Costs for professional development activities to share and implement identified best practices. Costs are estimated for 2 days training in Years 3 to 5 at each school.	██████████



6. Construction – Not Applicable

7. Other – Costs for the printing and dissemination of professional development materials for each of Years 1 to 5.

██████████ – Annual Cost Years 1 to 5

Costs for substitute teachers for teacher release time to attend professional development activities, to observe best practices, and to receive job coaching from career ladder teachers or others.

Description	Annual Costs – Years 2 to 5
Costs for substitute teachers for teacher release time. Costs are estimated for 30 substitute teachers per school for 2 days per year at an estimated daily rate of ██████████ per day plus costs of Social Security match at 7.65%. Costs are estimated for Years 2-5.	██████████

8. Total Direct Costs

██████████

9. Indirect Costs – Not Applicable

10. Training Stipends – Not Applicable

11. Total Costs

██████████



Project Component Table

Component Description: **Value Added Data Systems**

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Project Component Narrative

Component Description: Value Added Data Systems

Introduction:

This category includes costs for the analysis of student assessment data to identify student growth (value added) based on longitudinal data. The costs include the distribution of student and teacher information to be utilized in evaluations and the PBCS.

- 1. Personnel – Not Applicable
- 2. Fringe Benefits – Not Applicable
- 3. Travel – Not Applicable
- 4. Equipment – Not Applicable
- 5. Supplies – Not Applicable
- 6. Contractual – Costs for determination of value added information at the student and teacher level. Costs are reflected for Years 1 to 5 of the project.

Description	Annual Costs – Years 1 to 5
Costs for value added calculation for an estimated 5,250 students and 182 teachers. Costs are estimated for Years 1 to 5 of the project.	[REDACTED]

- 7. Construction – Not Applicable
- 8. Other – Not Applicable
- 9. Total Direct Costs
[REDACTED]
- 10. Indirect Costs – Not Applicable



11. Training Stipends – Not Applicable

12. Total Costs





Project Component Table

Component Description: **Career Ladders for Teachers**

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Project Component Narrative

Component Description: **Career Ladders for Teachers**

Introduction:

This category includes costs for the establishment, training, and effective utilization of career ladder teachers. These career ladders include master teachers and mentor teachers. Costs also include training of master teachers on effective practices to increase student achievement.

1. Personnel – Costs for salaries for master teachers and salary supplements for mentor teachers. Costs are reflected for Years 2 to 5 of the project after selection of staff based on performance and evaluation results.

Description	Salary / Supplement	Annual Amount – Years 2 to 5
Master Teachers - One per school – Total of 10 Positions	██████████	██████████
Mentor Teachers – 2 per school – Total of 20 Positions	██████████	██████████

2. Fringe Benefits – Current fringe benefit rates total 22.66%. It is estimated that the state retirement rate will increase by .5% in Project Years 3-5.

Fringe Benefit Components

Social Security	7.65%
State Retirement	13.51%
Workers Compensation	<u>1.50%</u>
Total Current Rate - Year2	22.66%
Year 3 Increase	<u>0.50%</u>
Year 3 Rate	23.16%
Year 4 increase	<u>0.50%</u>
Year 4 Rate	23.66%
Year 5 Increase	<u>0.50%</u>
Year 5 Rate	24.16%

Salary	Fringe Benefit Rate	Estimated \$5,000 per year for Health/Life Insurance for Master Teachers – 10 Positions	Total
Year 2			
██████████	22.66%	██████████	██████████
Year 3			
██████████	23.16%	██████████	██████████
Year 4			



██████████	23.66%	██████████	██████████
Year 5			
██████████	24.16%	██████████	██████████

- Travel - Costs for Master Teachers and one administrative team member to travel to Jackson, MS for training on effective utilization of Master and Mentor Teachers in increasing student achievement for 3 days. This cost is reflected in Year 2.

Description	Estimated Cost	Total Cost – Year 2
Mileage reimbursement for 8 persons for 213 mile average trip to be reimbursed at ██████ per mile	██████████	
Hotel and meals for 20 persons for 3 overnight stays at estimated amount of ██████ per night	██████████	██████████

- Equipment – Not Applicable
- Supplies – Costs include supplies and materials for effective utilization of Master Teachers training.
██████████
- Contractual – Costs for conducting training on effective utilization of Master and Mentor Teachers and on-site coaching and observation of Master and Mentor Teachers at each school site.

Description	Amount – Year 2
Conducting training on effective utilization of Master and Mentor Teachers	██████████

Description	Annual Amount – Years 2 to 5
On-site coaching and observation of Master and Mentor Teachers	██████████

- Construction – Not Applicable
- Other – Not Applicable
- Total Direct Costs
██████████



10. Indirect Costs – Not Applicable

11. Training Stipends – Not Applicable

12. Total Costs





Project Component Table

Component Description: **Grant Administration**

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Project Component Narrative

Component Description: **Grant Administration**

Introduction:

This category includes costs for overall grant administration, assistance provided to districts for financial operations and program compliance, and appropriate indirect cost charges.

1. Personnel – Costs include prorated salary for the Project Director and full time salary for Project Manager.

Description	Annual Salary	Project Percentage	Annual Amount Years 1 to 5
Project Director – MDE Administrator with overall project supervision and appropriate authority	██████████	██████	██████████
Project Manager – MDE staff member in charge of daily operation of project	██████████	██████	██████████

2. Fringe Benefits - Current fringe benefit rates total 22.66%. It is estimated that the state retirement rate will increase by .5% in Project Years 3-5.

<u>Fringe Benefit Components</u>	
Social Security	7.65%
State Retirement	13.51%
Workers Compensation	<u>1.50%</u>
Total Current Rate - Year 1 and 2	22.66%
Year 3 Increase	<u>0.50%</u>
Year 3 Rate	23.16%
Year 4 increase	<u>0.50%</u>
Year 4 Rate	23.66%
Year 5 Increase	<u>0.50%</u>
Year 5 Rate	24.16%



Salary	Fringe Benefit Rate	Estimated \$5,000 per year for Health/Life Insurance for 1 Full Time Position	Total
Year1			
██████████	22.66%	██████████	██████████
Year 2			
██████████	22.66%	██████████	██████████
Year 3			
██████████	23.16%	██████████	██████████
Year 4			
██████████	23.66%	██████████	██████████
Year 5			
██████████	24.16%	██████████	██████████

3. Travel – Costs include quarterly visits to each school and attendance at 2 required grant meetings at a central location.

Description	Annual Amount – Years 1 to 5
Travel to participating districts/schools – 4 times per year with an estimated mileage of █████ miles per trip at █████ per mile	██████████

Description	Estimated Cost	Annual Amount – Years 1 to 5
Travel to Required Grantee Meeting – 3 Persons	Airfare to Major City - █████	██████████
	Lodging for 3 nights at █████ per night	██████████
	Meals for 3 days at █████ per day	██████████
	Local Transportation at █████	██████████
	TOTAL	██████████

Description	Estimated Cost	Annual Amount – Years 1 to 5
Travel to Required Topical Meeting – 2 Persons	Airfare to Major City - █████	██████████
	Lodging for 3 nights at █████ per night	██████████
	Meals for 3 days at █████ per day	██████████
	Local Transportation at █████	██████████
	TOTAL	██████████

4. Equipment – Cost for Computer and Printer for Project Manager – Year 1 Cost
\$ █████



5. Supplies – Cost for general supplies for project implementation and operations – Annual cost for Years 1 to 5

\$ [REDACTED]

6. Contractual – Cost for providing assistance to schools and school districts on budgeting, financial reporting, project compliance, and identification of financial resources for program sustainability.

Description	Annual Amount – Years 1 to 5
Cost for providing assistance to participants on budgeting, compliance, and resources including visits to participants	[REDACTED]

7. Construction – Not Applicable

8. Other – Not Applicable

9. Total Direct Costs

[REDACTED]

10. Indirect Costs – Indirect Cost will be charged to the project for all direct costs with the exclusion of Equipment at the applicable indirect cost rate. The current Indirect Cost Rate Agreement with a State Education Agency issued by the U. S. Department of Education for the Mississippi Department of Education provides a fixed rate at 9.4% for all locations and all programs. A copy of this agreement is included with this application. Budgeted indirect cost for each program year based upon the current rate is as follows:

Project Year	TIF Funds - Total Direct Costs Less Equipment	Current Indirect Cost Rate	Budgeted Indirect Cost
Year 1	[REDACTED]	9.4%	[REDACTED]
Year 2	[REDACTED]	9.4%	[REDACTED]
Year 3	[REDACTED]	9.4%	[REDACTED]
Year 4	[REDACTED]	9.4%	[REDACTED]
Year 5	[REDACTED]	9.4%	[REDACTED]

11. Training Stipends – Not Applicable

12. Total Costs

[REDACTED]



Project Component Table

Component Description: **Grant Local Evaluation**

Budget Summary Table 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Summary Table Non-Teacher Incentive Fund (TIF) 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 Cost						
11. Training Stipends						
12. Total Costs (lines 9-11)						



Project Component Narrative

Component Description: **Grant Local Evaluation**

Introduction:

This category includes costs for performing grant evaluation activities and evaluation reporting. Local grant evaluation will include school visits and reporting to appropriate stakeholders and agencies. Evaluation activities include data analysis, site visits, meetings with appropriate school and MDE staff, interviews, and project compliance activities. Evaluation results will address project activities, project results, project sustainability, and the ability of project components and results to be replicated in other schools in the selected districts and across the state.

- 1. Personnel – Not Applicable
- 2. Fringe Benefits – Not Applicable
- 3. Travel – Not Applicable
- 4. Equipment – Not Applicable
- 5. Supplies – Not Applicable
- 6. Contractual – Cost for local grant evaluation that includes analysis, meetings, visits, and reporting.

Description	Annual Cost – Years 1 to 5
Local grant evaluation to include activity and performance analysis, appropriate meetings and visits with project participants and leadership, and required reporting of project results, needs, and future uses.	[REDACTED]

- 7. Construction – Not Applicable
- 8. Other – Not Applicable



9. Total Direct Costs



10. Indirect Costs – Not Applicable

11. Training Stipends – Not Applicable

12. Total Costs

