

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 # S385A100132

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

Closing Date: JUL 06, 2010

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

* Last Name: Covington

Suffix:

Title: Superintendent

Organizational Affiliation:

* Telephone
Number:

██████████

Fax Number:

██████████

* Email:

██

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

G: Independent School District

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:**

84.385

Title:

Teacher Incentive Fund

13. Competition Identification Number:

Title:

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

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

The Kansas City, Missouri School District PIONEER Program (Pay Incentives on Excellent Education Reform) awarding eligible teachers and principals with differential compensation based on a combination of measurable outputs.

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: 6

* b. Program/Project: 6

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

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

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

Middle Name:

* Last Name: Covington

Suffix:

Title: Superintendent

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

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Kansas City Missouri School Dist...

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	█	█	█	█	█	█
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	█	█	█	█	█	█
11. Training Stipends	█	█	█	█	█	█
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: 1/1/2010 To: 12/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 5.45%

(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:
 Kansas City Missouri School Dist...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr, John Covington

Title: Superintendent

Date Submitted: 06/01/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input 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: n/a Address: City: State: Zip Code + 4: -	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. John Covington Title: Superintendent Applicant: Kansas City Missouri School District Date: 06/01/2010	
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
Kansas City Missouri School District
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. First Name: John Middle Name:
Last Name: Covington Suffix:
Title: Superintendent
Signature: _____ Date:
_____ 06/01/2010
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 : Statement

File : [KCMPSGEPA.pdf](#)

Kansas City Missouri School District (KCMSD) is addressing the new provision in the Department of Education's General Education Provisions Act (GEPA as it relates to Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

The ECISD Board of Education assures that the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age are not barriers that prevent students, teachers, etc. from such access or participation in, the Teacher Incentive Program project and activities.

A description of the activities designed to overcome these barriers is addressed in various sections of the application. Examples are as follows:

KCMSD has adopted a formal Affirmative Action Plan in a statement of policy that says that all persons, regardless of race, religion, sex, age, or national origin, shall be afforded equal opportunities for employment and promotion. The procedures set forth in the plan are designed to ensure that minorities, including the handicapped and women, are specifically recruited for openings and carefully evaluated for departments or job classifications where they are underrepresented. The recruitment, employment, assignment and treatment of professional and support staff will be consistent with all federal and state laws. The plan also assures compliance with all federal and state laws relating to age discrimination.

The district's Department of Human Resources has accelerated its recruitment of staff members of underrepresented groups. Minority recruiters from the district visit colleges and universities with large minority student enrollments to encourage graduates to submit applications. During the last two years, the district recruiters have visited over forty colleges, universities, and regional job fairs. They have visited nine colleges that are historically Black, and others having large Hispanic populations.

KCMSD is committed to providing equal access to its educational programs for all eligible students. All eligible students will have equal access and treatment regardless of the student's race, ethnicity, religion, national origin, gender, or handicapping condition.

The District believes that diversity is more than ensuring that the appropriate racial and ethnic balance is maintained in each school. In each school, students are assigned to individual classrooms to reflect the minority/non-minority ratio of the school as a whole. In each school, special opportunities and activities are carried out to ensure that underrepresented groups are involved in integrated settings throughout the school day.

All programs will be accessible to the handicapped. Students with handicaps or limited ability will be mainstreamed as appropriate and will have access to all project activities. All minority and female students will have access to all specialized educational service programs, especially in mathematics and science where these groups have been traditionally underrepresented.

All school facilities follow state, federal and local guidelines regarding accessibility of the handicapped.

John Covington Title: Superintendent
Name of Authorized Representative:
Signature: _____ Date: _____
ED 524

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. John Covington

Address:

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

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

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
 File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **Kansas CityExecutiveSummary.pdf**



KANSAS CITY MISSOURI SCHOOL DISTRICT
The 2010-2015 Kansas City Missouri PIONEER Project

Project Abstract

Kansas City, Missouri School District **PIONEER** Program (Pay Incentives based On Need for Excellent Education Reform) is a pay-for performance program awarding eligible teachers and principals with differential compensation based on a combination of measurable outputs (primarily for student performance) and observed principal/teacher performance. Measurable student performance outcomes in the Kansas City, Missouri School District aim to capture student learning attributable to a teacher or school, and derived from scores on the Missouri Assessment Program (State Testing Program) as well as other assessments used to determine significant gains in student performance. The PIONEER Program reflects: Professional Development, Teacher Assignment To High Need Schools, Wrap Around, Professional Evaluation, Individual Teacher/Principal Performance, Teacher Leadership, and School/Group Performance.

The Kansas City Board of Education recruited a Broad Foundation trained superintendent, who has the ability and the mandate to turn the school system around. He has started the process labeled **Transformation** to completely overhaul the school system. His actions are designed to correct a history of failed efforts to address problems caused by the \$50 million annual deficit and the high professional teacher and administrative turnover rate. Transformation starts with the closing of 26 out of 61 of the district's inner city district schools, and the elimination of more than 300 teachers and 400 support staff positions.

There are several factors that the PIONEER project will consider when selecting the 10 schools that will participate in the project each year. Schools with the highest weighted total scores based on student eligibility for free-and-reduced price lunches, school enrollment, Missouri Assessment scores and the numbers of language deficient LLP students are ranked highest in the elementary or secondary school category. Faculties in the highest ranked schools will be invited to participate in the PIONEER pay incentive project each year. If 75% of the faculty assigned to the highest ranked school agrees to participate, that school will be part of the project. If a school declines, the faculty at the next highest ranked school will be invited to participate and so on until ten schools have agreed.

Kansas City Missouri School District's PIONEER Program will provide the basis for compensation using a multi-faceted approach. The individual pay component will emphasize the acquisition of knowledge and the individual's understanding and demonstration of applied skills. PIONEER relies on an evaluation system that not only discriminates between proficient and unsatisfactory performance, but it identifies and rewards outstanding teachers and principals based upon student performance outcomes.

The elements of the plan are based on the use of three components: **Student Growth** - School-wide and individual growth as measured by a value-added growth model; **Professional Growth** - Participation in training which manifests itself on a regular basis in classroom practices and advanced certification in their field; and **Wraparound** factors, which include such elements as: attendance, discipline, parent involvement. Formal Observations will be carried out at least four times per year plus informal observations on a regular basis via electronic walkthrough tool "Observation 360" which provides real-time feedback to teachers. Training will be provided to ensure a high degree of inter-rater reliability

The PIONEER pay structure will halt the reward of unsatisfactory teachers and principals and supports administrators in their role of evaluating the professional staff.

Project Narrative

Application Narrative

Attachment 1:

Title: **Project PIONEER** Pages: **60** Uploaded File: **KCMSDTIPFinal2.pdf**



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Need for the Project

The Kansas City Missouri School district (KCMSD) has extraordinary needs as it sets forth to bring academic excellence into its system, where every school is designated as high-need made up of mostly minority, mostly low income student populations.

Until recently, if one was asked to point to a public school system in the United States which epitomizes egregious failure to provide appropriate educational programs and services where students acquire the knowledge, competence and skills needed to become “fierce competitors in the global market place”, one would have to look no further than Kansas City, Missouri.

Situated atop a hill just off the banks of the Missouri River, Kansas City Public Schools has been a school district in crisis for the last 50 years and the source of national attention as the ideal place to learn “what not to do” relative to providing good public education. In 1985, a federal district judge took partial control over the troubled Kansas City Missouri School district on the grounds that it was an unconstitutionally segregated district with dilapidated facilities and students who performed poorly.

After decades of severe problems, the Kansas City Board of Education recruited a Broad Foundation trained superintendent, who has the ability and the mandate to turn the school system around. Over the past six months, he has started the process of **transforming** the school system by replacing all senior leadership staff and closing 26 schools. His actions are designed to correct a history of failed efforts by the Courts, years of dissent among school board members, consolidating half-filled schools, and addressing problems caused by the \$50 million annual deficit and the high professional teacher and administrative turnover rate. With the



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closing of 26 out of 61 of the district's inner city district schools by the start of the 2010-2011 school year, more than 300 teachers and 400 support staff positions will be eliminated.

Kansas City, Missouri - the home of the Transforming School System - Kansas City is made up of a vibrant diverse community that embodies the blending of people representing many divergent cultures along the Missouri-Kansas border who have been part of a historic past where merchandise was traded, cultures and beliefs were mixed, and an independently thinking population was formed that is extraordinarily tough. It is also a very resilient community that has faced more than five decades of legal wrangling involving its citizens, its schools, the state of Missouri, Federal Courts and even the US Supreme Court.

Geographically located on the border of the states of Kansas and Missouri, Kansas City, Kansas and Kansas City, Missouri are separated only by a river that acts as the state border. Yet Kansas City, Kansas is basically only a suburb of Kansas City, Missouri. When people think of, or hear about Kansas City, it is usually the one in Missouri. That's where the Chiefs and Royals play. It's where most of the museums and theaters are located. All of the big buildings are there, the international airport, the picturesque boulevards, and the beautiful fountains. It is also the city with a very wide mix of dense urban development, as well as numerous suburban-type areas old and new, and even some wide-open countryside space.

Kansas City is actually one of three separate cities located at the confluence of the Kansas and Missouri Rivers. It is also the 39th most populous city in the United States and the largest city in the state of Missouri. The recent \$4 billion cultural makeover to the downtown area includes a new entertainment district with various hotels, restaurants, theaters, arenas, and stores. The area,



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known as the Power & Light district, has become the center of culture and events for the entire metropolitan area.

The characteristics of the city and its environs mainly took shape after the race riots of the 1960s. The assassination of Martin Luther King Jr. was a catalyst for the 1968 Kansas City riot. At that time, slums were also beginning to form in the downtown area, and those who could afford to leave, left for the suburbs or moved across the river to Kansas City, Kansas. As the city's population changed, the outer fringes became mostly white and the inner city became mostly minority and mostly poor. In 1940, the city had about 400,000 residents; by 2000, the same area was home to only about 180,000. From 1940 to 1960, the city more than doubled its physical size, while increasing its population by only about 75,000.

With the massive renovation to the inner core business area, Kansas City has become an entrepreneur's paradise. Hallmark Cards, the largest manufacturer of greeting cards in the United States, became the city's most influential corporation. It was founded in 1910 by Joyce C. Hall-Hallmark. Kansas City is also home to the Kauffman Foundation, a world-recognized center for entrepreneurship. Kansas City is also headquarters to four Fortune 500 companies (Sprint Nextel Corporation, H&R Block, Embarq Corporation, and YRC Worldwide Inc.) and additional Fortune 1000 corporations (Interstate Bakeries Corporation, Great Plains Energy, Aquila, AMC Theatres, DST Systems, Garmin International, Cerner Corp. and Russell Stover Candies).

Kansas City provides a workforce from a population of 435,146 and the Kansas City metropolitan area offers an additional 1,276,062 people. Its economy reflects that of the U.S. meaning that employment is not restricted to one or two industries. And, Kansas City employers generally pay higher salaries than the U.S. average but require workers to be highly trained. The



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cost of living is significantly lower than the U.S. average, attracting trained workers into the area while challenging its public school system, universities and technical schools to provide a relevant quality education designed to help its local citizenry compete for professional and technical jobs.

Kansas City Missouri Public Schools – the Transforming School System - On February 16, 2010, Superintendent Covington publically announced the district's plan for downsizing the Kansas City School district. He unveiled the proposal to close 26 schools including 20 elementary schools and 6 secondary schools at the end of the 2009-2010 school year. The list included the closing and/or consolidating of an alternative school, the Teenage Parent Center, a childhood center, and the district's only sixth grade center. He said the process was "painful." During the 2009-2010 school year, KCMSD has been serving 17,275 students and employs just over 1,900 certified staff including teachers and administrators. Among the 17,275 students are 1,989 early childhood students, 2,095 special needs students, and 2,578 English language learners. Education services are provided to an ethnically diverse population of students including 63.9% African American, 24.7% Hispanic, 8.7% White, 2.5% Asian/Pacific Islander, and .2% American Indian/Alaskan native students. Currently, 79.9% of the students receive free or reduced price lunch. The district's average daily attendance is 90.5% and its graduation rate is 66.7%. During the 2009-2010 school year, 242 students dropped out of school representing 5.9 percent of the total high school student population. Although the population of the city has remained relatively stable during the past decade, the school population has experienced a steady decline.



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Currently, the district enrolls approximately 52% percent of the children aged 5 to 11 and 37% of the students aged 12 to 18 who reside within district boundaries. Enrollments have declined from 31,827 in the 1999-2000 school year to 17,275 in 2009-10. This reflects a decline in enrollment of 14,552 and projections for future enrollments indicate that this trend will continue. A sharp decline in enrollment between 2007 and 2010 is attributed to the annexation of the five schools located within Independence city geographic limits, which were returned to the Independence School district. The 50 percent drop in enrollment over the past decade has left the majority of the district's schools with enrollments that are less than 48 percent capacity. The decline in enrollment combined with a deficit fund balance of \$85 million projected for the 2011 fiscal year has forced the Board of Education to combine some schools and close others.

KCMSD has also been affected for years by chronic low academic performance.

During the past school year, most of the district's schools did not meet state AYP requirements.

The district had 61 schools of which 49 (80.32 %) were in some level of School Improvement.

Seven were in School Improvement, level 1. Six were in School Improvement, level 2. Thirteen

were in School Improvement, level 3 – Corrective Action Required. Four were in School

Improvement, level 4 – Restructuring Planning Required. Thirteen were in School

Improvement, level 5 – School Restructuring Required. Six more did not meet AYP but were

not sanctioned. Most of the schools that met AYP requirements are current magnet schools set up by the district to meet past desegregation mandates.

In February 2001, Missouri set up a K-16 Task Force on Achievement Gap Elimination (K-16-TAGE) to review state achievement gap issues that were affecting Missouri students. The results



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of the review of academic performance for schools throughout Missouri did not show results much better than the poor performance shown in Kansas City. The Task Force determined that:

Missouri's educational system has failed large numbers of its citizens. These achievement gaps include: lower performance on Missouri Assessment Program (MAP) tests at all grade levels and in all subject areas; lower rates of college admissions test-taking; lower scores on the ACT; less preparation for collegiate-level work; lower high school graduation rates; lower college attendance rates; and a greater need for remediation in college.

In more than 75% of Kansas City, Missouri's schools, fewer than 25% of the students are proficient in the areas of communication arts and mathematics as measured by the Missouri Assessment Program (state test as required by No Child Left Behind). By the end of a student's freshman year, fewer than 25% of students are on an on-time graduation trajectory. And, the district's graduation rate has dropped to 66.7%.

The current Board of Education has acknowledged that the most important decision that it makes is the selection of a superintendent and then let him run the school system. They realized that even though it is often very difficult for a majority of board members to agree upon any appointment, that the school system cannot continue with intra-board conflict, indecision, and instability. The Board revised its governance structure, eliminating committees where small groups of board members review district operations monthly in areas such as finance, personnel, policy, and community relations. The Board will retain its important role of oversight by adding an additional meeting each month to review items recommended by the administration.



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With this new policy, the Board has pledged its commitment to work with Dr. Covington to forge a pay-for-performance program - PIONEER (Pay Incentives based On Need for Excellent Education Reform) with a new governance structure designed to limit board involvement in policy development giving the superintendent the administrative authority to turn the school system around. The current board believes that with the history of high turnover among superintendents, it was more a problem with board governance than those things that make the difference in children's education, such as appointing a highly-qualified superintendent and giving him/her the authority to make the necessary changes for academic success.

Dr. Covington was chosen to lead the school system because of his proven success as a superintendent who has compassion, leadership, and integrity. He was also chosen because of his extensive training as a Broad fellow¹. Dr. Covington was chosen to participate in the Academy as one of six from 100 nominees.² Candidates had to possess the ability to focus on the

¹ The Fellow Program is leadership training funded by the Broad Art Foundation, which has assets of \$2.1 billion with the mission to advance entrepreneurship for the public good in education, science and the arts. The Foundation's education work is focused on dramatically improving urban K-12 public education through better governance, management, labor relations and competition. In addition, the Broad Foundation joined forces with the Bill and Melinda Gates Foundation pledging a joint \$60 million to create Strong American Schools.

² The Broad Superintendents Academy was started in 2002 to transform urban school districts into effective public enterprises. It is a 10-month executive management program to train working CEOs and other top executives from business, non-profit, military, government and education backgrounds to lead urban school systems through intense exposure to the best thinking and most effective practices in public school systems today. Together, Fellows analyze case studies, meet with superintendents from across the country and discuss their observations with the leading experts in the field of K-12 education.



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most important dimensions of an urban superintendent—instructional alignment, operational excellence and stakeholder engagement—and capable of recruiting an executive support team with superb leadership skills. He also was trained in the use of Performance-Based Compensation programs, which will become an integral part of the Transformation model for of the school system during the next several years. He had to prove to be well poised for success and willing to benefit from the ongoing mentor support provided by the Foundation. He had to show the ability to quickly and significantly raise student achievement by improving teacher and administrator performance. With the training and support from the Academy, he is expected to recruit better teachers and administrators, encourage each to improve as a professional educator, reward those with high motivation and ability, while helping all to significantly improving student achievement in every school throughout the system at a rate faster than his peers in similar school systems.³

The issues that the school system faces today are the basis of the extraordinary needs facing a major urban school system that must attract highly qualified and highly effective teachers and leaders, provide them with incentives that promote and reward good teaching and school leadership and devise ways to keep them in the system. Dr. Covington and the Board believe that a new pay-for-performance program for Kansas City Missouri’s teachers that ties raises and

³ 90% of those who have served as superintendents for at least two years have improved student achievement in reading and math at nearly all grade levels. More than 80 are outperforming comparison groups in reducing the percentage of students at the lowest proficiency levels on state achievement exams. And 60% are outperforming comparison groups in increasing the percentage of students meeting or exceeding proficiency standards.



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bonuses directly to pupils' standardized-test scores, will mark the first time the district has so closely linked the wages of individual school personnel to student performance.

The effort, now being adopted, is viewed by the community as a landmark in the movement to restructure KCMSD schools by having them face the same kind of competitive pressures placed on private enterprise, and advocates say it could serve as a national model to replace traditional teacher pay plans that award raises based largely on academic degrees and years of experience. The Performance-Based Compensation System (PBCS) plan developed for this grant application has the support of the teachers and principals who have been selected to return next year, and also the support of the teacher's union because it is progressive, fair and transparent.⁴

(1) (i) Why do the high-need schools whose educators will be part of the PBCS have difficulty 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?

Like many urban school systems, providing a high quality education for every student in every school continues to be one of the greatest challenges facing KCMSD. While the literature is replete on the importance of having a highly effective teacher in front of students on a daily basis, and a highly qualified principal leading the school, KCMSD has struggled to get, let alone even keep, any qualified educator. Additionally, in Missouri, after five years, public school teachers receive "tenure," a special employment protection. Too often, teachers with minimum

⁴ The Kansas City Teacher's Union is part of the American Federation of Teachers. Their letter of support and participation is included in the Attachments Section of e-grants.



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knowledge and experience are hard to fire. And as teaching and learning conditions throughout the city deteriorated KCMSD has found it to be an arduous task to attract and retain the best teachers for their classrooms.

Until this current school year, all KCMSD schools are classified as low performing and/or low achieving schools. For this reason alone, quality principals and teachers have not been applying to fill vacancies, and the good ones have been leaving. The good educators who were recruited often left after a short period of time because working conditions made it impossible for them to do the best job they could. This turnover left schools with a less cohesive and less experienced staff. When this happens, student achievement suffers. According to Berry and Hirsch (2009), “it is particularly difficult for schools considered hard to staff those with high concentrations of low-performing, low-income students; high principal and teacher turnover; and relatively high percentages of educators who are less than fully certified.” Research indicates that “educators who take on low-achieving or unpopular schools may find it extremely hard to produce performance gains or attract students and that the compensation and evaluations of these individuals should reflect disparities and the fact that it is often harder and less enjoyable to teach low achievers in a gritty, crowded school than to instruct more advanced students in a well-lit, spacious, comfortable school” (Hess, 2010). And so it has been in Kansas City, Missouri.

Dr. Covington’s Transformation Plan is designed to correct a history of failed efforts. With the closing of 26 of the 61 failing schools, and the elimination of more than 300 teachers and 400 support staff positions, the 2010-2011 school year marks the beginning of consolidating schools, changing the grade structure to a grade PreK-6 elementary and grade 7-12 secondary school organizational structure, interviewing every principal before renewing each teaching and



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principal contract, and revising the pay structure to include multiple indicators including standardized test scores for outstanding teaching and leadership, KCMSD has a chance to reverse the years of neglect that made Kansas City schools fail.

In an urgent effort to accelerate student achievement, the KCMSD Transformation Plan is designed to ensure that the most qualified adults are providing services to students. During the 2009-2010 school year, principals received information outlining the achievement status of their buildings and were informed of the expectations set by the Superintendent to improve school performance. Greater expectations, accountability and consistent district monitoring resulted in the retirement or immediate resignation of a significant number of existing staff. Every employee was evaluated. The Human Resources Department is reviewing all staff attendance data to identify those with excessive absences. They will be recommended for non-renewal. KCMSD is currently offering a retirement incentive plan to teachers and professional staff who are eligible for retirement. There are approximately 600 certified staff members who are currently eligible. The district is encouraging the retirement of those who know that they may not be able to keep up with the changes necessary to raise student achievement.

After non-renewals, retirements, and attrition, KCMSD will conduct a reduction in force (RIF) following the rules set out in the collective bargaining agreement and the Missouri Revised Statutes. Specifically, staff will be laid off based on certification and seniority, with no tenured staff laid off before non-tenured staff with the same qualifications. If there are more open positions than available staff, school positions will be filled through the recruitment process that has already begun. Human Recourse staff will attend more than a dozen recruiting fairs and will continue discussions with the Teach for America organization to find candidates for hard to fill



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positions. As a result, KCMSD will start with the most qualified educators that existed in the system, and begin the process of developing a reputation that results in attracting the best teachers and principals available throughout the country.

(ii) Why do the high-need schools have difficulty retaining highly qualified or effective teachers and principals?

Retaining qualified effective educators is a far larger problem than preparing new ones and may be the fundamental solution to the teacher shortage problem. Across the nation, universities actually produce many more new teachers and administrators than the annual demand of approximately 100,000 (Darling-Hammond & Sykes, 2002). However, although educational labor markets are beginning to change, most are decisively local, with most teachers and administrators choosing to work in schools near where they were raised or attended college (Boyd, Lankford, Loeb, & Wyckoff, 2003). Most notably, there is compelling evidence revealing a sufficient supply of available teachers (Ingersoll, 2001), but poor children and those of color are far more likely to be taught by inexperienced, underprepared, and ineffective teachers (Clotfelter, Ladd, & Vigdor, 2002; Darling-Hammond, 2000a; Sanders & Rivers, 1996). High turnover among new teachers (e.g., up to 50% within the first 5 years) leaves students in hard-to-staff-schools facing a revolving door of untried novices who do not have the skills to help them reach higher academic standards (SRI International, 2001). Without well-qualified educators for schools with the most disadvantaged students, it will be impossible for school leaders to make as much headway on AYP as NCLB demands.

To be sure, substantial policy changes at the local, state, and federal levels are required to recruit and retain high-quality principals and teachers for all schools, and especially in those serving



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more challenging students. Varied researchers and reform groups have pointed out that the schools in the most need of highly qualified educators suffer from grave inequalities in funding, and have vastly different student needs and education costs. These factors produce large differentials in teacher salaries and working conditions, which in turn, affect the supply of teachers for hard-to-staff schools (Darling-Hammond & Sykes, 2003).

We now know more about why principals and teachers leave high-poverty schools (Ingersoll, 2001), and that new educators from extended preparation programs are more likely to stay in the profession (Darling-Hammond, 2003). Also, recent stories have surfaced demonstrating that salary increases have expanded the supply of certified educators for several hard-to-staff schools (Rothstein, 2002). Johnson and Birkeland (2003) found that dissatisfied "movers" (i.e., those that left one school for another) sought new teaching and school leadership positions where they could have more reasonable assignments, sufficient help with the curriculum, positive communication with parents, and support from colleagues and the principal.

Investigation by the Southeast Center for Teaching Quality (SCTQ) has shown how quality teachers will gravitate to hard-to-staff schools with strong, effective principals, and where they are able to work with likeminded, supportive colleagues. SCTQ also found that successful principals and teachers in hard-to-staff schools must have sufficient knowledge and skills to help students learn in their school, and to do so, they expect teachers to serve as leaders and mentors. Finally, given the grave difficulty of getting recruits to certain geographic areas, developing "local talent" is a key component of the hard-to-staff school solution (SCTQ, 2002).

These findings fit inside a larger body of research on educational professionalism that has supported an overhaul of the current way of recruiting, preparing, licensing, supporting, and



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paying educators (Darling-Hammond, 2000a; National Commission for Teaching and America's Future [NCTAF], 1996). States have made some progress on professionalizing the education profession, but the inadequate spread of good ideas and too little data on effective programs have limited progress (Berry, Buxton, Darling-Hammond, & Hirsch, 2001). What is known about recruiting and retaining educators for hard-to-staff schools does not seem to be well known. Now, recent efforts to professionalize education must be viewed in light of the NCLB highly qualified educator debate, and the struggle over the kinds of policies and programs needed to recruit and retain effective educators who are willing to go to and stay in hard-to-staff schools.

(2) Why is student achievement in each of the schools whose educators would be part of the PBCS lower than in comparable schools in terms of key factors such as size, grade levels, and poverty levels?

There are several at-risk factors that the PIONEER project will consider when determining which schools should be given priority to participate in the project. Factors include: school level (Elementary PreK-7 – Secondary 8-12), poverty, enrollment, MAP scores (reading and math) and English Language Learner (ELL). Poverty is the most prevalent at-risk factor because it applies universally to children who are most likely to fail in school or in life because of their life's social circumstances. Race is also a significant factor but not considered as part of ranking for this project because all schools throughout the district are at least 90% minority. It does appear that when the factors used for PIONEER are present, there is a compounding effect and the likelihood for failure increases significantly (Leroy & Symes, 2001). For this project schools with the highest percentage of children who qualify for free and reduced price lunch are ranked with the schools of greatest need receiving the highest rank. Similarly schools are ranked for



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size of enrollment, the school's composite MAP score for reading and mathematics, and their percentage of ELL students enrolled in the school. Each category is weighted (based on 1.00), the category weight assigned based on the degree of "at-risk." Poverty is highest with a weight of .35, MAP scores a weight of .30 (.15 for math and .15 for reading), size of school with a weighted score of .20 and ELL with a weight of .15. Schools with the highest weighted total scores are ranked highest in the elementary or secondary school category (see Chart 1 in High Needs School Documentation of e-grants).

Faculties in the highest ranked schools will be invited to participate in the PIONEER pay incentive each project year. If 75% of the faculty that is assigned to the highest ranked school agrees to participate, that school will be part of the project. If a school declines, the faculty at the next highest school will be invited to participate and so on until ten schools have agreed to participate. Because KCMSD is currently in the process of consolidating schools, and faculties being selected for the schools during summer 2010, voting by faculties to participate in PIONEER will take place in September 2010. School personnel have been made aware of the proposed PIONEER project and most have indicated that they would be willing to participate.

(3) What is the definition of what it considers a "comparable" school?

To do a school performance analysis, KCMSD creates comparable groups of schools that include schools by level (elementary: PreK-6 and secondary (7 -12)). Schools in each group are formed based on the following: 1) the percent of economically disadvantaged students, 2) language, 3) grade size, and 4) student testing where at least 10 students are tested in the grade.



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Under Item 1 – economically disadvantaged, there is marked variability between schools in the demographics of their students. As part of the development of a school comparison index, the single factor most highly correlated with educational need is population poverty.

Because free lunch is an important factor in identifying appropriate school comparisons, KCMSD verifies these values for schools using the 2000 federal census information about school district school-age poverty rates in combination with the data. KCMSD also uses the proportion of students with limited English proficiency as a factor because it is also strongly related to school performance. Taken together, these two factors can account for much of the variability in school performance. School size is used a comparison because that research shows that as school size increases, the percentage of students retained increases. For "comparable schools" assessment, KMCPS places the schools of each category into relatively low (lowest quartile), relatively high (highest quartile), and typical (mid-range) groups based on this pupil need measure.

KCMSD is using specific criteria designed to lead to a higher-performing designation. This will be based on what schools are included in comparison groups and in what content areas you rank the schools relative to their performance on a given measure. KCMSD will examine performance by comparing each school with consistently high performing schools in the state that serve similar or more challenging student populations. Those schools that have scores within 5% of the highest scores in their pool will be considered higher performing. Thus an opportunity gap of 5% percent or less becomes the higher-performing criterion.

To do a school performance analysis, KCMSD creates comparable groups of schools that includes all schools by level (elementary: PreK-6 and secondary (7-12)). Schools in each group



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are formed based on the following: 1. The percent of economically disadvantaged students for the school must be greater than or equal to the selected school or 90%. 2. The grade size must be at least 40% the size of the grade in the selected school. 3. There is at least 40% as many students tested in the grade at the school as are tested in the grade at the selected school. 4. There are at least 10 tested students in the grade. Each school's scores on the MAP math and reading assessments are compared to the comparable group in order to determine an opportunity gap for each school. This opportunity gap is defined as a difference between the percentage of the individual school's students who meet or exceed the standard as compared to the weighted average percentage of the 3 top comparable school's students who meet or exceed the standard. Those schools with less than a 5% opportunity gap are considered to be strong performers. In essence this creates a norm group for the school and sets a higher-performance criterion of being within 5% of the top three performers in your group.

These criteria require that students in higher performing schools score better than the state average on the MAP composite scale score, do better than predicted based on student and community variables, and do better than the state average in terms of their disaggregated advantaged and disadvantaged student group scores.

High-performing schools are those that meet the following criteria: 1. Better than state average (by 1/3 standard deviation) 2. Better than predicted (by 1/3 standardized deviation) 3. better than state average for advantaged youth (by 1/3 standard deviation) 4. Better than state average for disadvantaged youth (by 1/3 standard deviation). However, since we do not have 3-year averages for criteria 3 & 4 (only two years of data), two additional interim criteria were created. In addition to Ideal criteria 1 & 2, the following criteria must be met. 5. Percent of pupils at or



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above Meets proficiency level is better than state average (by 1/3 standard deviation) 6. Percent of pupils at or above Partially Meets proficiency level is better than state average (by 1/3 standard deviation).

Project Design

(1) How is the PBCS part of a proposed strategy for improving the process by which the district rewards teachers, principals, and other personnel in selected high-need schools based upon their effectiveness is determined by student academic growth?

Just as the pre-industrial model of providing for the education of America's youth, requiring students to learn at the same time, on the same page, on the same day, in the same way, sitting in the same seat, and tested with the same test, the traditional compensation schedules or pay systems fail to account for differences in working conditions among schools, value added growth of students, performance of teachers, the demand for math, science, and special education teachers both resulting in the maintenance of an education system that needs a radical and massive overhaul.

Kansas City Missouri School district PIONEER Program is a pay-for performance program awarding eligible teachers and principals with differential compensation based on a combination of measurable outputs (primarily for student performance) and observed principal/teacher performance. Observed performance entails the rigorous documentation of the skills, knowledge, and behaviors associated with effective teaching. Measurable student performance outcomes in the Kansas City Missouri School district aim to capture student learning attributable to a teacher or school, and derived from scores on the Missouri Assessment Program (State Testing Program) (MAP) as well as other assessments used to determine significant gains in



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student performance which includes ACURITY, ACT and End-of-the-Course Exams. Value-added measures of teacher performance, which account statistically for students' academic experiences prior to entering a teacher's classroom, represent a concrete and statistically sound approach.

The PIONEER Program reflects Professional Development, teacher assignment in high needs Schools, Attendance and Wrap Around, Professional Evaluation, Individual Teacher/Principal Performance, Teacher Leadership, and School/Group Performance.

As a strategy for improving access to effective teachers for students in high-poverty schools, the logic of pay-for-performance systems rest on two ideas. The first is that teachers will respond to financial incentives---bonuses---and will change the way they work in order to earn them. And second is that pay-for-performance programs may recruit as well as retain more effective teachers in high-poverty schools (Chait and Miller, 2009).

(i) What methodology does the district propose to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel in proposed schools includes a valid and reliable measures of student growth?

Objective measures of student achievement. Data driven objective measures of student achievement gains, using the value-added assessment of individual and school-wide student achievement gains or growth, will be an essential element. These measures will include Missouri Assessment Program (MAP) tests and teacher developed performance measures.

Analyses of achievement will incorporate the teacher's context, recognizing that not all teachers teach the same students and that children are not randomly assigned to classrooms.



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PIONEER will use a range of measures of excellence, ensuring that a wide variety of principals and teachers are eligible, not just those in schools/subjects/grades in which testing occurs. A portion of the award will be tied to an individual principal and teacher's students' success, even if part of the award is for school-wide success. Incentives will be clearly aligned with intended performance outcomes and expectations for teachers and principals. Higher achievement yields greater rewards; lower achievement yields lower or no rewards. Performance awards will be criterion-based, so that everyone meeting a previously agreed-upon standard earns the award. This will eliminate the concern that the reward system could breed unhealthy competition among teachers.

The evaluation system will be designed to improve instruction, not to separate principals and teachers into "winner" and "loser" categories. Compensation proposals that reward educators in part for their skills and abilities will be based on clear, agreed-upon standards designed by the profession. Evaluation standards and rubrics will be easily understood and research-based, and teachers, principals and other stakeholders will be collaborators at all stages—in the implementation and the review of evaluation criteria.

The evaluation standards will also be instructional tools that provide principals and teachers constructive feedback and guide their professional growth. They will be integrated into the ongoing professional development efforts of coaches, master and mentors.

Pre- and post-conferences will be conducted with both principals and teachers during the evaluation process to provide opportunities for them to reflect on their areas of strength and growth. As a result, the process will identify areas of need around which to design individual support and professional development.



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The PIONEER evaluation system will ensure inter-rater reliability. The teams of evaluators will be extensively trained. Each participating schools will build a consistent inter-rater reliability system whereby evaluation teams observe and score in pairs, observe volunteer teachers’ “practice” lessons or principal’s administrative approach, observe and coach one another’s post-conferences, and meet regularly (at least once a month), to monitor inter-rater reliability. Evaluators’ level of coaching skill will be designed to influence the degree to which the evaluation process is perceived as fair and supportive of teachers’ and principals’ improved practice. The PIONEER evaluation data tracking and monitoring tool will be a part of the evaluation system. This tool will help evaluators determine areas of grade inflation or deflation, teacher and administrative strengths and weaknesses, and trends among standards of practice by grade level or subject.

PIONEER Career Advancement Options will provide incentives for restructuring systems to allow teachers and principals to assume more responsibilities as they become more adept. Such systems create new opportunities for KCMSD professional educators for shared instructional leadership. PIONEER will offer teachers the opportunity to pursue a variety of positions throughout their teaching careers – career, mentor and master teacher – depending upon their interests, abilities and accomplishments. Administrators will also be provided the opportunity to pursue a variety of positions throughout their administrative careers – inductee, career, mentor and central office executive – depending upon their interests, abilities and accomplishments. As educators advance their careers, their qualifications, roles and responsibilities should increase – as well as their compensation. New roles and responsibilities will be clearly articulated and



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defined and there will be a structure and process for individuals to perform effectively in these new roles.

(ii) How will the district use PBCS to provide performance awards to teachers, principals, and other personnel in participating schools that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school?

KCMSD's PIONEER Program will provide the basis for compensation using a multi-faceted approach. **The individual pay component** will emphasize the acquisition of knowledge and the individual teacher's understanding and demonstration of applied skills in the classroom. It relies on an evaluation system that not only discriminates between proficient and unsatisfactory performance, but it identifies and rewards outstanding teachers based upon student performance outcomes.

The general pay structure will halt the reward of unsatisfactory teachers and supports administrators in their role of evaluating the teaching staff. It is important to note, however, that this plan does not in any way attempt to replace management responsibility for removing or remediating teachers who perform poorly in the classroom. It does however preclude unsatisfactory teachers from continuing to fly under the radar as a result of current methods of tracking student performance data and determining the effects of instructional delivery in individual schools.

Two Major Elements of the General Pay Structure - 1) Professional Base Pay - Professional base pay is the starting point for all district salaries. Base pay is an amount that represents a starting professional salary for inexperienced teachers or first time teachers to the district taking



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into consideration their professional and experiential background. Nearly all-further salary adjustments are determined by using this base as additional step increases are provided based upon each subsequent year of uninterrupted service. **2) Evaluation Credit** - The evaluation credit comprises a key measure of each teacher's individual performance. The evaluation process is designed to meaningfully encourage and assist certificated employees to perform up to, and above, an agreed upon set of standards.

Ongoing, Job-Embedded Professional Development will include an integrated, results-driven, job-embedded professional development component. Teacher compensation will not be considered in isolation but instead must be part of a comprehensive teacher quality system that supports teacher development and best practice. If teachers are to be paid based on performance, teachers will need the tools and the time to learn and implement the skills that foster higher levels of performance. This requires opportunities for professional development during the school day. School schedules will be structured so that collaborative learning communities can develop, where teachers have time to work with each other and to create improved learning opportunities for their students. The professional development program will be school-based and focused on the instructional needs of individual students and strengths and weaknesses of teachers. It will be developed and directed by teacher leadership teams who will provide ongoing coaching and individual assistance to teachers in their classrooms to help further improve their skills and knowledge. The component will provide teachers the opportunity to observe accomplished classroom practitioners, collectively analyze student work, reflect with peers on their own practice and use individual school and central office developed data to determine areas that may need improvement.



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Performance-Based Compensation - *Multiple measures of teacher performance.* Teachers will

be eligible to earn additional compensation in a variety of ways. The Performance Based compensates teachers primarily based on gains in student academic achievement: school-based and/or individual student achievement growth, and individual classroom-based student achievement growth and a combination of one or more of the following: 1) demonstrated advanced skills and knowledge (e.g., meeting evaluation benchmarks); 2) assuming additional responsibilities (e.g., peer assistance and review, providing professional development to colleagues, mentoring other teachers); and 3) working effectively in hard-to-staff schools.

Multiple measures of teacher effectiveness will be used to address the concerns that teachers will not earn bonuses if their students' scores initially do not show significant improvement, and it will ensure that teachers who meet other important teaching evaluation criteria are rewarded.

As stated above, PIONEER will use data driven objective measures of student achievement gains that include MAP tests and teacher developed performance tests. Data will not be constructed with quotas, or numeric or percentage limits on the number of teachers who can receive an award within a school. If every teacher contributes to improving student achievement, every teacher should be able to earn more.

PIONEER will use a range of measures of excellence, ensuring that a wide variety of teachers are eligible, not just those in subjects/grades in which testing occurs. A portion of the award will be tied to an individual teacher's students' success, even if part of the award is for school-wide success. Incentives will be clearly aligned with intended performance outcomes and expectations for teachers and principals. Higher achievement yields greater rewards; lower achievement yields lower or no rewards.



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Performance awards will be criterion-based, so that everyone meeting a previously agreed-upon standard earns the award. This will eliminate the concern that the reward system could breed unhealthy competition among teachers.

Performance rewards will be significant. Research indicates that pay-for-performance models should include the possibility for performance rewards in the thousands, not hundreds of dollars— incentives significant enough to make a difference to teachers (e.g. at least 5% of salary) and appropriately reward them for their achievements. The goal is to produce incentives that are adequate to recruit and retain top teaching and school leadership talent and to make additional work worth the effort for teachers. Thus, each participating teacher and principal will earn up to [REDACTED] annually based on his/her success in the areas of **Student Growth** - gains in student academic achievement and school-based student achievement growth; **Professional Growth** including assuming additional responsibilities; working effectively in hard-to-staff schools and participation in Job-Embedded Professional Development. **Wrap Around includes performance** measured by attendance (teacher and student), student discipline, parental involvement, and student health and safety. Additionally, the top three schools with the highest school-based performance will receive [REDACTED]

Performance reviews will take place at least four times during the school year and be conducted by teams of teachers and administrators who are trained and certified as evaluators. Such an evaluation system will minimize teacher concerns about potential bias or favoritism. The system will be comprised of multiple methods of gathering evidence of the teacher's impact on student learning (e.g. ongoing informal observations, student achievement growth in formative assessments, and lesson and unit plans).



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(iii) How will the district determine whether teachers, principals, and other personnel in participating schools are “effective” for the purposes of the proposed PBCS?

The evaluation process will be conducted to observe the legal, contractual, and constitutional rights of the teacher. To determine whether participating teachers, principals, and other personnel are effective, the KCMSD performance evaluation plan will show whether the individual being evaluated: is focused on instructional improvement and professional growth; respects the dignity of the individual through mutual trust; provides clear, personalized and constructive feedback regarding individual strengths and weaknesses; sets forth individualized objectives for instructional improvement as mutually agreed upon and as determined by student performance outcomes; provides for a remediation procedure via PD360; sets forth implementation of KCMSD curricula and instructional programs aligned to Missouri, Common Core standards, and international standards; provides for training in the supervision and evaluation process; recognizes exceptional teacher performance; and measures the performance of individuals as related to the standards of proficient performance.

Teacher and principal evaluations may fall into three categories: **Distinguished**, **Proficient** or **Unsatisfactory**. Distinguished Performance exceeds proficiency and contributes to the profession/community while consistently advancing student achievement. The **Distinguished Educator** is a leader in the school and/or the profession. A **Proficient Educator** is rated as carrying out performance expected of a career, is one who continues to advance his/her knowledge/skills while consistently advancing student achievement. **Unsatisfactory** performance occurs when a principal or teacher fails to perform duties with the same degree of quality and accuracy displayed by others in similar situations. It may also occur when a



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professional educator commits a specific act clearly demonstrating a failure to meet the minimum standard of acceptable performance. Unsatisfactory performance may be due to lack of ability, lack of experience, or the result of inattention or carelessness. A KCMSD professional educator whose performance is *unsatisfactory* on any single criterion of the professional evaluation system, or who fails to complete the professional growth plan in a satisfactory manner, will receive no pay-for-performance reward for that year.

A principal and teacher on the formal summative evaluation cycle must be evaluated as satisfactory on every criterion within the KCMSD evaluation system. A professional educator who is on the professional growth cycle must complete the professional growth plan at a satisfactory or above level.

(2) How does the proposed project include the involvement and support of teachers, principals, and other personnel in participating schools as it relates to input from teachers, and principals, and other personnel in the participating schools, and the involvement and support of unions?

The Kansas City Federation of Teachers and School-Related Personnel (KCFT) is the exclusive bargaining agent for teachers from the Kansas City Missouri School District.

When the US Department of Education's Teacher Incentive Program was announced, KCMP school officials approached KCFT with the idea of using a comprehensive pay-for-performance strategy as part of the district's Transformation program. It would combined with the realignment of the school system that would begin during the 2010-2011 school year when 26 out of 61 schools would be closed, 400 teachers' and 300 administrative positions eliminated.

The Transformation process included the reassessment of all teachers and principals credentials



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with those determined to be the most qualified offered available positions first. Those determined to be unsatisfactory would not be invited to return. As a result, the PIONEER pay for performance concept was conceived.

PIONEER is designed retain those who are the most qualified teachers and reward them for hard work in the classroom. It offers recruitment incentives up to [REDACTED] including retention bonuses for teachers and principals who produce above average results in low-performing, low-income schools. It also offers rewards to the top performing schools that have the greatest number of teachers and a principal with the best performance each year. PIONEER stands in contrast to the approach taken by most Missouri school districts, which typically use a system of uniform salary increases and bonuses, regardless of individual teacher performance.

Nationwide, teachers associations have been critical of similar initiatives. Many feel that pay-for-performance is not fair, pitting teacher against teacher. Many believe that teachers should be paid higher salaries, which they believe would entice more quality people to the profession. National teachers' unions have also opposed merit-based teacher pay. The National Education Association labeled merit pay a "scheme" and says it forces teachers to compete rather than cooperate.

But KCFT is willing to accept PIONEER as part of the Transformation process. School officials have worked to determine who are the most qualified teachers and principals to be awarded contracts for the 2010-2011 school year and who would not be invited to return.

Union officials accept the merit-based pay concept as long as the program offers school-wide rewards and that the program is voluntary. They also accept the start of PIONEER as part of the current Transformation process because it allows KCMSD to leverage federal and local dollars to recruit and retain the most qualified teachers in the hardest to staff areas. Union officials also



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accept the PIONEER performance reward premise believing that teacher and administrator turnover will decrease, the percentage of schools that met No Child Left Behind performance standards will increase, and the percentage of students who meet Missouri and the new Common Core testing standards will increase. As a result, graduation rates will increase, and the district and school climates should improve considerably.

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

KCMSD has developed a rigorous, transparent, fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories taking into account student growth as a significant factor as well as classroom observations conducted as least four times per year.

KCMSD teachers, administrators and community citizens have been working together to explore ways to attract, develop, motivate and retain excellent teachers by providing increased compensation through performance-based pay.

They have looked at performance pay systems in states, districts and schools that have experimented with performance pay for teachers with varying degrees of success. From these real-world experiences, it is clear that a number of crucial elements are necessary to make performance-pay systems work in Kansas City schools. What was found has resulted in the PIONEER Pay for Performance Plan for KCMSP made up of the design elements of successful performance-pay plans and recommendations for implementation.



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The elements of the plan are based on the use of three components:

- **Student Growth:** School-wide and individual growth as measured by a value-added growth model
- **Professional Growth:** Participation in training which manifests itself on a regular basis in classroom practices, performance on the teacher evaluation tool, receipt of national board certification
- **Wraparound:** attendance, discipline, parent involvement
 - Objective, evidence-based rubric aligned with professional teaching standards (Teacher Evaluation Tool based on 10 standards)
 - Formal Observations at least twice per year plus informal observations on a regular basis via electronic walkthrough tool “Observation 360” which provides real-time feedback to teachers. In areas of needed growth, on demand professional development videos of master teachers along with discussion groups are provided through PD360 and refreshed on a weekly basis. Training will be provided to ensure a high degree of inter-rater reliability
 - Collection and evaluation of additional forms of evidence (attendance, discipline, assessment data from MAP and other district assessments)

Student Growth - Value-Added Growth The model allows the district to look at test results at the classroom, school, and district level. The statistical model uses historical academic achievement data for each student to predict individual achievement scores. Student’s actual scores are used to determine the amount of growth achieved and are also compared to the



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projected scores to determine whether a student's performance is at a rate similar to, lower than or higher than the student's previous growth.

The Kansas City Missouri School district (KCMSD) has partnered with a national consultant to develop a Value Added Growth Model, which can be used to look at the test results of KCMSD students to determine whether students are making sufficient academic growth each year. The researchers are collaborators with the Missouri Department of Elementary and Secondary

Education (DESE) in the state's longitudinal data grant. They have estimated statewide VAM models with school effects and are beginning work on models with school and teacher effects.

One member of the team (Cory Koedel) has published papers on teacher effects using San Diego data (Koedel and Betts, 2010a,b, 2009). The researchers will continue to experiment with several approaches to test for robustness, this includes simpler OLS models as well as mixture models of the type developed by William Sanders and associates (Ballou, Sanders, and Wright, 2004). It is also clear from research in other districts and states that these teacher estimates have considerable measurement error (Hanushek and Rivkin, 2010). Thus the researchers will make sure to pool several years of data, and use methods designed to "shrink" the principal and teacher effects toward school and reduce the effect of random error in drawing incorrect inferences about teacher effectiveness. They will also explore methods to incorporate additional measures of student achievement administered during the school year (e.g., Acuity test scores) into estimation of principal and teacher effects.

Professional Growth - Each tenured teacher who successfully applies for and pursues certification through the National Board of Professional Teaching Standards will receive additional compensation, the same will apply to each counselor pursuing National Counselor



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certification. Principals and administrators who successfully apply and pursue certification in school leadership from recognized leadership training programs such as: International School Leadership Certification offered by the Principals' Training Center for (PTC) or the Harvard Business School (HBS) Executive Education program and/or the NAESP and NASSP Leadership Academies.

In addition, there will be an adjustment to the salary schedule for any teacher or counselor who achieves National Board certification. Participants shall be required to work in the district 3 years following their national board certification. Participants who do not fulfill the three-year obligation will pay back the adjustment based on a pro-rated basis. Participants will be reimbursed the cost of actual fees.

Wrap Around means achieving goals in the areas of attendance (teacher and student), student discipline, parental involvement, and student health and safety. Providing a positive and consistent learning environment is crucial to improving student academic performance. Wrap Around is designed to evaluate teacher effectiveness by recognizing the importance of positive harmony within the classroom and among students and families, while minimizing time away from the classroom (for students and staff), student discipline issues, and health and safety concerns.

In order to developed strong relationships and ensure positive influence, teachers and principals must be present every day (Ehrenberg et. al., 1991). Furthermore, “[t]he time lost to teacher absenteeism is a national problem, but it is more significant in large urban school districts which have disproportionately higher teacher absence rates” (Woods and Montagno, 1997). Under the PIONEER program, teachers and principals with perfect attendance for the school year will earn



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30% of the component award. Teachers that miss two (2) or less days shall receive 15% of the component dollars (Principals *must attend everyday* to receive any compensation for this component). A constant and consistent presence in the classroom is crucial to the learning process (Woods and Montagno, 1997). The district recognizes the importance of keeping teachers in the classroom teaching places a high premium on teachers being in attendance every day.

Students cannot learn if they are not in class. Time spent in the principal's office, in detention, or at home is wasted opportunity and robs the student of time that could be utilized to gain knowledge and learn to levels of deep understanding. Teachers must strive to create positive classroom environments that are conducive to *all* students learning. While sending a disruptive child into the hallway might be productive in the short term, this practice damages the student's academic achievement and short changes the overall learning process (Lee & Bryk, 1989). Thus, maintaining minimal discipline disruption and keeping students in the classroom supports and enhance academic achievement (Emmer et. al., 2001; Jones and Jones, 1986). Teachers and principal that meet specific goals related to student discipline shall receive 30% of the Component pay. The reported discipline incidents for the year prior to implementation shall serve as a baseline standard. A teacher that reduces his or her office discipline referrals by 25% over the previous year shall receive the pay. Principals that reduce in-school and out-of-school suspensions by 25% shall receive the pay. Teachers and principals that reduce their discipline (as described above) by 15% shall receive compensation will be based on both reduction in discipline to a specific baseline threshold in combination with implementation of components of Positive Behavior Support. In subsequent years, teachers and principals will have to show a



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continuing decrease in referrals based on the previous year's data. By decreasing discipline issues and time off task, teachers and students have more time to focus on learning (Jones & Jones). As all individuals are responsible for school discipline and proper student conduct, every teacher will be eligible for payment under this component regardless of the subject or grade level being taught.

Parents play an integral role in their students' educational success (Steinberg et. al., 1992; Jeynes, 2005). Parents must be a partner in education and principals and teachers must make efforts to involve parents and guardians in the process (Hara & Burke, 1998). Recognizing the important role parents play, the KCMSD PIONEER program shall pay teachers and principals that emphasis this involvement in learning. Teachers shall conduct parent conferences once during the fall semester and once during the spring. Teachers that obtain a 95% contact rate during both conference periods and can document ten (10) communications with the parent/guardian of each child in his or her class shall receive 30% of the PIONEER component pay. Teachers that obtain the conference contact benchmark but are unable to provide evidence of the required family contacts shall receive 10% of the pay. Principals that lead schools where 95% of the teachers obtain the conference goals shall receive 30% of the pay, while principals that have 90% of the teachers reach the conference goals shall receive 10% of the pay.

Parents/guardians are integral partners in the education process; however, it is imperative that teachers and administrators take the lead in building and maintaining these crucial relationships (Jeynes; Sheldon & Epstein, 2002). It is not enough that a teacher stands in front of a class and provides instructional leadership; the teacher must develop and nurture the relationships that surround student learning.



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While teachers and principals cannot dictate nor control when students are sick, the school can create a safe and healthy environment conducive to learning and geared towards meeting students' needs. PIONEER will reward teachers and principals that create a safe and healthy environment, and can demonstrate – through measurable outcomes – that student absences, injuries, and nurse referrals have been reduced. Principals that can document 100% student immunization shall receive additional compensation. In subsequent years, teachers and principals will have to show a continuing decrease in referrals based on the previous year's data. The objective is not to keep sick children in school, but to create healthy environments that result in a decrease in the need for students to visit the school nurse and provides students additional minutes in an instructional setting (Symons et. al.).

Climate and culture play a critical role in students successfully navigating the educational journey (Haynes et. al., 1997). As schools' top priority is teaching students to levels of deep understanding, they must create environments that are conducive to this endeavor and must develop relationships that enhance and sustain healthy and positive learning conditions.

Teachers must focus on teaching; however, they cannot ignore the factors that surround this endeavor.

(4) How is the data-management system consistent with the district's proposed PBCS that can link student achievement data to teacher and principal payroll and human resources systems?

The district launched a data warehouse platform, COGNOS in September 2009. It integrates data from the student record system, human resource reporting system and the business and finance reporting system. It allows linkages between student and teacher information as well as



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demographic and performance data. These data are analyzed and provided to teachers, administrators and stakeholders via data dashboards. The data warehouse management system capabilities include reporting, analysis, customized dashboards and scorecards. Users are able to create, share, and view reports that include data from each district system on a real-time basis. The school system will utilize the COGNOS data warehousing system in every classroom, school and across all divisions and departments within the district to determine the effects instructional delivery and school district operations have on measurable student academic achievement. Since January 2010, the administration has worked to develop a value-added system for determining student growth and a process for teacher/administrator pay-for-performance. These and other researched-based innovations have contributed to the largest public urban school system-wide transformation ever attempted in America.

(5) How will the district incorporate high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS?

PIONEER professional development efforts for professional educators will have an immediate impact by enhancing the knowledge and skills of the participants. For the purposes of this grant, we define teacher professional development as those programs designed to prepare educators for improved performance by enhancing their knowledge, skills, and motivation to improve learning for all students. Professional development programs for educators have varied considerably and have a variety of important characteristics and features (Kelley and Peterson, 2000). Each of these features will serve the needs of KCMSD educators in the design of PIONEER professional



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development. Some of the features of will include: a clear focus and purpose; curriculum coherence; sound instructional strategies; linkage to state and national initiatives and program policies; and a clear understanding of the use of information technology.

PIONEER will carry out professional development as a joint effort among schools, central office staff and educational policymakers. Schools will serve as the primary place for continuing professional development. By expanding the role of teachers to include increased teacher-teacher interactions, peer reviews, and teacher research, schools take the first step toward integrating professional development programs into the daily activities of educators.

The Professional Development Component will provide incentives to administrators, teachers and counselors in three areas: skills development, National Board Certification and professional growth documented through participation in the performance based evaluation system.

(1) Skills Development: Participating teachers who (a) receive training in skills specified in the district Improvement Plan, (i.e. such as guiding and coaching students toward the acquisition of skill mastery as defined by state, national and international standards and learning to levels of deep understanding (Hammond, 2010) in a differentiated classroom environment) and (b) demonstrate regular integration of these skills at a high level into classroom instruction.

Participating school administrators who receive training in skills specified in the district Improvement Plan, (i.e. such as guiding and coaching teachers of students toward the acquisition of skill mastery and (b) can document the ability of teachers to integration of these skills at a high level into classroom instruction.

Skills will be updated each year based on a review of district performance data. Integration of these skills will be measured using Observation 360, an electronic walkthrough tool that provides



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real time data on teachers' instructional delivery and classroom practice and administrators ability to supervise this process. Training will be provided to observers to ensure inter-rater reliability in determining sustained integration of skills.

(2) National Board Certification - Each tenured teacher who successfully applies for and pursues certification through the National Board of Professional Teaching Standards will receive extra compensation, the same will apply to each counselor pursuing National Counselor certification and school principals who participate in recognized leadership training. In addition, there will be an adjustment to the salary schedule for any teacher or counselor who achieves National Board certification. Principals and administrators who successfully apply and pursue certification in school leadership from recognized leadership training programs such as: International School Leadership Certification offered by the Principals' Training Center for (PTC) or the Harvard Business School (HBS) Executive Education program and/or the NAESP and NASSP Leadership Academies.

3) Performance Based Evaluation: Participation in the PIONEER performance-based principal and teacher evaluation systems will provide an additional opportunity for in performance pay. This Kansas City Missouri School district's evaluation tool is linked to the new Missouri Teaching Standards approved by the Missouri Advisory Council of Certification for Educators (MACCE) in April 2009. The Missouri Teaching Standards are ten in number and measure including: Standard 1: Content Knowledge and Perspectives Aligned with Appropriate Instruction; Standard 2: Understanding and Encouraging Student Growth and Development; Standard 3: Encouraging Individual Student Learning, Growth and Development; Standard 4: Implementing the Curriculum; Standard 5: Teaching for Critical Thinking; Standard 6: Creating



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a Positive Classroom Environment for Learning; Standard 7: Utilizing Effective Communication; Standard 8: Use of Student Achievement Data to Analyze and Modify Instruction/Assessment; Standard 9: Reflective Practice; and Standard 10: Professional Collaboration.

The standards are divided into criteria, each of which is further subdivided into discrete Descriptors that identify the behaviors of teachers on a spectrum that ranges from Beginning through Developing and Proficient to Distinguished. It is expected that individual will perform at Proficient levels for some criteria and at Developing or Distinguished levels for others.

Criteria are not “weighted”, nor are they a checklist. Rather, Criteria are indicators; illustrative descriptions of behaviors and approaches typical to teachers performing at that specific level.

The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice in order to promote student learning. Thus these standards recognize that teachers continuously develop knowledge and skills over time.

Portfolios linked to the ten leadership standards, coupled with data from two required observations during the course of the school year, will be used to evaluate teacher effectiveness.

The ten leadership standards are aligned to Assessment against each standard is based on a 4-point rubric. Recently developed classroom walkthrough templates and observation tools will assess the level of teacher performance as well as provide teachers with meaningful ongoing feedback.



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Adequacy of Support for the Proposed Project

(1) How will the management plan achieve the objectives of the proposed project on time and within budget, and include clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks?

The fiscal responsibility for this project rests with the KCMSD Board of Education and the Superintendent of Schools. Central Office exists specifically to support the instructional work in the district and is being organized to effectively and efficiently support schools and classrooms using the Managed Instruction Model for school governance. When Dr. Covington was hired as Superintendent in July 2009, he signaled a new era for the KCMSD. His initial staffing changes included replacing the existing Central Office executive administration with the new team listed above. Central office positions and departments were eliminated, and the new leadership team was in place by early fall. district level administrators were charged to spend at least 75% of their time in the schools.

The central office personnel who will work directly with the operation and success of the PIONEER project include primarily the Superintendent's Executive Cabinet including: Chief of Staff, Jeff McDaniels, J.D.; Chief Operating Officer, Roosevelt Brown; Assistant Superintendent of Human Resources, Steve Harris, J.D.; Chief Financial Officer, Dr. Rebecca Lee-Gwin; Assistant Superintendent for Federal Programs/Chief Compliance Officer, Dr. MiUndrae Lyon; Executive Director of Assessment and Professional Development, Dr. Mary Esselman; Executive Director of Elementary Schools and Early Childhood Education, Dr. Anthony Moore; Executive Director of Student Support and Community Service, Luis Cordoba and Chief Legal Counsel, R. Chace Ramey, J.D., PhD. These individuals are among the most qualified



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individuals in the nation who have the qualifications to set up and oversee the operation of the project schools, but also to carry out the district's Transformational Model, which is the most comprehensive plan in the nation to turn around a school system.

Responsibility for the planning, development, and implementation of the PIONEER project is the shared responsibility of the Superintendent, his executive staff including building principals and key faculty. Christopher M. Lyon will serve as the PIONEER project overseer and will provide leadership and also share in responsibility for the PIONEER principal development program.

This position will be designed to provide coordination between central office staff and project Staff. Dr. Lyon, who reports directly to Dr. John Covington, will devote approximately 15% of his time to the PIONEER project oversight.

The project management structure provides for full-time salaried positions of Director of the Teacher Incentive Program (1.0 FTE funded by PIONEER) and a Administrative Assistant (1.0 FTE funded by PIONEER). In addition to these positions, Dr. Lyon has assigned district personnel responsibilities to assist with the overall planning, implementation, and success of the project. It is important to note that key contractual individuals who will not be full-time salaried individuals with the district will assume important responsibilities. These include the Evaluator and performance evaluation team members.

Following notification of funding by PIONEER, a Director for the Teacher Incentive Program will be identified and hired. Once hired, the director will devote 100% of his/her time to the PSD-60's PIONEER Project. Given the importance of this position, it will be placed at a director's level directly under Dr. Lyon. The newly hired Director of the Teacher Incentive Fund will be responsible for oversight and implementation of the PIONEER project including:



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carrying out project activities in coordination with building principals, site-based management teams and other district personnel; tracking expenditures of grant funds, site-based performance evaluation teams and other district personnel; coordinating the process of setting up the pay-for-performance plan and managing the process; coordinating evaluation activities with the project evaluator including assistance with the collection of all appropriate data; coordinating promotional activities designed to attract significant numbers of potential school leaders and teachers; conducting research about successful PIONEER activities and programs and making information available to schools, central office administrators, parents and the community; distributing information about activities conducted during the five-year grant period and interested persons in the community; serving as a liaison to all TIF planning; and providing leadership for teachers, building administrators, counselors and support personnel. This position will be advertised and posted according to district policies and procedures. The ad will be placed in national publications to attract the most qualified individual.

district procedures for hiring an individual include: submission of a completed application based on a specified deadline; securing confidential references; screening of applications by the personnel department to determine if minimal requirements are met; interviews by a district team of the most qualified applicants; and recommendation by the superintendent.

Dr. David Lerch will serve as the external evaluator. He will be hired to provide an objective evaluation of the PIONEER project. Grant funds will pay for the project evaluation costs and PCS-60 will make available clerical and research assistant support to the project evaluator.

Dr. Lerch will work closely with Dr. Lyon, the Project Overseer; the Director of the Teacher Incentive Fund Training and the participating project participants to make certain that both



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formative and summative data are collected as presented in the evaluation plan in this grant. A timeline specific for the evaluation will be used as a guide to administer the appropriate evaluation instruments and to make certain that both qualitative and quantitative data are collected. Dr. Lerch will prepare and provide reports at periodic intervals to ascertain whether programmatic goals and objectives are being accomplished. Some databases such as enrollment, achievement, and teacher qualification data at the school level are routinely maintained in the district's Management Information Services Department and will be available to Dr. Lerch. Data collection procedures will include administration and analysis of staff participation satisfaction surveys, review of training effectiveness, in-depth interviews with principals and staff, and on-site program observations. NISL experts will provide training to identified leaders in the research-based approach using effective leadership development as the focal point for teaching.



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TIMELINE FOR PROJECT ACTIVITIES

Activity	Date	Person Responsible
Steering Committee (SC) will be formed and begin monthly meetings	August 2010	Assistant Superintendent for Human Resources, Academic Coordinators
Work plan for coming year will be developed	September 2010	Assistant Superintendent for Human Resources, The Director of Teacher Incentive Fund Training/Academic Coordinators
Begin process of selecting 10 schools based on highest need and voluntary participation based on approval by 75% of teachers	September 2010	Assistant Superintendent for Human Resources, The Director of Teacher Incentive Fund
A menu of incentive program specifications will be ready for publication, publicity will be carried out	October 2010	Assistant Superintendent for Human Resources, Academic Coordinators, Steering Committee
Identification of evaluation teams for 10 participating schools with each school having a 4-member team made up of teachers, school and central office administrators.	February 2011	The Director of Teacher Incentive Fund Training, Steering Committee, Human Resources
Three Weeks - Summer 15-day TIF	June/July	Human Resources



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Activity	Date	Person Responsible
Workshops will be conducted for evaluation teams	2011 –2015	TIF school teams Incentive Program Evaluation Experts
A written plan for data collection and performance monitoring systems will be implemented; pre-project data will be collected	July 2011	Evaluation Consultant, The Director of Teacher Incentive Fund Training
Materials and technology will be purchased	Yearly	The Director of Teacher Incentive Fund Training Academic Coordinators
Incentive Pay Program In Place	July 2011 – then yearly	The Director of Teacher Incentive Fund Training Human Resources
A project website will be created	Fall 2011	Technology Consultant
Evaluation and data collection will continue; First Quarterly Report will be submitted to KCMSD Steering Committee and Dept. of Ed.	Ongoing	The Director of Teacher Incentive Fund Training Evaluation Consultant
Needs Assessment/Survey	Yearly	The Director of the Teacher Incentive Fund Training



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Activity	Date	Person Responsible
External evaluation and grant reporting will continue	Each Project Year	The Director of Teacher Incentive Fund Training, Evaluation Consultant, Steering Committee

Upon notification of a grant award from the School Leadership Development Program, the Business and Fiscal Affairs Office will establish a fund account for the Teacher Incentive Project. Dr. Rebecca Lee-Gwin, Chief Financial Officer, will be responsible for maintaining files for audit in cooperation with the Director for Teacher Incentive Fund. All transactions for purchase requests will be initiated through purchase orders and requisitions initiated by the project staff and building principals and approved by the Director of Teacher Incentive Fund and the Associate Superintendent. The Director of Teacher Incentive Fund and Dr. Rebecca Lee-Gwin will review requests to ensure that they are in compliance with the approved budget and the federal regulations. Dr. Rebecca Lee-Gwin will provide a monthly report to the Director of Teacher Incentive Fund delineating monthly transactions and providing a running total of encumbrances, expenditures, and remaining balances.

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

The Director of the Teacher Incentive Fund will be identified and hired within three month of KCMSD being notified of the grant. During the interim, Dr. Lyons will serve as the project director. He is currently the Acting Assistant Superintendent of Human Resources. His



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qualifications include leading the human resources function for a large, urban school district, including employee relations, labor relations, compensation, staffing and recruiting, benefits, leave administration and risk management. He has served as Labor & Employment Counsel. He has overseen significant labor & employment functions as it relates to wage disputes, as well as contracting and school law functions such as pay disputes; partnered with and managed outside counsel. He has litigated grievances and arbitrations; assigned trial teams from outside firms in state and federal court; managed and participated in mediations and other settlement activities; litigated administrative hearings before the KCMSD Board of Education, the State Board of Education, and the State Board of Mediation. He has served as Chief Legal Counsel for 5 months from October 1, 2009 to February 15, 2010, managing and directing all activities of the KCMSD Legal Services Department; served as senior legal counsel to KCMSD Board Members, the Superintendent, and senior members of the Administration.

The minimum qualifications of the person selected for the Director of the Teacher Incentive Program position will include: Master's degree with a doctorate preferred; administrative experience in education; Demonstrated educational leadership training; knowledge of the TIF training program; experience in successful management and planning, as well as development and administration of pay-for-performance programs; knowledge of a variety of innovative methods for identifying, recruiting, selecting, training and retaining school administrators and quality teachers; knowledge of Missouri human resource laws and standards; knowledge of student assessment instruments; experience with or demonstrated interest and commitment to the Teacher Incentive Fund pay reward concept; related educational administrative and teaching experience totaling a minimum of five years; demonstrated skills in collaborating with diverse



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program staff, parent groups, and community partners and leaders; in implementing incentive program plans as designed; and in modifying incentive program plans as needed; and demonstrated skills in human relations, leadership and management. All district divisions and departments will work to assure effective planning, implementation, and management of the PIONEER project.

Once hired, the Director will devote 100% of his/her time to KCMSD PIONEER Teacher Incentive Project. district procedures for hiring the new Director of the Teacher Incentive Program will include: securing confidential references; screening of applications by the Human Resources department to determine if minimal requirements are met; interviews by the Superintendent's executive leadership district team; and an interview and recommendation by the superintendent and approval by KCMSD Board.

The qualifications of the teachers serving as performance evaluators will exceed those normally required for teachers selected for traditional schools. KCMSD students will achieve success only if they are educated by first-class teachers with the commitment, skills and beliefs to help each child reach his or her full potential. In the transformation of the human resources division, the recruitment, hiring, and development of the most qualified personnel will be a priority with the committed means and ability to evaluate and remove ineffective staff.

Several elements of the Transformation Plan identify comprehensive models of staffing and professional training to increase the capacity of Certified Personnel Division (CPD) staff to identify teachers who have the greatest skills and/or potential to carry out performance evaluation in the ten participating schools. Attention will be given to identifying teachers for magnet sites who: are excited about the pay-for-performance concept; have demonstrated



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experiences in working collaboratively with other teachers in team situations and/or in cooperative arrangements; agree to have training in performance evaluation procedures; have demonstrated quality innovative teaching and effectiveness in the classroom.

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

All funds from federal, state and local sources currently available to the ten participating TIF schools will be provided at the same level or at an increased amount if made available in the future. All transactions for purchase requests will be initiated through purchase orders and requisitions initiated by the TIF schools building principals and approved by the Director of TIF Project and the Chief Financial Officer. The Director of TIF Project and the Executive Director will maintain all equipment purchased through the project in accordance with the Education Department General Administrative Regulations (EDGAR), Code of Federal Register 34, Subtitle, A, Section 80.32. Equipment will be appropriately marked to identify the funding source and date of purchase. The Director of the TIF Project will review requests to ensure that they are in compliance with the approved budget and the federal regulations. The Chief Financial Officer will provide a monthly report to the Director of TIF Project delineating monthly transactions and providing a running total of encumbrances, expenditures, and remaining balances. The Oversight Team and the Director of TIF Project will review budget reports on a monthly basis to make modifications as needed.



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

Professional educators in the ten schools that will be part of this application will be the primary vehicles for improving student performance through performance incentive pay. The management plan outlined for this PIONEER project has been designed so that the project's outcomes are based on the legislative and program objectives. The outcomes can be attained within the five-year grant period. Additionally, specific procedures are being implemented to provide quantifiable measurable results so that the project's progress can be compared to the intended outcomes over the five-year period of the grant. The priorities are consistent those set for the US Department of Education including performance based pay for: incentives that reward quality teaching and administrative leadership; incentives designed to help students to succeed in school; incentives that help educators create instructional programs and activities that enable students to achieve proficiency or advanced proficiency in school; incentives that encourage educators to conduct activities and interventions aimed at improving the academic achievement of students who are at greatest risk of not meeting challenging Missouri and Common Core academic standards or who are at the risk of not completing school; incentives that reward educators who participate in high-quality professional development to help them improve their skills as leaders and as educators as well as advance their careers; incentives designed to reward educators who implement academic and structural interventions in schools that have been identified for improvement, corrective action, or restructuring under the No Child Left Behind Act and Race to the Top guidelines; incentives that are based on pre- and post-intervention test data to assess the effect of the projects on the academic achievement of student participants



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relative to appropriate comparison or control groups; incentives designed to encourage teachers and administrators attain recognition as school leaders and/or high quality educators; and incentives designed to reward educators based on sound information from State data systems showing improved student achievement or other appropriate outcomes. Accordingly, district staff have set PIONEER Project objectives that are consistent with the Teacher Incentive Fund announcement that include: under **Priority 1** PIONEER offers methods of differentiated levels of compensation for effective teachers and principals; under **Priority 2** - that PIONEER has fiscal sustainability of the performance-based compensation system; under **Priority 3** - that PIONEER offers comprehensive approaches to the performance-based compensation system; under **Priority 4** that PIONEER uses a value-added measures of student achievement; under **Priority 5** PIONEER provides for 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; and under **Priority 6** – Kansas City Missouri School district is a new applicant to the teacher incentive fund. Additionally, the PIONEER project will provide educators with incentives to take on additional responsibilities and leadership roles.

KCMSD will implement the TIF Core Elements requirements as part of the PIONEER project which includes: 1) methods for effectively communicating to teachers, administrators, other school personnel, and the community at-large; 2) the ongoing involvement and support of participating teachers, principals, and other personnel and the involvement and support of the Kansas City Federation of Teachers; 3) the implementation of a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as



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classroom observations conducted at least four times during the school year. The evaluation process will include: (a) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and a coherent and integrated approach to strengthening the educator workforce; (b) provide for observations of each teacher or principal at least four times during the school year by evaluation teams made up of four individuals who will be provided specialized training; (c) incorporate the collection and evaluation of all forms of evidence; and (d) ensure the PIONEER offers a high degree of inter-rater reliability (agreement among two or more raters who score approximately the same); (4) The COGNOS data-management system that will link student achievement data to teacher and principal payroll and human resources systems; and 5) KCMSD TIF staff will ensure that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

Each applicant must demonstrate, in its application, that its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional development in section 9101(34) of the ESEA.

PIONEER will include a professional development component that is directly linked to the specific measures of teacher and principal effectiveness. The professional development component will be based on needs assessed at each participating high-need school and be targeted to individual teachers' and principals' needs as identified in the evaluation process; The PIONEER project will provide teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools



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and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement, as well as, teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to continue effective practices in the classroom or school and raise student achievement and who successfully assume additional responsibilities and leadership roles. PIONEER will also train teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement and offer a means for regularly assessing the effectiveness of the PIONEER professional development in improving teacher and leadership practice to increase student achievement and making modifications necessary to improve its effectiveness.

The budget presented in this application is adequate and reasonable and will be of great benefit in supplementing the district's TIF program objectives. Each participating school site will continue to receive district funds for operating its programs during each year of the project, with each site receiving a per-pupil allocation of funds. The funds include costs for books, supplies, library resources, and limited audiovisual and other equipment. While these funds will support to some degree the ongoing operational needs, they will not support all of the costs for initial implementation or for program expansion. Since additional students will be enrolled each year, additional costs are expected.

School district and other federal funds will be used to provide state-of-the-art technology and equipment that will make these programs attractive to students of diverse backgrounds. School district and other federal funds will also be used to provide supportive tutorial and enrichment services to ensure success for students attending these schools. While the cost of training



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depends on a number of factors such as the size of the school and the number of principal and teacher participants, the district will plan for professional development as an ongoing cost during the implementation and application period as well as after authorization.

Quality of Local Evaluation

(1) How does the evaluation plan include the use of strong and measurable performance objectives for raising student achievement, increasing the effectiveness of teachers, principals and other personnel in participating schools, and retaining and recruiting effective teachers, principals, and other personnel?

The evaluation plan includes appropriate methods for judging the success of the grant. The evaluation will include both formative and summative components for each of the five years to document progress toward achievement of the primary legislative objectives. The primary objectives are consistent with the specific objectives. Each is tailored to the goals of the Teacher Incentive Fund legislation and to the indicators (of success) outlined in the Objective Guide prepared for the U.S. Department of Education by the American Institutes for Research. All objectives and instruments for evaluation of this program are consistent with those outlined by the TIF regulations.

Qualitative data will be obtained through individual school evaluation teams' classroom observations, teacher interviews, meetings, and surveys of students, audits of enrollment and retention, and academic achievement testing to ensure that each teacher is achieving its performance goals. This information will be used to identify incentive pay for individuals and for schools. Also, these observations will serve to produce recommendations that will be useful in making needed changes.



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Survey instruments and consistent interview protocols will be developed prior to implementation. Surveys will include both scale items and open-ended questions. A schedule of periodic reviews of both the formative and summative data will be included in the evaluation plan and established for each site pending notification of grant award. The formative evaluation will assess the effectiveness of the recruitment phase, the placement phase, and the implementation phase of the Teacher Incentive Project. The formative evaluation will be conducted during all aspects of the project with the goal being to create feedback loops to staff and others for the purpose of improving all aspects of programming. Additionally, ongoing assessments will be conducted to determine whether the project is sound educationally and addresses teacher and student needs.

(2) How will the project produce evaluation data that are quantitative and qualitative?

Several evaluation methods will be used to be sure that have been proven to be objective and produce data that is quantitative. The evaluation will include interview methodology, whereby the TIP Project Director, building principals, performance evaluation team leaders and the participating teachers will be requested to delineate outreach, recruitment and placement activities and perceived outcomes based on the recruitment phase. Interviews will seek to determine the extent to which recruitment strategies are consistent with the primary objective of determining high quality teaching.

Formative data collection techniques will include site visitations to observe school and classroom implementation. Samples of faculty, staff, and students will be randomly selected and interviewed on site to determine if program implementation is proceeding effectively. Program faculty and staff will be surveyed to determine the extent to which the project is being



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implemented as proposed. It will be important to include items on the survey related to their support of the Teacher Incentive Project mission and goals, as well as their support of specific program policies. The Director off the Teacher Incentive Program will be interviewed and administered the surveys to determine from his/her perspective those factors associated with effective implementation.

An audit and analysis of the performance measurement criteria will be used to determine the scope and sequence of all areas measured and to ascertain if they are adequate to achieve the objectives of the project. They are designed to measure whether a large majority of students are making significant gains in achievement and that all students are exposed to quality instruction offered by the teacher being measured.

The formative evaluation will also use a myriad of strategies to obtain other qualitative and quantitative indicators of program progress to ensure that implementation is congruent with the Teacher Incentive Program's goals and to ensure that the four primary objectives are achieved. Data will also be collected from teachers and other educational staff, parents, and students directly involved in the project. Included in the evaluation schedule will be planned monthly meetings between the Director of the Teacher Incentive Fund and the Program Evaluator to review data and to revise the evaluation plan as needed to meet the demands for new data or information about the program. Information will be disseminated and discussed at periodic intervals with the school board, district administrators, the Director of the Teacher Incentive Fund, and building principals.

The summative aspect of the evaluation will focus on the collection of enrollment data at the end of each school year 2011-2015. The evaluation will measure attainment of the objectives to



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identify the highest performing teachers, principals and schools and on the compilation of academic achievement data during this same period. Evaluation instruments will measure whether the majority of students are making gains in achievement and if project teachers are the reason for individual student achievement.

Quantitative evaluation measures will contribute to program improvements by: defining characteristics of the population being served; facilitating decisions about the adequacy of program services for participants; providing information about the adequacy of the objectives, thereby facilitating modifications to reflect more realistic expectations, if necessary; generating recommendations that will be helpful in making needed changes for future programs, thereby resulting in improvements in programs which are in other settings; and providing information that will be useful in informing appropriate audiences about project outcomes.

As part of the move toward a standards based curriculum, multiple measures will be used to assess student performance. The assessment system will include a variety of components that include both formative (e.g. classroom-embedded and diagnostic assessments) to measure student learning and summative assessments (e.g. acuity) for accountability. Classroom assessments will be differentiated according to teacher performance. Multiple choices, constructed-response and performance tasks will be included. All assessments will be vertically and horizontally aligned to the curriculum ensuring a continuum of data to support student learning. Participating teachers and principals will also develop digital portfolios to demonstrate progress of their individual learning plan.

Seamless monitoring and evaluation requires an integrated data system. The data warehouse will integrate all online data resources into one location, providing district leadership and



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instructional staff with dashboards that house reports, status and trend data, and other learning resources to assist in adapting instruction to meet student needs. The district's new data dashboard (Cognos) will be used to evaluate the contribution of each department, program, and vendor toward increasing measurable academic student achievement. Each dashboard will show status and trend data from multiple indicators. Framework models will show data sets.

(3) How will the evaluation plan include adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project?

As part of the district's transitional process, a number of guidelines for schools and the district as a whole will be carried out during the implementation of data-informed decision-making.

KCMSD is finding that providing school-level data is an important support for school-level use of data to inform instruction. During the coming months, staff members designated to help teachers retrieve data from the data system, interpret data and make instructional decisions based on data will be made available. This service will be used as an emerging best practice that both encourages more use of data and lessens the likelihood of misinterpretation of data.

The district's curriculum-aligned benchmark assessments will increase the likelihood that school principals' and their faculties will make extensive use of a district's data system. The Missouri MAP assessments are administered once a year, and school review and reflection on the resulting data is also a once-a-year event. However, during the coming months, faculties will review interim, benchmark or end-of-course assessments. These data will be available on the district's Information Technology system either as reports generated by the district developed database assessment system. As part of the PIONEER project, teachers and principals will receive training in assessing their progress through the district's data-based system. Regular ongoing



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principal and teacher self assessment set up with UMKC course professors and used as regular ongoing feedback to each individual showing their working knowledge of the PIONEER model and their ability to use it in classroom teaching. An annual summary will be provided to the external evaluator and used as to determine group progress during each grant period.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Chart 1 High Needs School Ranking** Pages: **1** Uploaded File: **School ProfileChart1.pdf**

Kansas City Missouri School District
Project PIONEER - Schools Ranked for Participation

Chart 1

Secondary Schools	FRL	Rank	W=.35	Enrol	Rank	W=.20	Reading	Rank	W=.15	Math	Rank	W=.15	ELL	Rank	W=.15	Weight	Rank
East	85.6	6	2.10	900	3	0.60	24.5	6	0.90	11.2	5	0.75	238	6	0.90	5.25	1
Northeast	75.9	5	1.75	910	4	0.80	50.3	3	0.45	13.3	4	0.60	88	5	0.75	4.35	2
Southwest	73.1	4	1.40	1110	6	1.20	26.0	5	0.75	24.1	2	0.30	83	4	0.60	4.25	3
Central	71.5	3	1.05	810	2	0.40	29.7	4	0.60	5.4	6	0.90	2	1	0.15	3.10	4
Paseo	66.3	2	0.70	705	1	0.20	73.6	2	0.30	22.4	3	0.45	7	3	0.45	2.10	5
Lincoln Prep	51.8	1	0.35	1065	5	1.00	81.3	1	0.15	70.4	1	0.15	4	2	0.30	1.95	6
Elementary Schools	FRL	Rank	W=.35	Enrol	Rank	W=.20	Reading	Rank	W=.15	Math	Rank	W=.15	ELL	Rank	W=.15	Weight	Rank
King	92.6	22	7.70	490	21	4.20	9.5	23	3.45	15.8	18	2.70	2	6	0.90	18.95	1
Weeks	92.7	23	8.05	400	14	2.80	11.0	21	3.15	9.2	22	3.30	2	6	0.90	18.20	2
Trailwoods	93.0	24	8.40	416	18	3.60	21.4	10	1.50	32.1	6	0.90	217	23	3.45	17.85	3
JA Rogers	90.2	17	5.95	697	23	4.60	21.4	10	1.50	18.9	13	1.95	271	24	3.60	17.60	4
Pitcher	90.5	20	7.00	339	10	2.00	10.3	22	3.30	7.2	24	3.60	7	10	1.50	17.40	5
Faxon	91.6	21	7.35	246	2	0.40	7.4	24	3.60	8.7	23	3.45	5	9	1.35	16.15	6
Attucks	90.2	17	5.95	313	7	1.40	15.5	19	2.85	9.3	21	3.15	62	14	2.10	15.45	7
Carver	90.4	19	6.65	353	11	2.20	23.6	9	1.35	27.3	8	1.20	172	19	2.85	14.25	8
James	89.8	16	5.60	333	9	1.80	21.3	12	1.80	21.3	12	1.80	168	18	2.70	13.70	9
Wheatley	89.0	15	5.25	327	8	1.60	16.3	16	2.40	18.7	14	2.10	65	15	2.25	13.60	10
Whittier	88.7	13	4.55	305	5	1.00	16.3	16	2.40	16.8	16	2.40	183	20	3.00	13.35	11
Garfield	88.9	14	4.90	415	17	3.40	48.6	4	0.60	57.2	2	0.30	190	21	3.15	12.35	12
Gladstone	87.5	11	3.85	369	12	2.40	30.4	6	0.90	23.1	10	1.50	211	22	3.30	11.95	13
Melcher	88.2	12	4.20	294	4	0.80	15.7	18	2.70	17.9	15	2.25	2	6	0.90	10.85	14
Garcia	85.4	6	2.10	408	15	3.00	20.1	14	2.10	32.5	5	0.75	117	16	2.40	10.35	15
Paige	79.5	4	1.40	483	20	4.00	18.8	15	2.25	15.9	17	2.55	0	1	0.00	10.20	16
Banneker	82.4	5	1.75	375	13	2.60	21.1	13	1.95	14.5	20	3.00	1	3	0.45	9.75	17
Longfellow	86.6	10	3.50	174	1	0.20	28.4	7	1.05	23.0	11	1.65	119	17	2.55	8.95	18
Troost	85.6	7	2.45	292	3	0.60	14.8	20	3.00	14.8	19	2.85	0	1	0.00	8.90	19
Holliday	55.7	2	0.70	523	22	4.40	30.6	5	0.75	31.6	7	1.05	28	11	1.65	8.55	20
Foreign Language	67.3	3	1.05	809	24	4.80	48.8	3	0.45	50.9	3	0.45	40	12	1.80	8.55	21
Phillips	86.0	8	2.80	310	6	1.20	27.2	8	1.20	25.0	9	1.35	53	13	1.95	8.50	22
Hartman	86.2	9	3.15	447	19	3.80	52.3	2	0.30	57.8	1	0.15	1	3	0.45	7.85	23
Border Star Mnt.	32.6	1	0.35	408	15	3.00	54.7	1	0.15	40.6	4	0.60	1	3	0.45	4.55	24

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Union Support Letter** Pages: **1** Uploaded File: **KCAFTLetterofSupport.pdf**



KANSAS CITY FEDERATION
OF TEACHERS & SCHOOL
RELATED PERSONNEL
LOCAL 691, AFL-CIO

3901 Main Street, Suite 201
Kansas City, MO 64111
(816) 756-1818 • Fax: 756-0818
Email: kcft691@sbcglobal.net

July 6, 2010

Dr. John Wm. Covington:

After engaging in extensive conversations and analysis of the program with members of the local teachers union (American Federation of Teacher, Local 691) and participating with the district leadership throughout much of the planning process, I am pleased to provide support for the District's Teacher Incentive Program Grant Application.

This grant proposal maintains a focus on student achievement and the development of improved instructional practices and administrative supports, while rewarding teachers and principals that choose to participate in the incentive program. While I do not believe that pay-for-performance is the cure-all silver bullet for fixing the education system, this incentive program will provide for collaborative work between teachers and administrators and focus on making gains in student academic performance.

Throughout this process, the Union has engaged in in-depth conversations with teachers and administrators regarding the pros and cons of adopting a form of pay-for-performance incentive for the Kansas City, Missouri School District. As the Union president, I have been involved in these discussions and have served as a member of the planning team as the District has developed its Grant application. Several teachers and I traveled with members of the District leadership team to visit and examine another district where a pay-for-performance initiative was being utilized.

The Union looks forward to working with the District in developing and implementing a program that is fair to all teachers across the District, ensures that the focus remains on retaining quality teachers and providing them with a strong support structure, and most importantly, keeps focused on raising student achievement.

Respectfully,

Andrea Flinders
President, AFT Local 691

Project Narrative

Other Attachments

Attachment 1:

Title: **Resumes** Pages: **34** Uploaded File: **KCresume.pdf**

CHRISTOPHER M. LYON

PROFESSIONAL EXPERIENCE

KANSAS CITY, MISSOURI SCHOOL DISTRICT, Kansas City, MO, June 2009 to present

Acting Assistant Superintendent of Human Resources – Lead the Human Resources function for a large, urban school district, including Employee Relations, Labor Relations, Compensation, Staffing and Recruiting, Benefits, Leave Administration and Risk Management.

Staff Attorney – Served as Labor & Employment Counsel for large, urban school district.

- Provide advice to Board of Directors, Superintendent, Chief Legal Counsel and senior Administration officials.
- Oversee significant labor & employment function, as well as contracting, real estate, special education law, and school law functions; partner with and manage outside counsel.
- Litigate grievances and arbitrations; assist assigned trial teams from outside firms in state and federal court; manage and participate in mediations and other settlement activities; litigate administrative hearings before the KCMSD Board of Education, the State Board of Education, and the State Board of Mediation.
- Served as **Chief Legal Counsel** for 5 months from October 1, 2009 to February 15, 2010, managing and directing all activities of the KCMSD Legal Services Department; served as senior legal counsel to KCMSD Board Members, the Superintendent, and senior members of the Administration.

ZURICH FINANCIAL SERVICES/FARMERS INSURANCE

February 2007 to March 2009

Senior Human Resources Business Partner – Zurich Global Corporate in North America, New York, New York
Led on-site Legal and Human Resources functions for GCiNA while managing a small team of direct and matrix managed Human Resources assets ensuring delivery of Human Resources services in a shared services environment.

- Advised CEO and senior leadership team on Legal and Human Resources issues, including complex employee relations, investigations, strategic planning, coaching, succession planning and talent management
- Partnered with Corporate Legal and outside counsel in handling reductions, reorganizations, and a variety of managed exits for senior leaders; prepare separation agreements; manage discussions and execute on strategies

Human Resources Business Partner – Contact Centers, Farmers Insurance, Olathe, Kansas

Human Resources Director for 6,000 employees (over 5,000 call center and 1,000 non-call center); manage seven senior human resources and recruiting managers, and an extended team of 47; manage total budget of nearly 2 million dollars; develop & implement creative programs to establish Farmers as an employer of choice; engage leadership teams to drive business results; ensure compliance with law, policy and procedure in six states; provide training as needed. Created and led a “one stop shop” for unified and cost-effective Human Resources services delivery, as well as consistent Human Resources procedures, policies, auditing and controls for the contact centers business unit.

- Provide advice to Vice President level customers and above on Human Resources issues, including complex employee relations, investigations, strategic planning, coaching and succession planning.
- Advise senior management and assigned human resources staff on EEOC and Department of Labor investigations; write and/or approve position statements; provide advice on complex ADA, FMLA, FLSA and Military Leave issues

AOL, L.L.C. (TIMEWARNER), Ogden, Utah

Regional Senior Human Resources Manager

December 2005 to February 2007

Led strategic Human Resources function for an entire region within AOL’s worldwide call center network, including domestic call centers as well as a domestic and international partners; managed one senior manager, and contributed direction to the regional team; engaged regional leadership team and other aligned executives to establish strategic plans and executed against the plans; conducted aggressive talent management reviews and succession planning and supported Leadership Development Committee planning and activities; developed innovative programs to establish AOL as an employer of choice. Served as the designated “Standards of Business Conduct Advisor” for regional leadership.

Senior Human Resources Manager

February 2005 to December 2005

Managed a team of seven Human Resource professionals at the Ogden Call Center; oversaw delivery of all Human Resources services and activities including payroll, benefits, medical leaves (FMLA/STD/LTD), ADA accommodations, FLSA issues, community involvement, and other corporate programs, to a customer group of over 1,000 employees.

- Handled all employee relations issues and partnered with leadership to ensure appropriate action
- Conducted workplace investigations; provided advice and counsel on investigative issues
- Conducted training on Human Resources topics (harassment, time & attendance, employee relations)
- Provided advice on equal employment opportunity issues and reasonable accommodations
- Assisted AOL Legal and local legal counsel in various employment law matters

U.S. CHEMICAL SAFETY AND HAZARD INVESTIGATION BOARD, Washington, DC.

Attorney Advisor

December 2000 to February 2005

Served within the agency's Office of General Counsel handling all administrative litigation and employment litigation matters; partnered with agency managers and supervisors in handling all performance and conduct issues.

- Defended the agency in employment matters; managed outside counsel
- Defended the agency's investigative authority and powers with assigned US DOJ attorneys
- Handled all employee relations issues, provided employment counsel and advice to senior managers and presidential appointee-level Board members, including the Chairperson
- Researched and wrote policies for the organization on topics including published federal regulations, vacation, time and attendance, occupational safety and health, equal employment opportunity, whistleblower protections, "No FEAR" regulations, and the first-ever "New Employee Orientation Handbook"
- Drafted and published agency's *Federal Tort Claims Act* regulation, 69 Fed. Reg. 55512 (Sept. 15, 2004) (codified at 40 CFR Part 1620).

UNITED STATES AIR FORCE, Hanscom AFB, Massachusetts, and Pope AFB, North Carolina

Assistant Staff Judge Advocate

September 1996 to November 2000.

Defended the Air Force in employment litigation matters; counseled managers and commanders on disciplinary and performance based actions; handled organized labor issues, including collective bargaining, discipline and grievances.

EDUCATION

Loyola Law School; Los Angeles, California—**Juris Doctor**
Fordham University; Bronx, New York—**Bachelor of Arts**

ACADEMIC HONORS & AWARDS

Author: "*The Ninth Circuit's Approach to Personal Jurisdiction in Intellectual Property Cases: How Long is the Arm of California Courts in Reaching Foreign Defendants?*" 15 LOY. ENT. L.J. 665 (1995).

Note & Comment Editor, and previously Staff Writer, *Loyola of Los Angeles Entertainment Law Journal*.

"Top 10" Brief in Loyola's Scott Moot Court Competition.

Dean's List, 1993-1996.

Aggeler Inn, Phi Delta Phi (law honors society).

LICENSES & CERTIFICATIONS

Missouri Supreme Court
Supreme Court of Colorado
Court of Appeals for the Armed Forces
Air Force Court of Criminal Appeals
Senior Professional of Human Resources (SPHR)

H. MiUndrae Prince, PhD



EDUCATION

The University of South Carolina, Columbia, SC
Doctor of Philosophy, Educational Administration
December, 2001

Dissertation: "*Principal Induction: An Examination of the Compatibility between the Principal Induction Component of Education Accountability Act and the Perceived Induction Needs of Early Career Principals in South Carolina*"

The University of South Carolina, Columbia, SC
Educational Specialist, Educational Administration
May, 1998

The University of South Carolina, Columbia, SC
Master of Education, Educational Administration
May, 1994

South Carolina State University, Orangeburg, SC
Bachelor of Arts, Major: English Education; Minor: Spanish
May, 1987

EXPERIENCE

Kansas City, Missouri School District, Kansas City, MO **2009-Current**
Assistant Superintendent and Chief Compliance Officer for Federal Programs/Secondary Supervisor

Ultimately responsible for providing leadership through comprehensive planning for the facilitation, coordination, and accountability of all non-special education programs that includes the reviewing of all other federal grants written by school division employees to ensure alignment with the strategic plan and other accountability measures. Specific duties also include the following measures:

- Assume administrative responsibility for all federal program assigned to the Federal Programs Department
- Assist with the coordination and implementation of No Child Left Behind (NCLB) compliance mandates in and for the Title I schools as well as analyze and evaluate their effectiveness
- Monitor schools for adherence to the Title I guidelines and regulations
- Confer with school administration regarding the integration of Title I with other instructional programs and services
- Plan and assist with appropriate in-service activities regarding federal programs compliance
- Provide on-going consultation with Title I schools regarding: School Improvement Plans, Parental Involvement and Attestation
- Contribute to various collaborative meetings with other department/division leadership in support of the district mission
- Accomplish all goals and objectives as outlined in the Missouri School Improvement Plan (MSIP) where applicable to the specific area of duty

South Carolina Department of Education, Columbia, SC
State Coordinator for *High Schools That Work*

2005–2009

- Was responsible for the overall management and oversight of the *High Schools That Work* school reform initiative implementation at various high schools throughout the state of South Carolina
- Developed a Site Development/Implementation Plan designed to bring consistency among all sites with respect to *HSTW* Key Practice alignment over a given period of time
- Managed a budget that ranged from one to two million dollars per year with funds being used for provide professional development for teachers, professional libraries in schools and technical assistance preparation for sites having visits
- Scheduled technical assistance visits for sites with teams ranging from 10-12 members who observe classroom instruction, school data and practices, and site support. Schools are left with a report identifying *Promising Practices, Next Steps* and *Challenges*
- Conducted Data Analysis Workshops based on state *HSTW* assessment results internally and to the initiative membership

Richland County School District One, Columbia, SC
Principal, Columbia High School

1999–2005

- Provided leadership and management skills necessary to maximize the efforts of teachers and students in an environment that is conducive to their educational growth, enhancement and achievement
- Divided the school and faculty into small learning communities to better serve student body
- Incorporated modified block scheduling format to assist with diverse student needs
- Developed and implemented a school wide literacy plan to improve students' reading and writing performance
- Implemented a student improvement incentive program that encouraged and rewarded all students who improved their performance in classes
- Improved the school's state report card rating from *Below Average* to *Good* during my tenure as principal

Richland County School District One, Columbia, SC

1993–1998

Assistant Principal, Eau Claire High School and Lower Richland High School

- Assisted with overall school management and operation by performing various assigned duties to include but not limited to student activities program, discipline, instruction and supervision, and textbook program
- Developed and implemented a high school transition course for entering ninth grade students to assist them with high school
- Supervised student activities programs to include oversight of clubs and organizations, budget management, advisor-advisee programs, school assemblies and after school functions
- Assisted with instructional supervision to include classroom observation, supervision and support

Darlington County School District, Darlington, SC

1987–1993

Richland County School District One, Columbia, SC

English teacher, Mayo High School, Darlington, SC (1987-1989) and Lower Richland High School, Columbia, SC (1989-1993)

- Taught all levels of English to students in grades nine through twelve; served as department chairperson and sponsored a number of student clubs; also served as yearbook sponsor

South Carolina State University, Orangeburg, SC

2004-Current

Adjunct Professor of Educational Leadership

- Responsible for planning and teaching graduate level courses to students pursuing advanced degrees in educational administration. Have taught courses in *Supervision of Instruction*, *Advanced Supervision of Instruction*, *Leadership*, *Program Evaluation and Educational Planning*

PUBLICATIONS/PRESENTATIONS

- Prince, H. M. (2004). First Year Principal-and Mentor? *Principal Leadership*, 5(3), 26-29.
- *Cultural Diversity and Its Impact on Student Achievement*, Darlington County School District, January, 2009
- *Preparing Your Child for School and the Community*, St. Paul Baptist Church Parent Retreat, September, 2008
- *It's Not What You Say; It's What You Say: Using Effective Communication to Enhance Student Learning*, Richland One Middle College Retreat, July, 2008
- *It Takes A Village: Developing an Effective Advisor-Advisee Program*, South Carolina Career Counselors Association, February, 2008
- *Creating, Maintaining and Sustaining Positive Change in the Learning Environment*, South Carolina Department of Education's Summer Training Coaches' Academy, July, 2007
- *Realizing the Vision, Strategies for New High Schools That Work Sites*, 17th Annual SREB Staff Development Conference, Nashville, TN, July, 2003

PROFESSIONAL AFFILIATIONS

- National Council of Teachers of English
- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development; High School Reform Liaison for SC-ASCD
- Phi Delta Kappa Educational Honor Society
- Board of Directors for Carolina School for Inquiry

AWARDS AND HONORS

Served as a team leader for the South Carolina Department of Education's External Review Team

- Member of the first class for the C P & L Executive Leadership Institute at the Center for Creative Leadership in Greensboro, North Carolina
- Participated in the South Carolina Department of Education's School Leadership Executive Institute's *Tapping Executive Educators Program*
- Nominated as Teacher of the Year by the faculty of Lower Richland High School, 1992-93
- Nominated twice for inclusion in *Who's Who Among America's Teachers*
- Nominated by Area Superintendent as SCASA *Secondary Principal of the Year*, 2003
- Recipient of the Christine Webb Humanitarian Award sponsored by the Columbia High School Class of 2003
- South Carolina Department of Education's Office of Career Technology Education's *District 2020 Visionary Leadership Award*, 2004

Roosevelt Brown



EDUCATION

Keller Graduate School of Management, Chicago IL
Masters in Business Administration
June 2006
Concentration Project Management

DeVry Institute of Technology, Chicago IL
Bachelor of Science, Business Operations,
June 1993

EXPERIENCE

Jefferson County Public Schools, Golden Co.
Executive Director of Facilities Management

- Responsible for daily maintenance, custodial services, environmental and energy conservation of 162 schools which comprised of over 20 million square feet of facilities supervised over 750 employees including all trades custodians and consultants
- Manage 100 million dollar annual operating budget approved all expenditures relating to the management of operations for facilities management
- Supervise daily operations of an online maintenance management system (Maximo) managed over 30,000 work orders per year this includes emergency, routine and preventive maintenance work orders
- Participates in the Capital improvement Oversight Committee that oversees a \$400 million dollar capital improvement plan. This plan consists of the building of 8 new schools and hundreds of capital building projects

New Orleans Public Schools Alvarez & Marsal New Orleans, La
Director of Construction

- Developed all budgets needed for rehabilitation and demolition of schools; created complete budgets for the rebuilding of school including mold remediation, cost of demolition, determining construction cost and construction management fees
- Responsible for reconstruction and demolition of all schools damaged as a result of Hurricane Katrina; managed all aspects of construction and demolition from ascertaining extent of damage to determining whether to demolish or rehab school. This included specification creation, mold remediation and providing oversight to construction managers and contractors as the owner's representative
- Coordinated interaction of all Federal and State agencies; worked with FEMA and state government to ensure compliance with FEMA regulations to ensure maximum federal reimbursement
- Responsible for upgrading systems to ensure operational efficiencies. FEMA regulations offer reimbursement for replacement of "like kind." Because pre-Katrina New Orleans schools had not been upgraded in 50-70 years, my team successfully convinced FEMA officials that "like kind" would be insufficient to meet current standards and consequently received funding to upgrade to obtain optimum operational efficiency.

- Coordinated community meetings; organized and conducted meeting to inform the public as to the status of local schools, answer question regarding schools and respond to concerns regarding vacant schools.

Prince Georges County Public Schools, Upper Marlboro, Maryland

Chief Operating Officer

- Responsibilities included the supervision of the divisions of: safety and real estate; maintenance; plant operations; food and nutrition services; planning and architectural services; transportation and central garage services
- Developed annual budget of \$390 million based on needs analysis of the district; approved and monitored the expenditures of operating funds
- Supervised the daily operation of transportation which serviced 160,000 students with 1,400 buses; oversaw of maintenance of 213 district schools, administrative offices and grounds; provided supervision to the food and nutrition unit which serviced 110,000 students daily
- Provided management and supervision to department leaders that support 4,800 employees; served as contracting officer for all operational functions; responsible for the ongoing development and implementation of the district's \$1 billion capitol improvement plan
- Created and presented monthly and annual reports to the Chief Executive Officer; worked cross-functionally with other chief administrative officers to ensure operational compliance within the district

Saint Louis Public Schools, Saint Louis Mo

Deputy Chief Operating Officer

- Responsible for 124 schools which comprised 11 million square feet, 95 employees, hundreds of consultants and responsible for all aspects of maintenance and operational support services. In addition, provided regular inspection and evaluation of district facilities; prepared long and short range plans for the department of Operations
- Directed the selection of architects, engineers, project managers, contractors, and other professionals related to construction and renovation of facilities to ensure compliance with applicable codes, policies and regulations. In addition managed outsourced vendor contracts to ensure proper administration. Also was responsible for management functions of the Food Services Department, Warehousing and Transportation
- Responsible for oversight of \$100 million air conditioning bond project and devised a plan that increased from three completed schools in eighteen months to the completion of seventeen schools in fourteen months by converting from the design bid, build to the design build model. Resulting in a net reduction in cost of thirty percent annually
- Designed and implemented an in-house construction management department. My office was charged with devising a plan to save the district 10 million dollars over the next four years. Therefore, we hired new senior level construction managers and consolidated a contract with a construction management firm resulting in saving of millions per year. In addition, our plan called for the elimination of key management positions of stationary engineers, resulting in an additional \$3 million savings to the school district annually
- Managed Central Office space planning and departmental space utilization for 550 administrative employees and was responsible for devising a plan to consolidate four satellite district administrative offices and was responsible for relocating those employees to one central office location. In addition, my office was responsible for conducting necessary space planning and furniture purchase during that period. This plan resulting in an annual net savings of \$800,000 per year
- Participated with a team of administrators to devise a five year strategic plan for the district and was administrator to devise short-term and long-range strategies

School District Of Philadelphia, Philadelphia PA

Director of Career and Technical Education

- Supervised 65 employees; managed a 60 million dollar budget, 174 high school programs and provided fiscal oversight over four federal and state grants. Under my leadership we increased vocational education enrollment from 13,000 students to over 16,000 in three years and administered programs in preparation for post secondary studies in college/university, apprenticeship, and other professional certification programs
- Oversaw the design phase of new construction projects from of all Secondary Education projects and was responsible for the overhaul of all vocational education programs city wide
- Managed equipment and furniture procurement process of over \$5 million dollars per year and established district wide vocational repair policy with a \$500,000 budget
- Responsible for educational specification design for new school and coordinating community involvement in the needs of new facilities. Also lead charettes with lead architects to determine needs and layout of new facilities
- Devised a plan to develop career educational programs in alignment with postsecondary programs, as a result of the plan 53% of all high schools have articulation agreements with one or more programs with business partners. In addition, my office increased scholarship and work-based learning opportunities for students; created district wide policy for K-12 new school planning and development process.

AWARDS AND HONORS

- Vice Chairman of the Board, Monsanto Family YMCA, St. Louis, MO 2005 – 2006
- Above & Beyond Award, YMCA of Greater St. Louis, Urban Services Department, 2005
- National Association of Minority Architects, Philadelphia, PA 2003 – 2005
- School of the Future Development Board, Philadelphia, PA 2004 – 2005
- Senior Construction Advisor, Philadelphia Public Schools, Faith Based Taskforce 2002 - 2003
- Director of the Year Award, Philadelphia Public Schools, Office of Secondary Education, 2004

Steven E. Harris



EDUCATION

Harvard University, Cambridge, MA
Doctorate in Education through Urban Superintendents Program
Expected 2011

Harvard University, Cambridge, MA
Master's Degree, Education Policy and Management
June 2008

New York University, NY, NY
Master's Degree, Mathematics Education
August 1999

Boalt Hall School of Law, University of California at Berkeley, Berkeley, CA
Juris Doctorate
May 1992

William Jewell College, Liberty, MO
Bachelor of Science Degrees, Mathematics and Computer Science
May 1987

EXPERIENCE

Kansas City Missouri School District, Kansas City, MO **2009–Current**
Assistant Superintendent of Human Resources

- Responsible for all areas of human resources
- Responsible for the collective bargaining process and the administration of all negotiated contracts
- Develop and maintain policies and administrative regulations needed by the District
- Assist in the planning, implementation, and evaluation of the professional development program for teachers and administrators within the district
- Recruit candidates for classified and certificated management job openings for the purpose of filling vacant positions within the district
- Develop and implement procedures for salary administration and placement of new hires
- Coordinate communication and mediation processes for employee complaints, grievances, and concerns

Prince George's County Public Schools, Prince George's County, MD **2008–2009**
Executive Assistant to the Superintendent

- Worked closely with the superintendent on a variety of district instructional, managerial, and political issues
- Areas of emphasis included creating the district's weighted student formula, evaluating the parent liaison program, advising on school law issues, and serving on the leadership team of the Performance Management initiative
- Initiated and lead district task force that created the district's per pupil funding formula
- A member of the budgeting team, which created the 2009-2010 district budget amidst severe state and local budget cuts
- Analyzed district data to inform practice, drafted board policies, identified best teaching practices, and facilitate learning walks
- Drafted research papers on various topics for the superintendent

- Served on the advisory committee charged with setting benchmarks and goals for teachers' data dashboard

William Jewell College, Liberty, MO

Assistant Professor, Department of Education

2005–2007

- Taught courses for secondary education students including Math Methods, Secondary Methods, and Technology in the Classroom
- Taught general education courses including U.S. Pluralism and senior capstone courses entitled Capital Punishment, and the Philosophy of Immigration

Bailey Alternative High School, Springfield Public Schools, Springfield, MO

Math Teacher

2004-2005

- Bailey enrolls 90 at-risk students, and I taught algebra, algebra II, geometry, and business math. As the only math instructor at the school, was responsible for all of the math curriculum and instruction

Steven Harris, Attorney at Law, Springfield, MO

Solo Practitioner

2002–2004

- Developed a law practice concentrating in the areas of school, employment, immigration, and family law
- Represented parents and students in school law cases, employees who suffered from discrimination by their employers, and applied for visas for both immigrant and non-immigrant clients

Open House Ministries, Homestead, FL

Executive Director

2000–2002

- Developed and oversaw the ministry, whose mission is to transform the community of Homestead
- Managed five employees, oversaw 20 ministry partners, and directed over 200 volunteers
- Responsible for all hiring and human resource functions, fund-raising, budget, payroll, all financial functions, and all the other functions necessary to run a multi-million dollar non-profit
- Provided direct services, which included providing free food and clothing, children's programs, English Language Lessons, and provided immigration counseling and services to migrant workers

Rauschenbush Metro Ministries, New York, N Y

Immigration Director/ President

1997-2000

- Served as President of the Board of Directors and attorney for non-profit ministry serving the Hell's Kitchen area
- Provided free immigration and employment law assistance.
- Directed a food pantry that served 500 people each month. Also managed 20 volunteers

Hunter College High School , New York, N Y

Math Teacher

1998-1999

- Hunter College High School is one of two testing high schools for high achieving students in Manhattan
- Taught Algebra to 7th grade students and Geometry to 10th grade students
- Chaperoned four dances, and two field trips

Spencer Fane Britt & Browne, Kansas City, MO

Associate

1995-1997

- Practiced in the Labor and Employment section
- Areas of practice included labor and employment, immigration and education law

- Represented management in union organizing

Central Missouri State University, Warrensburg, MO

1994–1995

Director of Diversity

- Responsible for fostering a campus environment that appreciates the differences in individuals and is inclusive of contributions and ideas of all individuals regardless of race, gender, age, ability, religion or sexual orientation.

**Missouri Department of Elementary and
Secondary Education, Jefferson City, MO**

1993-1994

Assistant General Counsel

- Served as assistant general counsel to the Missouri State Board of Education and the Commissioner of Education
- Advised superintendents and principals on the law as it applies to their schools
- Served as legislative liaison for the department advising and assisting in the writing of educational legislation

LICENSES / CERTIFICATION

- Licensed to practice law in Missouri
- Certified to teach 9-12 mathematics in Missouri
- Eligible for administrators certification

Anthony L. Moore Ed.D.



EDUCATION

University of Wyoming, Laramie, Wyoming
Ed.D., Educational Leadership
May, 2005

Dissertation: "A case study of how an elementary school-aged student perceives and responds to character education"

University of Kansas, Lawrence, Kansas
M.S. Educational Administration and Policy
May, 1991

Thesis: "The effects of a character development program called character helps achieve more positive students (CHAMPS) at an urban elementary school"

MidAmerica Nazarene University, Olathe, Kansas
B.A. Elementary Education
A.A. Early Childhood Education
May, 1985

EXPERIENCE

Kansas City, Missouri School District, Kansas City, MO Executive Director for Elementary and Early Childhood Education	2008-Current
MidAmerica Nazarene University, Olathe, KS Professor/Assistant to the President for Diversity and Cultural Competency	2002-2008
Jackson Public Schools, Jackson, MI Principal	2000-2002
Mid-Michigan Academy, Edison Schools Lansing, MI Principal	1998-2000
MidAmerica Nazarene University, Olathe, KS Adjunct Professor	1994-1998
Kansas City, Kansas Public Schools, Kansas City, KS Principal/Teacher	1985-1998

PUBLICATIONS / PRESENTATIONS

- Moore, A. L., (2009) Good Things To Do, Expert Suggestions for Fostering Goodness in Kids: Ten Steps to Unity in Diversity. Book chapter. CSEE Publications; Portland
- Moore, A. L., Chambers-Moore, R. (2008), *Accommodation or Assimilation: The Changing Face of Christian Higher Education Making Christian Campuses Welcoming to Students of Color*; Conference on Culture, Christianity, and Diversity in America: Conversations on Diversity: Huntington University, Huntington, IN
- Moore, A. L. (2007) *Accommodation or Assimilation: The Changing Face of Nazarene Higher Education; Making Nazarene Campuses Welcoming to Minority Students*; Mission Strategy.Org Summer 2007. USA/Canada Mission Strategy, Church of the Nazarene, Kansas City, MO 6-14-07
- Moore, A. L. (2007) *Celebrating unity through diversity*; Mission Strategy.Org, Summer 2007 USA/Canada Mission Strategy, Church of the Nazarene, KC, MO
- Moore, A. L. (2007) *Honoring diversity through unity*; Johnson County Juvenile Detention Center, Volume III, 36. Olathe, KS
- Moore, A. L. (2005) Dissertation: "A case study of how an elementary school age student perceives and responds to character education"; University of Wyoming. ProQuest Ann Arbor, MI
- Moore, A. L. (2000). *Character helps achieve more positive students (CHAMPS)*
- *Character Development Program*, Kansas City, KS
- Moore, A. L. (2000) Columnist, *Ask the Local Principal*; Blazer Newspaper, 2000-2002. Jackson, MI

LICENSES / CERTIFICATION

- Superintendent License, State of Kansas, Kansas Board of Education, 3-21-2009
- District Office Administrator's License, Kansas Board of Education, 3-21-2009
- Certified Facilitator: *Family Dynamics Marriage Class*, Family Dynamics Institute, Franklin, TN 4-13-2007
- Parent Educator, WatchDOGS®, Nat'l Center for Fathering, O. P., Ks. 9-15-2006
- Board of Examiners, National Council for Accreditation of Teacher Education (NCATE) KSDE, Accreditation Site Visits, 7-26-2006
- Certified Trainer: READ and Rise Parent Workshop, Sponsored by the Kansas City Urban League and National Center for Fathering, Kansas City, MO, 5-9-2006
- Certified Trainer: READ to Kids, (*Reconnecting Education And Dads*) National Center for Fathering, Kansas City, MO, 1-19-2006
- Building Administrator License, PreK-12, Kansas Board of Education, 5-21-1991
- Teaching License K-12, State of Kansas, Kansas Board of Education, 5-21-1985

PROFESSIONAL AFFILIATIONS

- American Association for Colleges of Teacher Education (AACTE)

- Association of Supervision and Curriculum Development (ASCD)
- Blue Valley School District Human Relations Advisory Board, Overland Park, KS
- Character Education Partnership (CEP)
- Congressional Black Cabinet, United States Congressman Dennis Moore
- Kansas Association for Colleges of Teacher Education (KACTE)
- Kansas Association of Private Colleges of Teacher Education (KAPCOTE)
- NAACP Education Council, Kansas City and Johnson County Chapters
- National Alliance of Black School Educators (NABSE)
- Pi Lambda Theta International Honor Society and Professional Education Assn
- TLC (Temporary Lodging for Children & Families), Board of Directors, Olathe, KS

AWARDS AND HONORS

- *Dr. Martin Luther King, Jr. Living Legacy Award*, MidAmerica Nazarene University, Olathe, Kansas, 2010
- *Equity Partner of the Year*, Metro Organization for Racial and Economic Equity-
- MORE ² 2009 Annual Banquet, Sheraton Hotel, Overland Park, KS, 2009
- *Diversity Makes the Difference Community Award*, City of Olathe Human Relations Commission, Olathe, Kansas, 2007
- Pi Lambda Theta International Honor Society, 2006
- Who's Who Among America's Teachers, 2004
- The National Academic Dean's List, 2003
- Commendation for Distinguished Service by Representative Michael Murphy, State 69th District, Michigan State Legislature, Lansing, MI, 2001
- Commendation, Jackson Public Schools Board of Education, Jackson, MS, 2001
- Distinguished Educator Award, from the Kansas Dept. of Ed, Topeka, KS, 1998
- Alumnus Carrying the Torch Award, MNU, Olathe, KS, 1997

Denise Wiedemann



EDUCATION

University of Southern Ct, New Haven, Ct
Bachelor of Science, Elementary Education
June 1972

University of Southern Ct, New Haven, Ct
Master of Science, Elementary Education
June 1975

Ashland University, Ashland, Ohio
Master of Science, Education Administration
June 1999

EXPERIENCE

Kansas City, MO School District, Kansas City, MO

2009-Current

Chief Academic Officer

- Identify personnel roles/needs in each department and adjust staffing to maximize resources and improve customer service
- Provide assistance and support to school administrators to ensure that effective teaching and daily operations of schools leads to increased student achievement.
- Audit district curriculum, instructional practices, and assessment policies to determine alignment to Missouri, national and international standards
- Review existing partnerships with educational and community organizations and develop new ones to support and enhance district programs
- Employ data-based assessments of students, teachers, and school leadership to improve teaching, learning and school leadership, close the achievement gap, and improve instruction leading to full school district accreditation.
- Implement objectives and strategies from the MSIP and Council of Great City Schools reports to improve district functions relative to curriculum and instruction leading to increased student achievement.
- Ensure a results orientation focus through positive customer service, effective office operations and clear communication
- Conduct timely evaluations of principals, monitor progress of student achievement and provide on-going feedback

Clark County School District, Las Vegas, NV

2004-2009

Coordinator School Improvement

- Built district wide capacity for school improvement process and data analysis through the design, organization, and delivery of professional development for administrators and school improvement teams
- Served as principal author of *"The Facilitator's Guide to School Improvement"*, a comprehensive manual outlining the school improvement process
- Designed second generation school improvement rubric and collaborated with Dr. Stephen White, Leadership and Learning Institute, to train selected staff in scoring to advance previous district research on the correlation between effective school improvement planning and increased student achievement

- Designed and implemented professional development sessions for region data coordinators, pre-service administrators, and first year principals aligning proficiency data and long term trends in student performance with elements of instruction and curriculum implementation to increase the capacity of leadership throughout the district
- Designed, wrote and implemented a \$300,000 grant to implement a school improvement “turn-around plan” for Title 1 INOI schools focused on the creation of consistent audit protocols, a leadership mentoring program, as well as a symposium for Highly Qualified Teachers designed to increase teacher capacity in those schools
- Developed and implemented systems, protocols, professional development and ongoing support for seven Region and Division Data Coordinators, including the creation of short and long-range goals, activities, projects, and priorities for improving schools
- Created the School Profile for 350+ schools to disseminate longitudinal data and designed professional development in data analysis to drive data-driven decision making processes across the district

North Olmsted City Schools, North Olmsted, OH

1999-2004

Associate Principal

- Converted from a top-down management style to a collaborative team system to give leadership opportunities and voice to staff, increase communication, and improve the culture of the building
- Developed system to improve achievement test scores by utilizing longitudinal data of student performance on state tests, describing trends in district performance, demonstrating areas for targeted improvement, and designing appropriate staff development to facilitate improved performance
- Designed and implemented a master schedule to increase team integrity by 20% and reconfigured building assignments improve team identity
- Designed, wrote and implemented \$64,000 Ohio Access Grant over three years, to financially support vision for increasing student performance for at risk students, utilizing out of the box concepts to change the mindset of the building and turn around the school culture
- Designed and implemented professional development opportunities to focus on proficiency data, review long term trends in student performance, determine instructional strategies for at risk learners, and align curriculum and assessment with academic content standards
- Mentored Administrative Interns in issues of school administration

Dublin City Schools, Dublin, OH

1995 - 1999

Teacher

Region 16 School District, Prospect, CT

1972 - 1975

Teacher

PUBLICATIONS / PRESENTATIONS

- Member and Presenter Council of Great City Schools
- The Facilitator’s Guide to School Improvement
- Differentiated by Design, a School Improvement Symposium

LICENSES / CERTIFICATION

- Missouri Career Administrator (pending)
- Nevada Administrative License
- Nevada Teacher License

PROFESSIONAL AFFILIATIONS

- Collaborated with the Nevada Department of Education to revise state policy relative to NCLB
- Council for Accelerating Student Achievement (CASA) advancing best practices for K-16 program
- Association for Supervision and Curriculum Development

AWARDS AND HONORS

- American Educational Research Association (AERA) First Place Award
Differentiated by Design, a summer symposium for school improvement

Jeffrey McDaniels



EDUCATION

Birmingham School of Law; Birmingham, AL
Juris Doctorate

Auburn University at Montgomery; Montgomery, AL
Master of Science Degree in Public Administration

Alabama State University; Montgomery, AL
Bachelor of Science in Criminal Justice

EXPERIENCE

Kansas City, MO School District, Kansas City, MO
Chief of Staff

2009-Current

- Assists the Superintendent by ensuring the proper coordination of activities and priorities within the school district's major functional areas as assigned by the Superintendent
- Audits the district's functional areas to ensure that each support the mission and responsibilities to the public with the highest possible quality
- Develops, recommends, and implements solutions to district-wide issues, both internal and external, with the assistance of the Superintendent and executive level staff
- Ensures that executive level staff complies with policies, regulations, laws, and programs affecting school district operations
- Represents the Superintendent in an official capacity as required
- Coordinates the formulation of and administration of District policies processes, practices, procedures, and the development of short and long range goals and organizational objectives
- Acts as the primary resource to the Superintendent in fostering organizational change and providing leadership and accountability with the KCMSD relative to staff and union relations
- Coordinates the activities of senior level staff with regard to various initiatives regarding policy formulation and consistency with the KCMSD objectives and goals
- Acts as a substitute for the Superintendent at public functions when required
- Personally coordinates multiple project related activities of various departments or divisions as directed by the Superintendent
- Works cooperatively with other executive level staff and internal and external actors to pursue the educational and managerial goals of the KCMSD
- Confers with the Superintendent and other executive level staff to review achievements and discuss required changes in goals or objectives resulting from current status and conditions
- Contributes to the successful achievement of full school district accreditation
- Accomplishes all goals and objectives as outlined in the Missouri School Improvement Plan (MSIP) where applicable to the specific area of duty
- Other duties as assigned

Birmingham City Schools – Birmingham, AL
Executive Director of Human Resources

2007- 2009

- Developed and implemented several personnel policies limiting recurrent employee transfers and absenteeism that adversely impact student achievement
- Reduced on the job injury claims (i.e. workers compensation) from the previous year by 38 %

- Effectively revised the employee background check and substance abuse procedures in order to meet compliance requirements; two areas for which the district previously received citations from the Examiners of Public Accounts
- Led the district's efforts to address professional teacher certification issues; corrective action plan combined with strategic administrative action
- Coordinated a management training program that reduced wage and hour complaints and/or lawsuits

Birmingham Regional Chamber of Commerce, Birmingham, AL

2007-2007

Director of Public Policy/Registered Lobbyist

- Secured unparalleled bi-partisan support for moderate business tax legislation
- Enhanced the public perception and recognition of the business community through community outreach and improved grassroots organizing techniques
- Grew awareness within the urban community by 22% through the use of polling data and media image positioning

National Education Association (NEA), Washington, DC

2006-2007

Organizational Specialist

- Helped to rebuild the Clark County Education Support Professionals membership capacity; increased its membership by 18%
- Identified new leaders for regional/national training and leadership opportunities; succession planning

Alabama Education Association (AEA), Birmingham, AL

1998-2007

Uniserv Director

- Served as a Personnel Committee member; development of the first Employee Handbook for Birmingham City Schools
- Increased overall productivity of the organization by developing a leadership network among community groups that coordinate activities and builds city-wide consensus on public education issues and initiatives
- Successfully lobbied city government for a \$6.5 million package to support a financial recovery plan that included early retirement packages instead of employee terminations
- Strategically navigated through multiple public affairs and crisis management issues by providing ongoing counseling and image positioning for the organization in all targeted areas
- Thoroughly researched the Alabama Examiner of Public Accounts' authority to "charge back" more than \$1 million to approximately 900 AEA members; compiled a defense that was successfully presented by the Association's legal team
- Generated a 24% increase in membership by researching market segments and identifying opportunities for market share growth

Alabama State University, Montgomery, AL

1995-1998

Admissions Counselor

- Increased the number of enrollees within an assigned territory by skillfully building relationships with key decision makers, including school officials, parents, guidance counselors, alumnae, and community groups
- Directed numerous professional development trainings for admissions staff that focused on marketing and sales techniques and excellent customer service

- Chosen by the Vice President for Academic Affairs to serve as accreditation liaison; attended professional conferences related to the establishment of the School of Allied Health and coordinated campus visits for prospective instructors and professors

United States Army Reserve, Montgomery, AL
Specialist IV – Medical Assistant

1989-1995

- Provided direct care to non-critical patients within the Tuskegee Veteran Affairs Hospital and the Martin Army Hospital locations. Key tasks involved performing phlebotomy, recording patients' vital signs, assisting surgical physicians with instruments and reviewing and recording telemetry monitor results

Various Political Campaigns, AL
Campaign Manager / Campaign Coordinator

1990-2007

- Directed and organized daily operations for disparate campaigns, including State Senate, Governor, board of Education, and a National Coordinated Campaign. Managed voter registration initiatives, media relations, and fund raising activities

Rebecca Lee-Gwin, Ed.D.



EDUCATION

University of Alabama, Tuscaloosa, AL
Educational Doctorate Administration and Planning
1995

Dissertation: "Principals' Perceptions of Site-Based Decision-Making"

West Georgia College, Carrollton, GA
Educational Specialist Administration and Supervision
1987

Georgia State University, Atlanta, GA
Masters in Education, Secondary Social Studies
1977

Troy State University, Troy, AL
Bachelor of Science, Secondary Education
1972

EXPERIENCE

Kansas City, Missouri School District, Kansas City, MO **2009 to Current**
Chief Financial Officer

- Chief Financial Officer with responsibilities for budgeting, purchasing, payroll, and audit requirements for all fund sources
- Ensure that revenues are directed at keeping student achievement at the forefront of the planning process

Alabama State Department of Education, Montgomery, AL **2007-2009**
Financial Administrator

- Assistance to Alabama school systems in the areas of financial planning, budget preparation, human resource management and grant-writing

Troy University, Phenix City, AL **2006-2007**
Professor of Educational Leadership

- Professor graduate level courses in School Finance, School Law, and Instructional Leadership
- Adjunct Professor - Columbus State University, Columbus, GA

- Russell County Board of Education, Phenix City, AL** **2004-2006**
 Superintendent of Schools
- Instructional, supervisory, and financial responsibilities
 - 1st School System in Alabama to achieve Advance-Ed (SACS) District Accreditation
- Alabama State Department of Education, Montgomery, AL** **2001-2004**
 Financial Administration
- Assistance to Alabama school systems in the areas of finance, budgeting and human resource management
- Lanett City Board of Education, Lanett, AL** **1998-2001**
 Superintendent of Schools
- Instructional, supervisory, and financial responsibilities
 - Elimination of a \$1,000,000 deficit for the School District
 - Foreign Language (Spanish) for K-1
- Alabama State Department of Education, Montgomery, AL** **1996-1998**
 Financial Administrator
- Assistance to local school systems in financial management and compliance
 - Acting Chief Financial Officer for Macon County Board of Education
- Phelps & Associates, Dalton, GA** **1995-1996**
 Educational Consultant
- Occupational Job/Task Analysis and Grant Writing
- Bartow County School System, Cartersville, GA** **1985-1995**
Principal and Assistant Principal
- Instructional, supervisory, and financial responsibilities
- St. Tammany Parish School System, Slidell, LA** **1979-1985**
 Teacher of Social Studies
- DeKalb County School System, Decatur, GA** **1975-1979**
 Teacher of Social Studies
- Enterprise City School System, Enterprise, AL** **1972-1975**
 Teacher of Social Studies

PUBLICATIONS / PRESENTATIONS

Presenter – AL Association of School Boards AASB

- State Foundation Program (School Funding Formula)
- American Recovery and Reinvestment Act

Presenter – School Superintendents of AL SSA

- American Recovery and Reinvestment Act
- Local School Accounting
- Strategic Planning
- Principles relating to Fiscal Operations of School Management

Presenter – Council for Leaders in AL Schools CLAS

- Foundation Program Training for New Superintendents
- Local School Accounting

Presenter – AL Association of School Business Officials AASBO

- Local School Accounting
- Team Concept for Planning and Budgeting
- Principles relating to Fiscal Operations of School Management

Presenter – AL Association of School Personnel Administrators AASPA

- Personnel Placement
- Budgeting/Scheduling
- Strategic Planning

Presenter – Local School Boards in AL

- Foundation Program (State Funding Formula)
- American Recovery and Reinvestment Act
- Principles relating to Fiscal Operations of School Management

Presenter – Graduate Classes School of Educational Leadership

- The University of Alabama
 - Jacksonville State University
- Human Resource/Budgeting Process
State Foundation Program/ Local School Accounting

Dissertation: *"Principals' Perceptions of Site-Based Decision-Making"*

LICENSES / CERTIFICATION

- Alabama Teacher Certification, 1972
- Alabama Educational Administration, 1990
- Louisiana Teacher Certification, 1977
- Georgia Educational Administration, 1984
- DACUM Occupational Analysis Certification, The Ohio State University, 1995

PROFESSIONAL AFFILIATIONS

- American Association of School Administrators
- School Superintendents of Alabama State
- Council for Leaders in AL Schools
- Association of School Business Officials AL & MO
- Quality Assurance Team in AL, GA, VA, KY, FL, SC for Advance-Ed (SACS)
- The University of Alabama Alumni Association
- Phi Kappa Phi Honor Society
- Phi Delta Kappa
- Columbus/Phenix City United Way
- Greater Valley Chamber of Commerce – Board of Directors
- President-elect 2001-02
- Phenix City Chamber of Commerce – Board of Directors
- Rotary Club of West Point, GA
- Rotary Club of Phenix City, AL
- Kiwanis Club of Lanett, AL
- Bartow County, GA - Adult Literacy Program 1995
- Bartow County, GA - Chamber of Commerce 1990-1995
- Georgia Leadership Academy 1993-95

AWARDS AND HONORS

- State Superintendent of Education's Advisory Committee (AL) 1999-2001
- Governor's Commission on Quality Teaching (AL)
- Phi Kappa Phi Honor Society

Mary Elizabeth Esselman Ed.D.



EDUCATION

University of Louisville, Louisville, Kentucky

Doctor of Education with Honors, Educational Research and Evaluation May, 1991

Graduate Research Assistant: Evaluation of Professional Development Schools Initiative

Co Teaching Responsibilities: Introduction to Graduate Studies, Intro to Statistics, Survey Research

Dissertation: "Self Assessment: A Means Toward School Improvement One Ethnographic Account"

University of Kansas, Lawrence Kansas

Masters in Urban Education, *anticipated* June, 2010

Georgetown University

Bachelor of Science, Major: Biology Minor: English

Senior Laboratory Thesis: "Possible factors affecting female Mexican Bean Beetle, *Epilachna varivestis*, fecundity."

Additional Graduate Coursework: DePaul University (Sociology), George Mason University (Education) and University of the District of Columbia (Education), University of Missouri (Education)

EXPERIENCE

Kansas City, Missouri School District, Kansas City, Missouri

2009–Current

Executive Director, Professional Development and Assessment

- Assume responsibility for all areas of Professional Development, Assessment, Evaluation and Planning for the District
- Assume leadership in developing a standards-based, state-of-the-art professional development program focused on improving the instructional leadership and capacity of administrators and teachers.
- Develop valid and reliable data collection, feedback and reporting tools for use in monitoring and evaluating district, school, student, and teacher performance and the right sizing process
- Oversee the development of District and State reports
- Utilize formative and summative assessment data to measure student academic performance. Implement a value added growth model for assessing teacher and student performance
- Plan, prioritize and evaluate programs and professional development implementation to determine effectiveness in improving student performance.
- Serve as a member of the District's Senior Leadership Team
- Provide support, planning and evaluation of strategic planning and new program development
- Provide leadership to align curriculum, instruction, assessment and professional development.

Kansas City, Missouri School District, Kansas City, Missouri
Consultant

2008-Current

- Work with Superintendent to evaluate data to determine fidelity, compliance and progress in implementation of Accountability Turnaround Plan
- Worked with IT to develop MSIP Accountability Plan Portal site to support communication, electronic storage of evidence and monitoring of functions of the Turnaround.
- Regularly communicate progress and implementation status of plan to Superintendent, Board, Accountability Cabinet, District Staff and Stakeholders.
- Work with Research, Evaluation, and Assessment staff in the collection, analysis and reporting of data to inform district decision-making and planning initiatives.
- Member of Accountability Cabinet and Extended Cabinet
- Provide expertise and support to Core Data and other district initiatives
- Provide technical assistance and professional development to schools in areas of data analysis, instructional strategies, and the development of school-wide improvement plans

Kansas City, Missouri School District, Kansas City, Missouri
Director of Research, Evaluation and Assessment
Research Coordinator/Research Professional

1990-1996

- Supervised district-wide assessment, evaluation and research staff
- Member of Superintendent's Cabinet
- Supervised, collected, analyzed and reported program, student, teacher and parent data in support of district decision-making, planning and compliance in desegregation litigation
- Supervised collection, analysis and reporting of Core Data for the State of Missouri
- Completed annual Enrollment Projections, Dropout Report, and School Capacity, and Student Mobility analyses
- Provided leadership in District planning initiatives
- Provided professional development to schools
- Provided analysis and reports to court and served as expert witness in desegregation litigation

Wyandotte County School District, Kansas City, KS
High School Math Teacher

2006–2008

- Algebra/Geometry I, II, and III Teacher
- 2007 and 2008 District Coordinator for District-wide Algebra II Summer School Lab
- School Sponsor for District math relays/Sponsored first school-wide competition
- Developed series of model lessons incorporating cooperative learning , non-linguistic representations, and project-based learning for benchmark courses
- Provided professional development on instructional strategies to district high school math teachers at quarterly inservices
- Implemented Saturday intervention tutoring program for Tier II and Tier III students
- After School Program (ASP) Math Teacher for Long Term Suspension Students

Professional Development Conferences
Trainer

2007-2009

- BIST, Kansas City, KS
- Balanced Literacy, Kansas City, KS
- Differentiated Instruction, Las Vegas, NV
- NCTM, Kansas City, MO
- Critical Friends Training, Kansas City, KS
- Kagen Summer Institute: Session I Strategies for High School Math and Session II Critical Thinking Skills, Orlando, FL

Henley on Thames/Leeds, England

1999-2003

Personal Tutor

- During 5 years in England unable to work due to visa restriction. Tutored high school students for national exams

Sprint PCS, Kansas City, MO

1996-1998

Product Research Manager

- Responsible for management and assessment of new product concepts
- Moderated over 100 focus groups on new product development, and customer needs

Desegregation Monitoring Committee

1997-1998

Consultant

- Served as consultant and expert witness in analysis of data and the evaluation of the Kansas City Missouri Desegregation Program.

Center for Leadership in School Reform, Louisville, KY

1988-1989

Intern

- Worked with Dr. Phil Schlechty in developing a self-assessment system for schools involved in restructuring and tested the system as part of dissertation for doctoral degree.

Community Youth Creative Learning Experience, Cabrini Green Housing Project, Chicago, IL

1986-1987

Academic Coordinator

- Hired, Trained and Mentored 150 urban high school students as cross-age tutors
- Developed curriculum and managed after school and summer education program for over 500 high school and elementary students

Lorton Maximum Security Prison, Lorton VA

1984-1985

Teacher

- Member team hired to develop a model educational program in the areas of math and science.

Publications and Presentations

- Moore, W., & Esselman, M. (1992). Teacher efficacy, power, school climate and achievement: A desegregating district's experience. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- "The Amazing Race to the State Assessment": Curriculum developed from the principles of the Amazing Race reality television show to prepare math achievers for Kansas State Assessment. Student traveled through four countries, accepting challenges and collecting points in preparation for the State Assessment. February, 2008

- “TV Land” Series of math competitions based on TV game shows to increase student engagement and performance in high school math classes: Modified games included Family Feud, Hollywood Squares, Are You Smarter than a fifth grader, Jeopardy, 10,000 Pyramid, and Password October, 2008
- “Circuit Training” Math assessments used to reinforce benchmarks in high school math April, 2008
- Misc. Other Papers and Presentations on At-risk high school students based on the results of studies conducted in urban and rural high schools in Kentucky

Licenses / Certification

- Missouri Administrator (anticipated May, 2010)/Missouri Teacher License (pending)
- Kansas Provisional Teacher License
- Focus Group Moderation

Professional Affiliations

- National Staff Development Association
- Member of State of Missouri Sub-Committee on MSIP Cycle Five Performance Indicators.
- Participant in statewide consortium on student growth and classroom walkthroughs
- Association for Supervision and Curriculum Development

Awards and Honors

- Dean’s Citation, University of Louisville, 1991
- Administrator’s Award, Lorton Maximum Security Prison, 1985
- William H. Coakley Medal for leadership and achievement, Georgetown University, 1984
- Fellowship, Science Foundation University of Kansas, 2007

Resume

David K. Lerch



1. EARNED DEGREES

<i>Degree</i>	<i>Institution</i>	<i>Date</i>	<i>Field of Specialty</i>
B.S.	University of Richmond	1963	Management
M.Ed.	University of Virginia	1967	Educational Administration
Adv. Grad. Certificate	University of Virginia	1970	Educational Administration
Ed.D.	Virginia Tech University	1994	Educational Administration

2. ACADEMIC AND PROFESSIONAL HISTORY

<i>Institution</i>	<i>Location</i>	<i>Position Rank</i>	<i>Date</i>
Huguenot High School	Richmond, VA	Mathematics Teacher	1963-65
Cardwell Elementary School	Goochland, VA	Elementary Principal	1965-67
George C. Marshall High School	Fairfax, VA	Intern Assistant Principal	1967-68
Woodbrook Elementary School	Charlottesville, VA	Elementary Principal	1968-70
U.S. Office of Education	Philadelphia, PA	Education Specialist	1970-75
U.S. Department of Education	Washington, DC	Chief, Special Projects	1976-82
U.S. Department of Education	Washington, DC	Chief, Impact Aid	1982-83
Wright State University	Dayton, OH	External Resource Officer	1989-94
Dr. David K. Lerch, Ed. Consulting, Inc.	Savannah, GA	Consultant	1983-2009

3. SPECIAL ASSIGNMENTS

U.S. Office of Education	Washington, D.C.	Desegregation Plan Writer Assigned to J. Stanley Pottinger, Director, Office of Civil Rights, Department of Health, Education and Welfare	1971-72
U.S. Office of Education	Washington, D.C.	Grants Auditor - Assigned to Office of Grants Management, U.S. Office of Education	1973-74
U.S. Office of Education		Grants Monitor - Assigned to Governor of the U.S. Virgin Islands as Special Assistant to Terrel Bell, U.S. Commissioner of Education	1975-76
U.S. Office of Education	Washington, D.C.	Auditor for U.S. Inspector General, U.S. Office of Education	1976-77
U.S. Department of Education	Washington, D.C.	Management Executive Trainer Faculty Member - Horace Mann Center U.S. Department of Education	1978-80
U. S. District Court for Middle District LA	Baton Rouge, LA	Court Appointed Magnet Program Evaluator for East Baton Rouge Parish, LA (Davis & United States v. East Baton Rouge Parish Board of Education)	2004-07
U. S. District Court for Eastern District of LA	New Orleans, LA	Magnet School Expert Witness (Dandridge v. Jefferson Parish School Board)	2008-09

4. LONG TERM CONSULTANT CONTRACTS (one year or longer)

<i>Institution</i>	<i>Location</i>	<i>Services</i>	<i>Date</i>
Savannah Public Schools	Savannah, GA	Set up 12 Magnet Schools	1987-89
Dayton City Schools	Dayton, OH	Set up 27 Magnet Schools	1989-90
Ohio Joint Vocational School Superintendents Association	Columbus, OH	Consultant for Development of Magnet Schools	1990-91
Savannah Public Schools	Savannah, GA	Magnet Program Evaluation	1993-95
Ware County Schools	Waycross, GA	Magnet Program Evaluation	1993-95
Sacramento Public Schools	Sacramento, CA	Magnet Program Evaluation	1995-98
East Baton Rouge Parish Public Schools	Baton Rouge, LA	Desegregation Expert for Development of Court-ordered Desegregation Plan	1997-98
Dayton City Public Schools	Dayton, OH	Magnet Program Evaluation	1993-99
St. John's Parish Public Schools	Reserve, LA	Consultant for Establishment of Magnet Schools and Magnet Program Evaluation	1995-00
Oklahoma City Public Schools	Oklahoma City, OK	Consultant for Establishment of Magnet Schools and Magnet Program Evaluation	1998-00

<i>Institution</i>	<i>Location</i>	<i>Services</i>	<i>Date</i>
St. Louis Public Schools	St. Louis, MO	Consultant for Establishment of Magnet Schools and Magnet Program Evaluation	1998-00
Monroe City Schools	Monroe, LA	Consultant for Establishment of Magnet Schools and Magnet Evaluation	1994-02
School District of Palm Beach County	Palm Beach, FL	Magnet Program Evaluation	1999-02
Midland Independent School District	Midland, TX	Magnet Program Evaluation	2001-02
School District of Palm Beach County	Palm Beach, FL	Charter School Audit	2002-03
Clark County School District	Midland, TX	Magnet Program Evaluation	2000-04
Ector County Independent School District	Odessa, TX	Magnet Program Evaluation	2000-04
Rapides Parish Public Schools	Alexandria, LA	Court-ordered Desegregation Plan	1999-04t
Rapides Parish Public Schools	Alexandria, LA	Desegregation Expert for Development of Magnet Programs	2001-04
St. James Parish Public Schools	Lutcher, LA	Magnet Program Evaluation	2004-07
Clark County School District	Las Vegas, NV	Magnet Program Evaluation	2000-07
Rapides Parish Public Schools	Baton Rouge, LA	Magnet Program Evaluation	2001-07
Pueblo City Schools #60	Pueblo, CO	Magnet Program Evaluation	2007-09
Pueblo City Schools #60	Pueblo, CO	School Leadership Program Evaluation	2008-09

5. SHORT TERM CONSULTANT CONTRACTS

<i>District</i>	<i>Location</i>	<i>Year(s) of Service</i>
Albany Public Schools	Albany, NY	1983, 1984
VA State Department of Education	Richmond, VA	1984
Chula Vista Public Schools	Chula Vista, CA	1985
Community School District #30	New York, NY	1985
Oakland USD	Oakland, CA	1985
Pittsburgh Public Schools	Pittsburgh, PA	1985
Prince George County	Laurel, MD	1985
Queens College	Brooklyn, NY	1985
National USD	San Diego, CA	1985, 1987
Plain Public Schools	Plain City, OH	1985, 1987
Bibb County Public Schools	Macon, GA	1985, 1987
Community School District #18	New York, NY	1985, 1987
Point Coupee Public Schools	Point Coupee, LA	1985, 1987
Poughkeepsie Public Schools	Poughkeepsie, NY	1985, 1987, 1989
Virginia Beach Public Schools	Virginia Beach, VA	1986
Alexandria City Public Schools	Alexandria, VA	1987
Cambridge Public Schools	Cambridge, MA	1987
Detroit Public Schools	Detroit, MI	1987
Euclid Public Schools	Euclid, OH	1987
Evanston Public Schools	Evanston, IL	1987
Glendale Public Schools	Phoenix, AZ	1987
Greensboro City Schools	Greensboro, NC	1987
Kansas City Public Schools	Kansas City, MO	1987
Richmond USD	Richmond, CA	1987
University Of Delaware	Newark, DE	1987
Yonkers Public Schools	Yonkers, NY	1987
Community School District #19	New York, NY	1987, 1989
Community School District #2	New York, NY	1987, 1989
Jefferson Co. Public Schools	Louisville, KY	1987, 1989
NYC Central Board	Brooklyn, NY	1987, 1989
San Jose USD	San Jose, CA	1987, 1989
Kankakee Public Schools	Kankakee, IL	1987, 1989, 1991
Milwaukee Public Schools	Milwaukee, WI	1987, 1989, 1991, 1993
Anchorage Public Schools	Anchorage, AK	1989
Community School District #20	New York, NY	1989
Community School District #28	New York, NY	1989
New Haven Public Schools	New Haven, CT	1989
Vicksburg Public Schools	Vicksburg, MS	1989
Winston-Salem Public Schools	Winston-Salem, NC	1989
Red Clay Public Schools	Wilmington, DE	1989
Porchester - Rye School District	Porchester, NY	1989, 1991
Waukegan Public Schools	Waukegan, IL	1989, 1991
Ft. Wayne Public Schools	Ft. Wayne, IN	1989, 1991, 1993, 1993-1995
DeKalb County Public Schools	Atlanta, GA	1991
Green County Public Schools	Fairborn, OH	1991
Hillsborough Public Schools	Tampa, FL	1991, 1992

<i>District</i>	<i>Location</i>	<i>Year(s) of Service</i>
District of Columbia Schools	Washington, DC	1993
Newport News Public Schools	Newport News, VA	1993
Portsmouth Public Schools	Portsmouth, VA	1993
Clark County Public Schools	Jeffersonville, IN	1993, 1994
Laurel Public Schools	Laurel, MS	1993, 1994
Lima Public Schools	Lima, OH	1993, 1994
Akron Public Schools	Akron, OH	1993-1995
Ware County Public Schools	Waycross, GA	1993-1995
Connecticut State Department of Ed	Hartford, CT	1994-1995
Goldsboro Public Schools	Goldsboro, NC	1994-1995
New Britain School District	New Britain, CT	1994-1995
Topeka Public Schools	Topeka, KS	1994-1995
Cincinnati Public Schools	Cincinnati, OH	1994-1995
Trotwood/Madison School District	Trotwood, OH	1994-1995
Edgecombe County Public Schools	Tarboro, NC	1995
Marion County	Ocala, FL	1995
Wichita Public Schools	Wichita, KS	1995
Victoria Public Schools	Victoria, TX	1993, 1995, 1997, 2001
Duval Public Schools	Jacksonville, FL	1989, 1991, 1993, 1995, 1997
Savannah Public Schools	Savannah, GA	1987, 1989, 1991, 1993, 1995, 1997, 1998
Brevard County Public Schools	Orlando, FL	1993-1995, 1997
East Baton Rouge Parish Schools	Baton Rouge, LA	1997
Houston Independent School District	Houston, TX	1997
Sacramento Unified School District	Sacramento, CA	1995, 1996, 1997, 1998, 1999
Schenectady Public Schools	Schenectady, NY	1987, 1989, 1991, 1993, 1995, 1997, 1998, 1999
Dayton Public Schools	Dayton, OH	1989, 1991, 1993, 1995, 1997, 1998, 1999, 2000
Monroe City Public Schools	Monroe, LA	1994, 1995, 1996, 1997, 1998, 1999, 2000
Oklahoma City Public Schools	Oklahoma City, OK	1997, 1998, 1999, 2000
St. Louis Public Schools	St. Louis, MO	1997, 1998, 1999, 2000
School District of Palm Beach County	Palm Beach, FL	1999 - 2004
Gilford County Public Schools	Greensboro, NC	2000
Montgomery County Public Schools	Silver Spring, MD	2000
Phoenix Elementary School District #1	Phoenix, AZ	2004
Midland Independent School District	Midland, TX	2000 - 2004
Clark County Public Schools	Las Vegas, NV	2000 - 2007
St. James Parish School District	Lutcher, LA	2004 - 2007
Buffalo City Schools	Buffalo, NY	1985, 1987, 2007
St. John the Baptist Parish	La Place, LA	1993-1999, 2007
Corpus Christi ISD	Corpus Christi, TX	2007
Longview ISD	Longview, TX	2007
Rapides Parish School District	Alexandria, LA	1999, 2000, 2001-2008
Pueblo City School District 60	Pueblo, CO	2007-2009
Jefferson Parish School District	Marrero, LA	2007-2009
Ector Independent School District	Odessa, TX	1997, 1998, 2000, 2001 - 2004, 2007-2009
Tangipahoa Parish School District	Amite, LA	2008-2009

6. PROFESSIONAL CERTIFICATES AND LICENSES

<i>Title</i>	<i>Granting Organization</i>	<i>Date</i>
Secondary School Teacher (Math)	Virginia State Department of Education	1963
Elementary School Principal	Virginia State Department of Education	1965
Superintendent of Schools (Life)	Virginia State Department of Education	1967
Superintendent of Schools (Life)	New York State Department of Education	1967
Supervisory Training Certificate	U.S. Department of Education	1976
Management Training Certificate	U.S. Department of Education	1983
Leadership Certificate	Georgia State Department of Education	1987

7. TEACHING AREAS

<i>Title</i>	<i>Location</i>	<i>Courses Taught</i>	<i>Date</i>
Seattle University	Seattle, WA	Grantsmanship (Grad.)	1974
Horace Mann Center	U.S. Department of Education	Supervision, Management	1976-80
Wright State University	Dayton, OH	Grantsmanship Workshops	1991-92
Wright State University	Dayton, OH	Technology in the Classroom	1994-95

8. PRESENTATIONS

<i>Conference</i>	<i>Location</i>	<i>Topic</i>	<i>Date</i>
Emergency School Aid Act	Canton, OH	Federal Laws and Regulations	1981
New York State Title I	Grossingers, NY	Chapter II and Federal Funding	1982

<i>Conference</i>	<i>Location</i>	<i>Topic</i>	<i>Date</i>
Community Action	White Plains, NY	Magnet Schools and Education	1984
Magnet Schools Assistance	Dallas, TX	Writing Magnet School Grants	1985
National School Boards Association	Washington, DC	Developing Magnet Schools	1986
New York Principals Association.	Newburg, NY	Benefits of Magnet Schools	1987
Magnet Schools Assistance	Nashville, TN	Writing Magnet School Grants	1987
Buckeye Superintendents Association.	Columbus, OH	Magnet School Grants	1989
Magnet Schools Assistance	Seattle, WA	Writing Magnet School Grants	1989
Magnet Schools Assistance	Nashville, TN	Writing Magnet School Grants	1991
Magnet Schools Assistance	Miami, FL	Writing Magnet School Grants	1993
Qualifying for Magnet Funds	Washington, DC	Magnet School Eligibility	1994
Magnet Schools Assistance	San Francisco, CA	Writing Magnet School Grants	1994
Magnet Education	Palm Beach, FL	Developing a Magnet School	1995
Magnet Education	San Francisco, CA	Operating a Successful Magnet School	1995
Principalship Training	Jacksonville, FL	Principal's Role in Operating a Successful School	1996
Qualifying for Magnet School Funds	Las Vegas, NV	Magnet School Eligibility	1997
Magnet Schools Assistance	New Orleans, LA	Writing Magnet School Grants	1997
Magnet Schools Assistance	Schenectady, NY	Operating Magnet Schools	1998
Magnet Schools Assistance	Savannah, GA	Writing Magnet School Grants	2000
Magnet Schools Assistance	Las Vegas, NV	Writing Magnet School Grants	2003
Magnet Schools Assistance	Memphis, TN	Writing Federal Magnet Program Grants	2006

9. PROFESSIONAL AND COMMUNITY SERVICE

<i>Institution</i>	<i>Location</i>	<i>Position Rank</i>	<i>Date</i>
National Association of Magnet School Development	Alexandria, VA	Board of Directors	1983-2000
Magnet School Coalition	Washington, DC	Board of Directors	1993-1995
Court Appointed Special Advocacy Association (CASA)	Savannah, GA	Board of Directors	1997-2000
Magnet Schools of America	Washington, DC	Board of Directors	1999-2003
Savannah/Chatham Public Schools	Savannah, GA	Member, Savannah/Chatham County Board of Education	2001-2004
Savannah/Chatham Public Schools	Savannah, GA	Vice-President, Savannah/Chatham County Board of Education	2004-2005
Clark County Superintendent's Advisory Committee	Las Vegas, NV	Board Member	2006-2008
Coastal Empire Montessori Community Organization	Savannah, GA	Charter School Board President	2006-2009

10. PUBLICATIONS

Securing Montessori magnet school funding. In David Kahn, **Implementing Montessori Education** (pp. 313-316) North American Montessori Teachers' Association.

Magnets' new attraction. **The Public School Montessorian.** (p. 17) Volume 9, No. 1. Fall 1996.

When are we going to say something good about public education. **Record in Educational Leadership.** Leadership Services International, Inc. Volume 15, No. 1. Fall/Winter 1995.

To modify teacher education programs: or, how to swing an elephant by its tail. **National Association of Magnet School Development.** (pp. C-17-20) Washington, D.C., November 1995.

Big money and school desegregation - The road to magnet schools. **National Association of Magnet School Development.** (pp. 49-51) Washington, D.C., March 1994.

An approach to developing an effective magnet school curriculum. **Workshop Series.** San Francisco. 1994.

11. GRANTS

U.S. Department of Education (2008) *School Leadership Program* (\$3,519,286) Colorado, Pueblo School District (John Covington)

U.S. Department of Education (2008) *Teaching American History* (\$1,709,102) Colorado, Pueblo School District (Kathy West)

U.S. Department of Education (2007) *Magnet Schools Assistance Program* (\$7,169,142) Colorado, Pueblo School District (Kathy West)

Georgia State Department of Education (2007) *Charter School Implementation Grant* (\$400,000) Georgia, Savannah/Chatham Public Schools (John Lockamy)

U.S. Department of Education (2004) *Magnet Schools Assistance Program* (\$5,689,162) Louisiana, Rapides Parish School District (Ron Akins)

GRANTS (continued)

U.S. Department of Education (2004) *Magnet Schools Assistance Program* (\$5,540,665) Nevada, Clark County Public Schools (Nichole Rourke)

U.S. Department of Education (2004) *Magnet Schools Assistance Program* (\$2,222,401) Louisiana, St. James Parish Public Schools (Mary Edwards)

U.S. Department of Education (2004) *Magnet Schools Assistance Program* (\$7,841,578) Texas, Victoria Independent Public Schools (Marty Pedersen)

U.S. Department of Education (2001) *Magnet Schools Assistance Program* (\$5,660,572) Louisiana, Rapides Parish School District (Ron Akins)

U.S. Department of Education (2001) *Magnet Schools Assistance Program* (\$6,907,920) Nevada, Clark County Public Schools (Glenn Cooper)

U.S. Department of Education (2001) *Magnet Schools Assistance Program* (\$5,928,828) North Carolina, Guilford County Public Schools (Terry Grier)

U.S. Department of Education (2001) *Magnet Schools Assistance Program* (\$5,874,407) Texas, Victoria Independent School District (Marty Pedersen)

U.S. Department of Education (2001) *Magnet Schools Assistance Program* (\$2,948,437) Texas, Midland Independent School District (Dorsey Rushing)

U.S. Department of Education (2000) *Magnet Schools Assistance Program* (\$8,188,568) Texas, Ector County Independent School District (Hector Mendez)

U.S. Department of Education (1998) *Magnet Schools Assistance Program* (\$2,705,313) Missouri, St. Louis Public Schools (Eugene Uram)

U.S. Department of Education (1998) *Magnet Schools Assistance Program* (\$2,652,448) Oklahoma, Oklahoma City Public School District (Leroy Walser)

U.S. Department of Education (1998) *Magnet Schools Assistance Program* (\$2,574,373) Ohio, Dayton Public Schools (Jo Helen Williams)

U.S. Department of Education (1998) *Magnet Schools Assistance Program* (\$502,308) Louisiana, St. John's Parish School District (Wilbert Omond)

U.S. Department of Education (1998) *Magnet Schools Assistance Program* (\$1,339,136) Louisiana, Monroe City School District (George Cannon)

U.S. Department of Education (1998) *Magnet Schools Assistance Program* (\$2,242,389) Texas, Victoria Independent School District (Marty Pedersen)

U.S. Department of Education (1995) *Magnet Schools Assistance Program* (\$934,240) Louisiana, St. John's Parish School District (Wilbert Omond)

U.S. Department of Education (1995) *Magnet Schools Assistance Program* (\$3,080,491) North Carolina, Edgecombe County Public Schools (Doris Dunn)

U.S. Department of Education (1995) *Magnet Schools Assistance Program* (\$7,359,319) California, Sacramento Unified School District (Pat Skover)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$4,419,226) Ohio, Dayton Public Schools (Benjamin Kirby)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$5,378,126) Georgia, Savannah/Chatham County Public Schools (Geri Smith)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$1,911,718) Georgia, Ware County Public Schools (Barry Deas)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$1,055,126) Ohio, Lima City Schools (Charles Eichelberger)

U.S. Department of Education (1993) *Magnet Schools Assistance Program* (\$2,484,436) Indiana, Ft. Wayne Public Schools (Hans Sheridan)

Edward E. Ford Foundation (1993) *Technology Grant* (\$50,000) Georgia, Savannah Country Day School (Paul Pressley)

Edward E. Ford Foundation (1992) *Faculty Training* (\$50,000) Virginia, St. Stephen's and St. Agnes School (Joan Holden)

Lettie Pate Whitehead Foundation (1992) *Scholarship for Women* (\$35,000) Virginia, St. Stephen's and St. Agnes School (Joan Holden)

Ohio State Department of Education (1992) *Eisenhower Grants* (\$104,000) Ohio, Greene County Public Schools (J. Benjamin Leake)

U.S. Department of Education (1991) *Magnet Schools Assistance Program* (\$4,292,336) Ohio, Dayton Public Schools (James Williams)

U.S. Department of Education (1991) *School Community Program* (\$50,000) Ohio, Wright State University. (Howard Nixon)

U.S. Department of Education (1990) *Fund for the Improvement of Schools and Teachers* (\$678,252) Ohio, Wright State University (Stephen Frederick)

GRANTS (continued)

U.S. Department of Education (1989) *Magnet Schools Assistance Program* (\$6,949,766) Ohio, Dayton Public Schools (James Williams)

U.S. Department of Education (1989) *Magnet Schools Assistance Program* (\$3,449,230) Georgia, Savannah/Chatham County Public Schools (Geri Smith)

U.S. Department of Education (1987) *Magnet Schools Assistance Program*. (\$4,503,948) New York, Community School District #22 (Bert Sacks)

U.S. Department of Education (1987) *Magnet Schools Assistance Program* (\$1,040,140) Louisiana, Point Coupee Public Schools (John Lyman)

U.S. Department of Education (1985) *Magnet Schools Assistance Program*. (\$7,097,300) New York, Community School District #22 (Bert Sacks)

Budget Narrative

Budget Narrative

Attachment 1:

Title: **five year budget** Pages: **10** Uploaded File: **KCMSDTIPGRANTBUDGET.pdf**



BUDGET NARRATIVE

Upon notification of project approval and funding, personnel in the KCMSD Grants Development and Administration Department will establish budget units within the Budget Department that will be used to track all expenditures associated with the approved application. The budget units will be placed in a trust account and will conform to the coding requirements in the Missouri Financial Accounting for State Education Agencies using Classic System Object Codes and Their SAP G/L Account or Cost Element Equivalents for tracking expenditures. Personnel in the Grants Development and Administration Department will work cooperatively with the Director of the Teacher Incentive Program in monitoring budget expenditures to ensure that all expenditures are in compliance with the approved application and federal regulations.

Teacher Incentive Program Project Director – The District will hire a full-time Director of the Teacher Incentive Program for the operation of the pay for performance participants in the ten schools that will be included in this application. The duties and responsibilities of this individual are clearly outlined in the Adequacy of Support for the Proposed Project section of this document. Additionally, a resume for this individual is attached.

An **Administrative Assistant** will be employed to help the Director monitor the grant budget expenditures. The Administrative Assistant will create spreadsheets for approved materials and supplies and monitor expenditures from the time purchase orders are received from the school until they are paid in the finance office. The Administrative Assistant will also carry out the maintenance of project records, preparation of materials for student recruitment, preparation and maintenance of materials for program promotion, maintenance of an inventory of equipment purchased through project funds, preparation of purchase requisitions and extra-stipend vouchers, and maintenance of magnet schools advisory committee meeting minutes. The Administrative Assistant will also keep inventory records and maintain project records.

Evaluation Teams - In order teachers' performance to be evaluated, teams of professionals including KCMSD administrators, teachers and resource staff will form teams that will visit classrooms as well as review individual performance at least four times during each school year. To continue the unique themes and the special teaching approaches after the grant ends, each school will form a team of highly qualified teachers who have proven to be effective teachers. They will serve as teacher mentors to all newly hired teachers during a six-week apprentice period. The team will supervise all new teachers during their initial thematic teaching experience. Provision is made in this application for initial preparation of individuals who serve on Magnet Teams. Compensation is made according to the negotiated agreement between the District and licensed personnel.

Performance incentives include awards up to [REDACTED] annually in the areas of Student Growth; Professional Growth and Wrap Around success. Performance Pay Awards will be as follows:

Individual Growth	[REDACTED]
School Growth	[REDACTED]
Professional growth	[REDACTED]
Wraparound	[REDACTED]
Total	[REDACTED]



KANSAS CITY MISSOURI SCHOOL DISTRICT
The 2010-2015 Kansas City Missouri PIONEER Project

School Incentive (2 Elem & 1 High School) [REDACTED]

Fringe Benefits

The District is required to pay fringe benefits for all employees based on the following rates (as of July 1, 2010):

Public Employees Retirement System	16.50%
Occupational Injury Management	0.58%
State Unemployment Insurance	0.05%
Medicare	1.45%
FICA (Substitute Teachers)	7.65%
Vacation Accrual	
Administrators	4.5%
Support Staff	3.4%

All caps are adhered to, where appropriate, and the date of employment is observed, where applicable, in applying these benefits to each individual's salary. All salary expenditures and benefits will be tracked under the SAP Object Code.

Travel - Project funds are being allocated for payment to individuals for in-District mileage. Due to agreements with the teacher's union, provisions are made for in-District mileage for the evaluation team members for meetings and activities related to teacher and principal performance evaluations. There may be occasions where teachers within the sites referenced in this application may also access the in-District mileage funds. The Director of the Teacher Incentive Program will monitor all uses of mileage and will approve such expenditures.

The Kansas City Missouri School District is located in a section of the country that is isolated in distance from other school Districts involved in pay-for-performance programs. For that reason, project funds are shown for out-of-District travel and will be used by project-related personnel through the approval of the project director. Site visitations to other school Districts and attendance at conferences and workshops outside of Kansas City will be made possible through these funds. The amount budgeted in this application is justifiable and reasonable and is based upon the District's experiences from the previously approved Federal Projects. Grant funds travel and dues and fees will also be used to pay travel expenses for the Director to attend meetings called by the US Department of Education related to this project.

Equipment – No equipment is being purchased under this project.

Supplies - Provision has been made in the Teacher Incentive Program application for the purchase of a few instructional supplies that will help teachers carry out project activities. The separate line items that will be available under the Supplies category for the individual sites will include: Office Supplies, Computer Supplies, Books and Periodicals, and Audiovisual Materials (Items of value - \$1,000 - \$4,999). Each line item will be tracked through a GAAP Object Code. The Director of the Teacher Incentive Program will make the decision about what is needed for each site.

Contractual - Based on the regulations governing the allowable use of consultants who are non-District employees for program purposes, project funds have been identified to employ such individuals to provide expertise in areas related to the various magnet themes.



KANSAS CITY MISSOURI SCHOOL DISTRICT
The 2010-2015 Kansas City Missouri PIONEER Project

Consultants may be employed to provide expertise to a small group of project personnel or may be employed to provide training workshops related to team evaluation of the performance for pay purposes. Each will be selected based on their ability to build the knowledge base of existing magnet school personnel in the research-based teaching approaches proven effective in other school systems. All trainers used in this project must prove their qualifications in effective teaching practices and must document their ability to train teachers by providing a resume that includes names of school systems that have benefited from their services. The Director of the Teacher Incentive Program will verify their qualifications.

Additional contractual services will be needed to carry out the local project evaluation.

Other - Shown under Other are expenses associated with the proposed school reward program for school performance.

Indirect Costs - The state-approved indirect cost rate for the Kansas City Missouri School District for fiscal year 2010-2011 is 5.45 percent. This amount is applied to the Direct Costs shown for each project year.

Kansas City, Missouri School District Pay Incentives on Excellent Education Reform Program (PIONEER) - Budget Proposal

July 2, 2010	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
PERSONNEL	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Director of the Teacher Incentive Program						
Administrative Assistant for Teacher Incentive Program						
Teachers @ \$10,000 90% of funding (PBCS INCENTIVE)						
Administrators @ \$10,000 10% funding (PBCS INCENTIVE)						
TOTAL PERSONNEL						
FRINGE (26%)						
Stipends						
Performance Evaluation Team stipends (\$1,500 x 4 members x 10 schools)						
Total Stipends						
EQUIPMENT						
TRAVEL						
Annual Director's Meeting for 2 Air=\$575;Hotel=2x\$225;Food=3x\$50;Ground=\$100						
Regional travel-staff, 200 miles/mon @ .48/mile						
Team In-District Milage (1,200mi x 4 teams x 4 mangers)						
TOTAL TRAVEL						
SUPPLIES						
Office Supplies						
Phone for TIP Project Director (\$100/mon)						
Design & Printing TIP Annual Results						
Postage						
IT technology software for Performance Tracking						
Laptops for TIP Director & Assistant (2 @ \$1550)						
TOTAL SUPPLIES						
CONSTRUCTION						
CONTRACTUAL						
Evaluator - Dr. David K. Lerch Educational Consulting						
Kansas City Federation of Teachers (Project Review Team)						
CONTRACTUAL TOTAL						
OTHER						
School Incentive (2 Elem & 1 High School)						
TOTAL OTHER						
TOTAL DIRECT COSTS						

INDIRECT (5.45%)
TOTAL COSTS



Incentive consists of;	
Individual	
School	
Professional growth	
Wraparound	

**HUMAN RESOURCES DEPARTMENT
CONTRACT TEACHER
ANNUAL SALARY SCHEDULE**

2009-2010
Effective 2/16/09

Step	Bach. Degree TC01*	Bach. + 12 Grad hrs* TC02*	Master's or Bach. + 36 Grad hrs T03	Master's +15 Grad Hrs T04	Master's + 32 Grad hrs T05	PhD or Master's + 60 Grad hrs T06
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
Step 15 is maximum new hire step placement, per Board Policy						
16						
16A						
17						
18						
19						
20						
20A						

***Members of the Teachers' Unit employed after January 19, 2001 shall be capped at step 07 on Lane T01 and step 11 on Lane T02**

205 DAYS PER SCHOOL YEAR

ALL LEVELS EXEMPT FROM OVERTIME

Twelve month and less than 12 month appointments will be calculated using the same uniform daily rates. The employee is responsible for providing Human Resources with official documentation of educational achievements which entitles the individual to additional salary for higher preparation.

Kansas City Missouri School District
 Administrative Salary Schedule 2009-10 (12 month)
 Daily rate based on 261 day work year/hourly rate based on 7.5 hrs per day

GRADE	1	2	3	4	5	6	7	8 (MP)	9	10	11	12	13	14	15	16	GRADE
A73-3 24 PAY DAILY																	A73-3 24 PAY DAILY
A72-3 24 PAY DAILY																	A72-3 24 PAY DAILY
A71-3 24 PAY DAILY																	A71-3 24 PAY DAILY
A70-3 24 PAY DAILY																	A70-3 24 PAY DAILY
A69-3 24 PAY DAILY																	A69-3 24 PAY DAILY
A68-4 24 PAY DAILY																	A68-4 24 PAY DAILY
A68-3 24 PAY DAILY																	A68-3 24 PAY DAILY
A67-4 24 PAY DAILY																	A67-4 24 PAY DAILY
A67-3 24 PAY DAILY																	A67-3 24 PAY DAILY
A66-4 24 PAY DAILY																	A66-4 24 PAY DAILY
A66-3 24 PAY DAILY																	A66-3 24 PAY DAILY
A65-4 24 PAY DAILY																	A65-4 24 PAY DAILY
A65-3 24 PAY DAILY																	A65-3 24 PAY DAILY
A64-4 24 PAY DAILY																	A64-4 24 PAY DAILY
A63-4 24 PAY DAILY																	A63-4 24 PAY DAILY
A62-4 24 PAY DAILY																	A62-4 24 PAY DAILY

Kansas City Missouri School District
 Administrative Salary Schedule 2009-10 (12 month)
 Daily rate based on 261 day work year/hourly rate based on 7.5 hrs per day

GRADE	1	2	3	4	5	6	7	8 (MP)	9	10	11	12	13	14	15	16	GRADE
A61-4 24-PAY DAILY HOURLY																	A61-4 24 PAY DAILY HOURLY
A60-4 24 PAY DAILY HOURLY																	A60-4 24 PAY DAILY HOURLY
A59-4 HOURLY																	A59-4 HOURLY
A58-4 HOURLY																	A58-4 HOURLY
A57-4 HOURLY																	A57-4 HOURLY
A56-4 HOURLY																	A56-4 HOURLY
A55-4 HOURLY																	A55-4 HOURLY
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A53-4 HOURLY																	A53-4 HOURLY
A52-4 HOURLY																	A52-4 HOURLY
A51-4 HOURLY																	A51-4 HOURLY
A50-4 HOURLY																	A50-4 HOURLY

KANSAS CITY MISSOURI SCHOOL DISTRICT
 ADMINISTRATIVE SALARY SCHEDULE - 2009 - 2010 (12 MONTH)
 (schedule for employees not eligible for an increase in 2007-2008)

GRADE	1	2	3	4	5	6	7	8 (MP)	9	10	11	12	13	14	15	16	GRADE
A73 24 PAY DAILY																	A73 24 PAY DAILY
A72 24 PAY DAILY																	A72 24 PAY DAILY
A71 24 PAY DAILY																	A71 24 PAY DAILY
A70 24 PAY DAILY																	A70 24 PAY DAILY
A69 24 PAY DAILY																	A69 24 PAY DAILY
A68 24 PAY DAILY																	A68 24 PAY DAILY
A67 24 PAY DAILY																	A67 24 PAY DAILY
A66 24 PAY DAILY																	A66 24 PAY DAILY
A65 24 PAY DAILY																	A65 24 PAY DAILY
A64 24 PAY DAILY																	A64 24 PAY DAILY
A63 24 PAY DAILY																	A63 24 PAY DAILY
A62 24 PAY DAILY HOURLY																	A62 24 PAY DAILY HOURLY

GRADE	1	2	3	4	5	6	7	8 (MP)	9	10	11	12	13	14	15	16	GRADE
A61 24 PAY DAILY HOURLY																	A61 24 PAY DAILY HOURLY
A60 24 PAY DAILY HOURLY																	A60 24 PAY DAILY HOURLY
A59 HOURLY																	A59 HOURLY
A58 HOURLY																	A58 HOURLY
A57 HOURLY																	A57 HOURLY
A56 HOURLY																	A56 HOURLY
A55 HOURLY																	A55 HOURLY
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