

# **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 # S385A100138**

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

Closing Date: JUL 06, 2010

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

**Application for Federal Assistance SF-424**

Version 02

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

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

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

**State Use Only:**

6. Date Received by State:	6/9/2010	7. State Application Identifier:	TX-W-20100625-0002-50
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**8. APPLICANT INFORMATION:**

\* a. Legal Name: Fort Worth Independent School District

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

**d. Address:**

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

**e. Organizational Unit:**

Department Name:	Division Name:
School Leadership	Chief of Schools

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

Prefix:	Ms.	* First Name:	Tracy
Middle Name:			

\* Last Name: Marshall

Suffix:

Title: Executive Director, Grant Development, Management & Monitoring

Organizational Affiliation:

Fort Worth ISD

\* Telephone  
Number:

[REDACTED]

Fax Number:

[REDACTED]

\* Email:

[REDACTED]

**Application for Federal Assistance SF-424**

Version 02

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

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

NA

Title:

NA

**13. Competition Identification Number:**

Title:

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

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

Teacher Incentive Fund

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: 12

\* b. Program/Project: TX-012

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: 9/30/2011

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

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

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 6/12/2010.

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)**

**IXI \*\* I AGREE**

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

**Authorized Representative:**

Prefix: \* First Name: Hank

Middle Name:

\* Last Name: Johnson

Suffix:

Title: Chief Financial Officer

\* 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:  
 Fort Worth Independent School Di...

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

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

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

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): Texas Education Agency The Indirect Cost Rate is 2.9%
- (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:  
 Fort Worth Independent School Di...

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:** Hank Johnson

**Title:** Chief Financial Officer

**Date Submitted:** 05/21/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Hank Johnson Title: Chief Financial Officer Applicant: Fort Worth Independent School District Date: 05/21/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	



## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA 427 - Fort Worth ISD

File : [K:\Grants\GRANTS\Teacher Incentive Fund \(TIF\) by DOE\2010 Program\Federal Forms\GEPA 427.pdf](K:\Grants\GRANTS\Teacher Incentive Fund (TIF) by DOE\2010 Program\Federal Forms\GEPA 427.pdf)

## **General Education Provisions Act (GEPA) Section 427**

The Fort Worth ISD PEAK Project (Teacher Incentive Fund) will provide equitable access to and participation in all program activities, with special attention to alleviating the potential barriers of gender, race, national origin, color, disability, or age, as well as barriers related to language, communication, and income. Equity and Advocacy hiring policies will ensure that all project staff and volunteers reflect the diversity of the city at large. Training will include information on the value and imperative of positive response to remove barriers affecting access and participation. The Project Coordinator will follow steps to ensure inclusiveness in each area, with actions such as:

**Gender.** Campus staff will work collaboratively to ensure training enrollment reflecting equitable male and female participation, particularly in training topics that typically receive higher interest from one gender. Trainers will include information to guard against gender stereotyping in materials and recommendations.

**Race, Age, National Origin, Color.** Programs and services will emphasize the enrichment value of diversity, and specific recruitment efforts will be made by the Project Coordinator and staff to ensure a mix of participants in project activities and that reflect the community.

**Disability.** Fort Worth ISD is committed to removing barriers from facilities and programs that affect participation by persons with disabilities. The Project Coordinator will ensure that children and adults with disabilities are full participants in programs and activities, and that enrollment of participants and program planning relates to persons with disabilities. This could include special accommodations in group activities, transportation and mobility alternatives, access to all resources, and material choices to meet the needs of disabled students and faculty.

**Language and Communication.** Special efforts will be made to respond to the language barriers affecting Fort Worth ISD students and their families. Translators will be present at community forums to assist parents and community members with language interpretation. Translated version(s) of written communiqué to parents will be provided where appropriate.





## Exempt Research Narrative

Exemption: Category 1

FWA: 00015174

### Human Subjects Involvement and Characteristics

The proposed project includes an evaluation design that will be conducted in an education setting, involving normal educational practices with adults. The investigators do not participate in the administration of educational tests. Additionally, the educational assessments (cognitive, diagnostic, aptitude, achievement) are not available to the public. No public behavior of children will be observed. Principal surveys and interview procedures are anonymous with no identifiers. Any possible link to the subject is kept on a secured server available only to the research staff. Student test data are aggregated at the classroom level and no individual student can be identified.

The evaluation will look at whole school educational practices. Subsequently, there will be no consent process and no compensation will be provided to the subjects.

### Confidentiality of Research Data

Names and other identifying information will be obtained but is not shared with anyone except the research staff. All links to the subjects will be kept on a secured server available only to the research staff. Assessment hard copies do not have subject identifiers listed; but, those data will be retained for two years in a secured warehouse. Electronic research data and analyses will be kept for 10 years on the secured server.

### Potential Risks.

Inadvertent release of identifiable data

### Protection Against Risk.

- Assignment of random ID #'s to participants to avoid identification of individuals
- No one but select research staff has access to individual data
- All data is kept in locked, password protected data files on a secured server
- Aggregated reports to program director and principals

### Importance of the Knowledge to be Gained.

Ongoing feedback in the form of aggregated progress reports will provide important information about the effectiveness of the program and will identify the potential need for adjustments. Outcome analyses of the *Teacher Incentive Fund* will identify specific aspects of the program that impacts principals' leadership and teachers' teaching activities. This knowledge will be used in the district and disseminated in professional conferences and publication in order to train more teachers and principals and impact a greater number of students.

### Collaborative Site(s).

Fort Worth ISD Accountability and Data Quality staff will collect all research and evaluation data. Analyses will be conducted by the lead evaluator and reviewed by the advisory council and core management team.

# Project Narrative

## Project Abstract

### Attachment 1:

Title: **Abstract - Fort Worth ISD Pages: 1** Uploaded File: **K:\Grants\GRANTS\Teacher Incentive Fund (TIF) by DOE\2010 Program\Application Package 2010\TIF ABSTRACT.pdf**

**PROGRAM ABSTRACT  
Main Competition**

The Fort Worth Independent School District (Fort Worth ISD), serving 80,000 students in a minority, urban, high-poverty setting, proposes to enhance and expand the district developed PEAK Rewards program for 15 high-need schools in the Fort Worth ISD. The purpose of the PEAK program is to reward teachers financially for their students' academic growth. PEAK encourages collaboration, cooperation and professional growth—not competition. It is consistent with the philosophy that teaching is a team sport, and building leadership capacity in each school through developing teacher expertise will ultimately have the greatest impact on student achievement.

The PEAK Rewards Model utilizes a value-added approach. Value-added analysis is a statistical method that helps educators measure the impact schools make on students academic progress rates from year to year. Utilizing this information teachers can observe students' progress, predict students' future academic performance and amend instruction practices to address all students' needs. The district can evaluate the impact of educational practices, classroom curriculum, instructional techniques and professional development, make data-driven decisions and identify and implement more effective programs for students.

In addition to the PEAK Rewards model, Teacher Incentive Funds will provide planning time and resources to assist the district in the development of a feedback component for teachers. Fort Worth ISD currently uses Professional Development Assessment System (PDAS) to evaluate teachers every other year which will remain one part of the feedback process. PDAS is the State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. Cornerstones of the process include a minimum of one 45-minute observation and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction adopted in 1997 by the State Board for Educator Certification (SBEC).

The proposal is to incorporate an additional tool that will be used by multiple reviewers each year to provide teachers with immediate developmental feedback for their own targeted professional development. The tool (rubric) will encompass competencies that all great teachers should inherently contain as well as content specific competencies. At the end of each review the reviewer will sit down with the teacher and provide immediate feedback along with a personal development plan that provides the teacher their own professional development path to follow.

Teachers by nature thrive on growing and developing their skills. To have constant positive developmental feedback will be part of the incentive to come and stay at a PEAK school. This paired with the financial Rewards will encourage teachers and principals to constantly grow and evolve as well as gain monetary rewards to stay in our high-need schools.

**High-need participant schools which all exceed 40% or more of students eligible for free or reduced-price lunch rate are:** Dunbar HS, Eastern Hills HS, Polytechnic HS, South Hills HS, Diamond Hill-Jarvis HS, Dunbar 6th, Dunbar MS, Handley MS, Kirkpatrick MS, Meadowbrook MS, Como ES, Morningside ES, Oaklawn ES, Sunrise-McMillian ES and Turner ES.

[CFDA#: 84.385A](#)

# Project Narrative

## Application Narrative

### Attachment 1:

Title: **PEAK Project Narrative Pages: 47** Uploaded File: **K:\Grants\GRANTS\Teacher Incentive Fund (TIF) by DOE\2010 Program\Application Package 2010\TIF APP FINAL.pdf**

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## Project Narrative: Application Narrative

**Introduction:** The PEAK (Public Educators Accelerating Kids) program proposed in this application is an extension of an existing pilot to determine the impact of both incentives and rewards extended to teachers and campus staff based on student performance at challenging campuses. The 15 campuses were selected to participate in the pilot because of low academic achievement, high levels of economically disadvantaged students and/or high rates of teacher turnover. The program was developed by a cooperative group of stakeholders within the district, including teachers, campus administrators, counselors, librarians, central administration and the community at large. In addition, representatives of the major teacher organizations in the community were also active in the development process. The PEAK program offers teachers incentives, both financial and as improvements in working condition supports to attract them to traditionally hard-to-staff schools as well as team-based rewards based on student growth. There are four levels of team rewards.

*“The goal of PEAK is to reenergize and transform our schools toward greater academic performance. The best way to do that is to put together the very best teams of teachers and administrators and reward them appropriately for the hard work they do.”*

— **FWISD Superintendent  
Melody Johnson**

During the one-year planning phase of the Teacher Incentive Fund (TIF) grant, district leaders, teachers and stakeholders will deeply engage in work associated with rigorous, transparent and fair evaluation systems for teachers that differentiate performance using multiple rating categories as well as classroom observations at least twice during the school year. To complement the existing PEAK team-based rewards model, a measure of individual teacher and principal effectiveness as measured by student growth, as well as practices and values will be integrated into the performance rewards system. At the end of the planning period, prior to committing TIF funds for incentives to teachers, all five TIF required core elements of a comprehensive Performance Based Compensation System (PBCS) will be in place. The goals of this enhanced PEAK pilot are to improve student achievement through:

1. Recruitment and retention of highly effective teachers and instructional leaders;
2. High levels of teacher collaboration on content and grade articulation, focused on instruction, data and reflective practice;
3. Full cycles of developmental feedback and comprehensive instructional evaluation centered on continuous improvement of teacher practices and effectiveness

The Fort Worth ISD proposal meets all Absolute and Competitive Priorities of the Main TIF Competition as described below.

**Priority 1 (Absolute) -- Differentiated Level of Compensation for Effective Teachers and Principals.**

Fort Worth ISD will establish a Performance Based Compensation System (PBCS) that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement. To address this priority, Fort Worth ISD will:

- (a) Give significant weight to **student growth** as measured by Educational Value Address Assessment System (EVAAS) offered by SAS Corporation with support from Battelle for Kids and FWISD's Accountability and Data Quality staff.
- (b) Include **observation-based assessments** of teacher and principal performance at multiple points in time, carried out by trained evaluators, aligned to professional teacher standards through the design and launch of the Individual Development & Effectiveness (ID&E) Scorecard.
- (c) Incorporate a principal-level Individual Development & Effectiveness (ID&E) Scorecard based on the district's recently developed Leadership Performance Standards framework that defines principal competencies.

See beginning page 12 for detailed analysis and description of FWISD PBCS Model.

**Priority 2 (Absolute) -- Fiscal Sustainability of the PBSC Model.** Fort Worth ISD has already committed \$15 million in local funds to testing and piloting the current PBSC Model. Going forward, the district is committed to leveraging state and other federal grant funds to sustain the project and provide for fiscal sustainability. It is estimated that 2-3 million dollars per year will be leveraged from eligible and applied for discretionary funds such as i3, Texas Title 1 Priority Schools or School Improvement Grants, and School Leadership grants, as well as entitlement funding from School Improvement Program, and Titles I, II, and IID. In addition, the Fort Worth philanthropic community is launching a FWISD Education Fund to provide additional financial support to targeted initiatives of the district such as PEAK. Teacher Incentive Funds are vital to move the work forward at this time due to budgetary shortfalls projected for 2010-11 and 2011-12.

See page 37 for additional discussion of fiscal sustainability in support of the project.

**Priority 3 (Absolute) -- Comprehensive Approaches to PCBS.** As outlined on page 12 the FWISD PBCS is aligned with a coherent and integrated strategy around human capital management (HCM). Clearly defined expectations and competencies coupled with strong performance evaluation provide the critical foundation to ensure alignment through the HCM functions critical to developing a high performing organization. The effectiveness criteria defined for the PBCS will also be used in other organizational decisions around professional development, retention and promotion.

**Priority 4 (Competitive Preference) -- Use of Value Added Measures of Student Achievement.** Fort Worth ISD will use a value-added measure (EVAAS) to determine the impact on of instruction on student growth including building the capacity to (1) implement EVAAS, and (2) clearly explain EVAAS utilizing professional services from Battelle for Kids to develop tools to help teachers more readily understand growth analysis. The capacity to use value-added measures to determine student growth will be made available district-wide to all FWISD campuses, teachers, and

administrators, not just at PEAK campuses. This will enable FWISD to leverage TIF funds to over 10,000 employees impacting nearly 80,000 students. See page 15 for detailed description of the student growth model and teacher support systems.

**Priority 5 (Competitive Preference) -- Increased Recruitment and Retention of Effective Teachers to Serve High-Need**

**Students and Hard-to-Staff Subjects and Specialty Areas in High-Need Schools.**

The targeted PEAK schools served with TIF funds are all high-need and serve high-need students (see page 5 for demographic needs data) as defined by this RFA. The proposed PBCS Model is designed to retain effective teachers in hard-to-staff subjects and specialty areas through incentives to attract teachers in math, science, special education and English Language Learners (ELL) and has already demonstrated that these incentives help fill vacancies with teachers of these subjects who are effective. Reward payouts based on student growth will serve to retain these same teachers over time. After the first year of piloted PEAK, teacher absentees are down 25% and retention rates are on the rise.

**Priority 6 (Competitive Preference) – New Applicant to the TIF.**

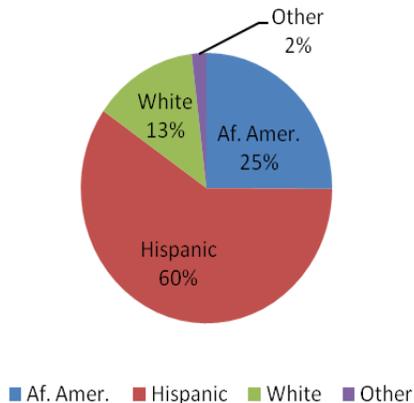
Fort Worth ISD is a new applicant to TIF program as the district has **not** been previously awarded a grant under the TIF program and has **not** previously received funding through TIF as part of a partnership with a LEA or SEA.

**Need for the Project(10 points)**

**1(i)**The **high-need schools** whose educators would be part of the PBCS have **trouble 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  
**1(ii)** The high-needs schools whose educators would be part of the PBCS have **difficulty retaining** highly qualified or effective teachers and principals.

**Background:** The Fort Worth Independent School District (FWISD) is the largest school district in Tarrant County, TX, serving 78,732 students in 2009, 60% of which are Hispanic, 25% African American, 13% White, and 2% Other. Of these students, 72.3% are considered economically disadvantaged (ED), 60.9% are at-risk, and 29.8% are English Language Learners (ELLs). FWISD is currently the sixth largest school district in Texas, with 80 elementary schools, 27 middle schools, 13 high schools and 21 alternative schools.

**Student Demographics**



**Hard to Staff Subject Areas:** Schools targeted in this proposal are located primarily in zip codes for which the district has trouble recruiting and retaining highly qualified teachers; particularly in hard-to-staff subject areas due to the location of the schools in geographic locations of high poverty, minimal parental involvement, and high percentages of students identified as ELL and/or Special Education.

**Below Poverty Levels:** Data from the 2003 Tarrant County Community Health report indicate that the percentage of population at or below the poverty level in Tarrant County is highest in zip codes **76104, 76105** and **76119**, and high proportions of poverty are found in the central areas of the county. The report also includes information showing per capita income is lowest in zip codes **76106, 76104, 76105, 76119**, in central Tarrant County, and educational attainment is lowest in central Tarrant County. In general, the highest rates for poverty, low per capita income, unemployment, disadvantaged students, low educational attainment, limited English proficiency, linguistic isolation, and single parent households are concentrated in and around these schools. **See Table 1** for a full summary of demographics, economic indicators and educational achievement of the targeted pilot schools.

Table 1		Demographics			Economic Indicators			Educational Achievement		
Campus	Zip code	Hispanic	White	Black	Adjusted Gross Income (2004)	Median Household Income (2008)	Below Poverty Line (2008)	Less than 9th grade	9-12th Non-grad	High School Grad
Dunbar HS	76112	10.50%	38.60%	46.3%	\$35,169	\$45,207	16.3%	4.7%	12.5%	30.0%
Eastern Hills HS	76112	10.50%	38.60%	46.3%	\$35,169	\$45,207	16.3%	4.7%	12.5%	30.0%
Polytechnic HS	76105	40.80%	7.60%	49.7%	\$19,874	\$29,936	34.3%	24.4%	26.8%	30.9%
South Hills HS	76133	16.7%	62.1%	15.9%	\$40,677	\$46,097	7.0%	4.5%	9.5%	21.7%
Diamond Hill Jarvis HS	76106	82.7%	11.8%	4.5%	\$23,582	\$30,510	21.4%	39%	26.8%	20.3%
Kirkpatrick MS	76106	82.7%	11.8%	4.5%	\$23,582	\$30,510	21.4%	39%	26.8%	20.3%
Handley MS	76112	10.50%	38.60%	46.3%	\$35,169	\$45,207	16.3%	4.7%	12.5%	30.0%
Dunbar MS	76119	23.20%	19.60%	55.1%	\$24,053	\$34,313	28.4%	14.9%	23.3%	33.1%
Meadowbrook MS	76103	30%	41.30%	23.6%	\$32,261	\$43,525	17.4%	14.3%	16.7%	27.0%
Dunbar 6 <sup>th</sup>	76105	40.80%	7.60%	49.7%	\$19,874	\$29,936	34.3%	24.4%	26.8%	30.9%
Como ES	76107	22.9%	57.5%	17.5%	\$91,101	\$35,419	15.3%	8.8%	11.2%	19.6%
Morningside ES	76104	26.2%	13.5%	56.7%	\$23,867	\$18,161	36.1%	21.4%	23.5%	28.7%
Oaklawn ES	76119	23.20%	19.60%	55.1%	\$24,053	\$34,313	28.4%	14.9%	23.3%	33.1%
Sunrise-McMillian ES	76119	23.20%	19.60%	55.1%	\$24,053	\$34,313	28.4%	14.9%	23.3%	33.1%
Turner ES	76106	82.7%	11.8%	4.5%	\$23,582	\$30,510	21.4%	39%	26.8%	20.3%

(2) Student achievement in each of the schools whose educators would part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and (3) A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

The target schools were chosen based on student need for interventions to promote school completion as shown by state accountability rating of *Unacceptable*, high school pyramid dropout rate, and high number of at-risk students, as shown in **Table 2**. Schools were chosen based on a review of TAKS scores over the last several years, teacher turnover rates and teacher experience levels. Additional schools were selected based on a review of academic TAKS data – these schools showed a momentum of growth and improvement. All 15 PEAK campuses have economically disadvantaged

statuses greater than 50% based on students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act (see Table 2).

Table 2: PEAK Campus Demographics and Needs Data (Texas Education Agency, AEIS, 2009-2010)								
Target Schools	Low Income	Enrollment	Attendance	Ethnicity	LEP	At-Risk	TEA Rating	Drop Out Rate
Dunbar HS	56.9 %	874	91.6%	Afr-Amer- 86.8%	1.1%	72.8%	Unacceptable	8.1%
				Hispanic- 9.5%				
				White- 1.4%				
Eastern Hills HS	56.0%	1410	90.4%	Afr-Amer- 61.2%	10.1%	74%	Unacceptable	7.7%
				Hispanic- 29.1%				
				White- 6.8%				
Polytechnic HS	74.7%	964	91.5%	Afr-Amer- 27.7%	24.7%	74.4%	Acceptable	4.0%
				Hispanic- 69.3%				
				White- 1.7%				
South Hills HS	71.2%	1,286	92.1%	Afr-Amer- 13.1%	20.2%	72.1%	Unacceptable	3.8%
				Hispanic- 78.9%				
				White- 6.2%				
Diamond Hill Hs	77.4%	867	94.7%	Afr-Amer- 3.6%	20.8%	70.2%	Acceptable	2.2%
				Hispanic- 93.7%				
				White- 2.7%				
Kirkpatrick MS	86.5%	466	95.1%	Afr-Amer- 6.2%	20.2%	57.7%	Acceptable	0.6%
				Hispanic- 91.2%				
				White- 2.1%				
Handley MS	61.6%	680	94.5%	Afr-Amer-67.8%	3.1%	53.7%	Unacceptable	1.2%
				Hispanic-21.5%				
				White-7.8%				
Dunbar MS	91.8%	429	95.6%	Afr-Amer- 39.9%	2.3%	50.1%	Unacceptable	0.3%
				Hispanic-52.0%				
				White- 7.7%				
Meadowbrook MS	82.1%	888	95.0%	Afr-Amer-42.0%	15.1%	63.2%	Acceptable	1.3%
				Hispanic-50.1%				
				White-6.0%				
Dunbar 6 <sup>th</sup>	81.5%	286	94.2%	Afr-Amer-74.8%	2.8%	48.3%	Acceptable	N/A
				Hispanic- <b>20.6%</b>				
				White-3.8				
Como ES	84.2%	469	95.8%	Afr-Amer- 80.0%	15.1%	49.9%	Acceptable	N/A
				Hispanic- 19.2%				
				White- 0.9%				
Morningside ES	89.6%	424	96.3%	Afr-Amer- 65.8%	23.6%	53.5%	Acceptable	N/A
				Hispanic- 31.6%				
				White- 1.9%				

Oaklawn ES	91.4%	385	96.7%	Afr-Amer- 23.9%	61.0%	74.0%	Recognized	N/A
				Hispanic- 75.1%				
				White-1.0%				
Sunrise-McMillian ES	87.7%	424	96.5%	Afr-Amer- 67.2%	17.7%	51.7%	Acceptable	N/A
				Hispanic-27.1%				
				White- 5.2%				
Turner ES	91.8%	526	96.2%	Afr-Amer- 1.9%	70.5%	80.4%	Recognized	N/A
				Hispanic- 95.8%				
				White- 2.3%				
District	72.3%	79,114	95%	Afr-Amer- 25.1%	29.8%	60.9%		4.5%
				Hispanic- 59.6%				
				White- 13.4%				
State	56.7%	4,728,204	95.9%	Afr-Amer-14.2%	16.9%	48.3%		3.2%
				Hispanic-47.9%				
				White- 34.0%				

**Gaps in Student Achievement.** Table 3 illustrates another worrying trend in the academic achievement (as measured by TAKS scores) of PEAK high school students. Passing percentages all remain well below district averages as well as reflecting a steady achievement gap between ELL and Special Education student populations. The demographic makeup of PEAK high schools located on the east side of Fort Worth has changed dramatically in the last ten years. As recently as 1998, African American students made up 57% of FWISD east side student population while Hispanic students constituted only 34%. Today, Hispanic students make up 60% of FWISD’s student body. The change in demographics has come with a rapid increase in the number of ELL students on campus. ELL students, who comprised nearly 30% of the district’s population in 2009, present new challenges for campus teachers—challenges PEAK campuses are still struggling to meet. Table 3 illustrates the vast achievement gap of FWISD’s ELL population. As measured by TAKS standard achievement in reading/language arts, math, and science, ELL students have consistently performed below the school’s average. In reading, ELL students performed 40 percentage points or more below the district’s average. TAKS scores for Special Education follow and exceed the unacceptable academic gap of ELL students. The need to improve recruitment and training for teachers in the area of Bilingual and Special Education is paramount.

While research indicates that parents’ involvement in their children’s school and education is a vital component in increasing student academic performance, FWISD PEAK schools face several challenges to effective parent involvement. 42% of east side Fort Worth community residents are single mothers living below the poverty line, and therefore are unlikely to

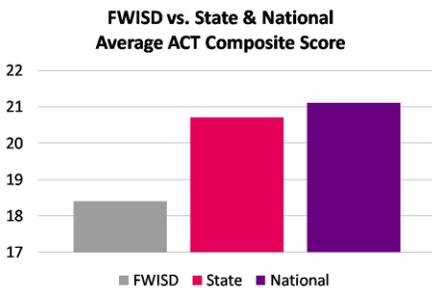
have the resources or time to invest at the school (Horsfall, *Portrait of Inner City Fort Worth* 2005). In the majority of these homes, the first or only language is Spanish, presenting major communication barriers for teachers and administrators. Since the movement towards a Hispanic and Spanish-language dominated community has been so rapid—increasing from 35% to 60% in only 10 years—PEAK campuses are still struggling to find ways to communicate with and engage parents of different language backgrounds.

**Table 3. % Met TAKS Standards in 10<sup>th</sup> Grade Reading, Math, and Science, 2009, FWISD PEAK High Schools, Disaggregated by ELL and Special Education (SPED).**

Subject	District	South Hills High School			Diamond-Hill High School			Eastern Hills High School			Dunbar High School			Polytechnic High School		
		School	ELL	SPED	School	ELL	SPED	School	ELL	SPED	School	ELL	SPED	School	ELL	SPED
Reading	83	75	38	30	76	43	29	75	37	39	72	*	14	79	34	25
Math	63	60	33	17	56	31	8	46	11	11	38	*	6	63	83	22
Science	63	59	30	17	61	24	16	24	6	10	40	*	0	54	83	18

Student achievement at PEAK campuses is lower than comparable schools in the district and state as evinced by factors such as Unacceptable ratings by Texas Education Agency, achievement gaps for special populations of ELLs and Special Education, high poverty levels and low levels of parent involvement ( see Tables 1, 2 and 3).

**College & Career Readiness Needs:** Fort Worth ISD falls behind the rest of the state of Texas on several college-

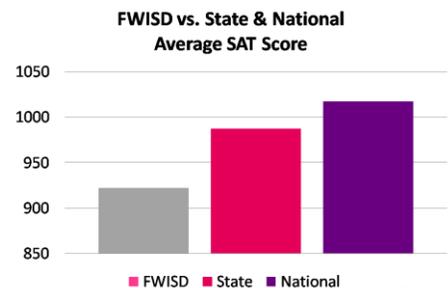


readiness indicators. The completion rate for the FWISD Class of 2009 was

75.6%, 3.5 points behind the rest of the state.

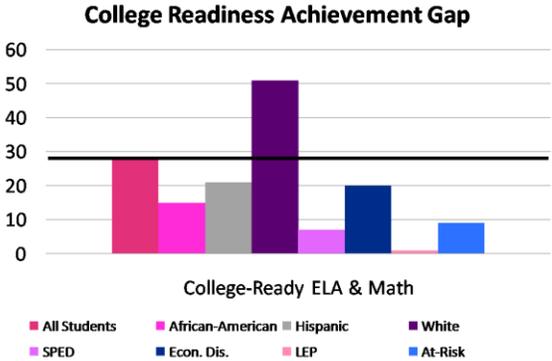
Only 20.7% of Fort Worth ISD students met the SAT criterion, 6.5 percentage

points behind the state. Only 18.4% met the ACT criterion (24), 2.1



percentage points behind the state average.

The Texas Success Initiative, a state program that assesses students' basic skills in math and English Language Arts (ELA) for college-readiness, indicates that the FWISD Class of 2009 falls 14 percentage points below the state average. Only 49% of students are prepared for college-level ELA, and only 47% are prepared for college-level math courses, 15 points below state average.



Another concern in FWISD is the substantial **college-readiness achievement gap** between all populations

versus African Americans, Hispanics, SPED, Economically Disadvantaged, LEP, and at-risk, and between white students and each of the other populations. (*College-Ready Graduates Indicator, Texas Education Agency*) FWISD students do not have the skills to succeed in college and careers in numbers needed to meet the workforce demands of the Fort Worth industry clusters of aerospace, healthcare, logistics, and semiconductor and technology. College enrollment rates rose to 69% in 2005 from 49% percent in 1971, yet only a little over half of the enrollees who went to school full-time actually completed a bachelor's degree within six years. (*Center for Education Statistics*) Just 18% percent who enter community colleges get a bachelor's degree within eight years, and many fail to make it through their first year. (*Community College Research Center*) Current primary Fort Worth jobs require at least two years of postsecondary education.

**Promising signs of pilot success:** Educators in PEAK schools received more than \$2 million in rewards after the first year of the existing pilot program. The average reward was [REDACTED] with the maximum amount paid being [REDACTED]. Teachers have cited significant shifts in culture and collaboration as a result of PEAK. Most importantly, there is already more than ample evidence that PEAK campuses enjoyed positive academic gains in

the program's debut year. This is not just anecdotal information. TAKS scores indicate a trajectory of growth on our PEAK campuses.

Fort Worth ISD's Polytechnic (Poly) High School realized double-digit gains in most areas of the TAKS, helping the at-risk school secure the academic status it needed to stay opened. These gains occurred in a year in which the bar for academic accountability was at its highest level ever. Poly also made gains in its school completion rate, the percentage of students who graduate "on time." This was the first year completion rates were calculated as part of school accountability. Poly's rate was 75 percent--up ten percentage points from the previous year. In addition, Poly staff had tremendous success in reaching ELL students as evinced by TAKS campus ELL scores in Table 3.

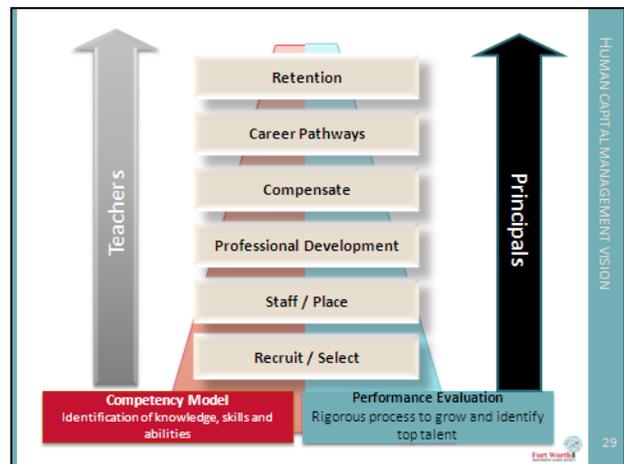


**Design (60 points)--In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS:**

**(1) Is part of a proposed LEA or statewide strategy**, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel in high-need schools based upon their effectiveness as determined in significant part by student growth. With regards to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether –

Fort Worth Independent School District (FWISD) is currently conducting a performance-based compensation system (PBCS) pilot as a cornerstone component of the district’s work in developing an aligned human capital management system for teachers and principals. The Teacher Incentive Fund (TIF) grant provides an exciting opportunity to expand upon this pilot and develop necessary tools to measure individual teacher and principal effectiveness.

The ultimate goal of the strategic human capital planning in FWISD is to ensure that every classroom is staffed with a highly effective teacher and every school is led by a highly effective leader. The district has engaged in a comprehensive review of existing components and has defined future priorities around each element in its human capital vision (see picture right). The foundation of this program is dependent on the definition of a clear set of expectations, the competency model, and a compelling and rigorous performance evaluation tool and process.



There are numerous stand-alone initiatives impacting this work but the fundamental need to measure individual effectiveness of both teachers and principals must be developed and integrated into all facets of the human capital system including compensation.

The PBCS as currently being piloted within the district is entitled **Public Educators Accelerating Kids (PEAK)**, a team-based rewards model based on accelerating student growth. The PEAK pilot was launched with funding from the state District Award for Teacher Excellence (DATE) grant. In May 2006, the 79<sup>th</sup> Texas Legislature passed House Bill One. This bill was one of the most sweeping education reform bills in the State since the Texas

Education Code was re-codified in 1995. Included in this bill were two teacher performance award programs that created the largest investment in teacher awards in the nation. House Bill One created the District Awards for Teacher Excellence (DATE) and the Texas Educator Excellence Grant (TEEG). ██████████ was allocated to three cycles of TEEG, a campus level awards program. Nearly 60 FWISD schools participated in TEEG grants. DATE was funded at ██████████ for the 2008-09 school year and ██████████ was appropriated for the following two years of the program. FWISD was awarded ██████████ under the DATE program. The district's PEAK program has been acknowledged across the state as one of the most comprehensive and innovative approaches to PBCS within the DATE portfolio. The Institute for Public School Initiatives (IPSI) at the University of Texas at Austin houses the DATE Technical Assistance Center and has served over 320 districts under DATE. IPSI has showcased the PEAK pilot at nearly every one of its institutes and policy meetings as a model for other districts. The launch of the PEAK pilot was the culmination of nearly 18 month's investigation of the concept of performance based compensation by an assembled taskforce of central and campus based staff including teachers, principals, administrators, paraprofessionals and the local employee organizations. The assembled taskforce provided critical insights and guidance to the development of the district DATE plan. During the design and adoption of the PEAK pilot, the board allocated an additional \$5M in local funds to launch a ██████████ pilot at 15 campuses. The PEAK pilot was implemented in 2008-09 and is currently poised to launch its third and final year in 2010-11. The critical components of the PEAK pilot include:

- Market aligned incentives to motivate teachers to join traditionally hard-to-staff schools (secondary math/science teachers earn a higher incentive than an elementary classroom teacher)
- Improvements in working conditions including intensive support for new teachers, 5 additional contract days for campus-based professional development and other campus supports
- A team-based rewards model with four levels of team awards when there are accelerated levels of student growth

The team-based PEAK rewards model supports the philosophy that ‘teaching is a team sport’ and the critical investments and expectations defined by district leadership to ensure teachers have the time, the infrastructure and support to collaborate to improve their craft. Before the launch of PEAK, the district invested millions of dollars in academic initiatives such as academic teaming, common planning time, data coaching and implementing Learning Walks and the Institute for Learning’s Principles of Learning.

TIF, if awarded, will allow the district to expand upon promising best practices piloted as part of PEAK. The next step forward to move towards the system’s vision is to build upon this collaborative rewards model by developing an individual measure of effectiveness and development for both teachers and principals.

The methodology the LEA or SEA proposes to use in PBCS to determine the effectiveness of a school’s teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) **includes valid and reliable measures of student growth**

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

The Fort Worth ISD PBCS will be based on two corresponding components to determine the effectiveness of teachers, principals and other personnel: 1.) **PEAK Team Scorecard** to reward teams of campus professionals who accelerate student achievement and a 2.) **Individual Development & Evaluation Scorecard (ID&E Scorecard)** to reward individual performance and growth. The PEAK scorecard, detailed below, has been piloted for almost two years through support from a [REDACTED] state-level grant. The district will utilize the planning year to refine and improve the PEAK scorecard based on lessons learned through its implementation from an operational perspective and through extensive teacher / campus feedback regarding concerns and questions. Additionally, the district will use the planning year to engage stakeholders in a thoughtful design and development of an individual-level scorecard which will measure student growth outcomes and key instructional practices of an individual teacher and/or other campus based professional. Total performance based compensation for a teacher will be driven by a combination of results on the PEAK Team scorecard as well as the ID&E Scorecard. At the principal level, the district has already established a competency model entitled Leadership Performance Standards which will serve as the basis for an ID&E Scorecard for principals.

**PEAK Scorecard**

Within the current PEAK pilot, teachers, principals and other instructional staff are rewarded for accelerating student growth. At each level (High School, Middle School and Elementary School), a campus scorecard has been defined. This scorecard outlines four ways that ‘teams’ of teachers are rewarded for their collective ability to impact and accelerate student growth.

Rewards Model Overview



**Example: School (10 possible squares)**

	Reading/ELA	Math	Science	Soc Stud	Bonus
Grade	█	█			
Grade	█	█	█	█	
Grade		█			
<b>Bonus</b>					Campus Bonus

**Campus Scorecard**

**Individual Grade/Content Area Team Reward**

**Grade Level Synergy Bonus**

**Content Area Synergy Bonus**

<b>What is rewarded?</b>	<ul style="list-style-type: none"> <li>50% of campus squares show significant growth AND overall campus growth is significantly positive</li> </ul>	<ul style="list-style-type: none"> <li>Individual cell shows significant growth</li> </ul>	<ul style="list-style-type: none"> <li><u>ALL</u> grades or content areas show significant growth</li> </ul>
<b>Who is rewarded?</b>	<ul style="list-style-type: none"> <li>Principal &amp; Assistant Principals</li> <li><u>ALL</u> Teachers (tested and non-tested content)</li> <li>Other professional staff (librarian, counselor, instructional specialist)</li> </ul>	<ul style="list-style-type: none"> <li>Tested content Grade-level team of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Tested content Grade-level team across content areas or content department teams across grades</li> </ul>
<b>Why is it of value?</b>	<ul style="list-style-type: none"> <li>Reinforce campus team focus, collaboration and collective accountability</li> </ul>	<ul style="list-style-type: none"> <li>Reinforces need for a grade-level content team to work together to impact student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Reinforces vertical articulation and academic teaming</li> </ul>

The PEAK approach to rewarding teams has been designed with careful consideration to alignment with established district priorities and investments. For several years, district leadership has been building infrastructure, supports and tools based on the philosophy that teaching is a team sport. The district implemented academic teaming in grades 6-10, building-level teacher coaches (Secondary Lead Content Teachers / Elementary Content and Cluster Coaches) and a web-based data reporting tool to support campus data teams. The

methodology of rewards required alignment to reinforce and reward behavior aligned to driving student results in a collaborative manner. Intentionally, there is no award level which can be earned by an individual's results with their individual classroom of students; every reward is driven by collective outcomes for teams of teachers. The team-based rewards are intended to drive higher levels of commitment to supporting collaboration and increased team accountability and focus. The scorecard rewards **four levels of teams on a campus** as outlined in the pictorial review of the PEAK scorecard:

1. **Campus team:** Acknowledging that all teachers and instructional staff and leadership must work together to show signs of academic achievement across grades and content areas
2. **Grade-Content team:** Holding all teachers across a content-grade accountable for collaborating, sharing best practice strategies and tools to drive student achievement
3. **Vertical team:** Encouraging teachers to work across grade levels to ensure vertical articulation and alignment of concepts and learning
4. **Horizontal teams:** Recognizing the investments made in academic teaming, this reward supports the concept of working across content areas to reinforce concepts, to build stronger student relationships and family outreach strategies

***Valid and Reliable Measures of Student Growth:*** The PEAK scorecard rewards accelerated student growth primarily utilizing the **Educational Value Added Assessment System (EVAAS)**<sup>i</sup> offered by the **SAS Corporation**. The SAS-EVAAS<sup>®</sup> for K-12 builds on the Tennessee Value-Added Assessment System (TVAAS) methodology developed by Dr. William L. Sanders and his colleagues at the University of Tennessee. Value-added assessment eliminates the possibility of a distorted view of effective schooling by following the progress of individual students. Schools whose students begin the year at a higher level may look effective, even if their students are gaining little ground. By the same token, schools whose students start at a lower level may appear ineffective, even if their students are making excellent progress.

The SAS EVAAS team has more than a decade's experience in building longitudinal student achievement databases and providing reporting that uses mixed-model, multivariate longitudinal methodologies. This statistical approach increases the utility of test scores because it dampens the measurement error associated with a single score on a single day for each individual child. The SAS EVAAS team has developed the most comprehensive reporting package of value-added metrics available in the educational market. Not only do they provide valuable diagnostic information about past practice, but they also report students' predicted success probabilities at numerous academic milestones. These predictions for academic success (or lack of it) enable a more equitable distribution of educational resources, one that ensures that all students have the opportunity to make academic growth each year.

At certain grade levels, PK -2 and 12, where value-added student outcome data is not available, a 'proxy' for growth has been developed. For example, in early elementary grades where the Stanford Achievement Test (SAT-10) is administered but individual EVAAS can not be calculated, growth is measured around improvement gains. Teams of teachers are rewarded if they show a gain in test scores greater than the district average in gains. Similarly, in high schools, rewards are made when the average Advanced Placement score within a content area is increased. The AP teacher alone is not rewarded but acknowledging the foundations that have been established in earlier years, all teachers within a content area are provided a reward.

**Effective teachers, principals and other staff: Key findings PEAK Evaluation Report, 2008-09:** The district has seen strong signs of positive impact within the PEAK pilot including positive increases in campus climate and teacher satisfaction measures, higher rates of teacher retention and strong academic gains in nearly every content area. In the first year of implementation, there was tremendous success evidenced on the PEAK scorecards. Nine of the fifteen schools achieved the campus bonus which requires them to show significant growth in six of the twelve cells in the scorecard. When this level is achieved all instructional based staff on the campus receives a campus level reward. The FWISD evaluation of PEAK, conducted by Accountability and Data Quality staff,

examined student achievement and growth, analyzed survey responses, conducted observations, and reviewed documents to learn more about the pay-for-performance and working conditions improvements at the 15 campuses.

Key findings include:

**Teacher morale and satisfaction increased:**

- Positive increases in campus climate, especially around teachers' experience with the working condition improvements were generally positive as measured by increases in campus climate survey constructs
- 25% decrease in number of sick days used (reduced absenteeism) and 21% decrease in teacher separations

**Strong trend of academic growth improvement**

- Positive results for academic achievement and growth in Reading/ELA, Math and Science
- Decreases in high school core course failure rates

See Appendix for complete PEAK evaluation report, Year 1.

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

**Individual Development and Evaluation Scorecard (ID&E Scorecard) for Teachers**

Through the support of the TIF grant program, the district will build upon this solid foundation to develop a complementary ID&E Scorecard upon which to award performance based compensation. This scorecard would be based on **clear definition of practices, behaviors and values** which contribute to highly effective teaching as well as an individual measure of **student growth**. It would be a powerful construct to develop **targeted feedback** for individual improvement. Over time, it is also envisioned to be a meaningful source of trend information when aggregated across campuses, seniority and focus to better inform professional development, recruiting, and promotion decisions.

Currently FWISD utilizes a state-mandated tool for teacher evaluations entitled Performance Development and Assessment System (PDAS). The tool, like many efforts at individual evaluation, has not been well implemented and is largely not used in a constructive growth and feedback construct but rather is an administrative tool largely used in a punitive context. PDAS has developed a strong implicit association with teacher termination efforts and ratings have been heavily inflated so teacher expectations are set to receive the highest rating category. Although the PDAS instrument is a carefully developed, competency-based evaluation tool, its flawed implementation has caused it to be an ineffective tool in improving and rewarding higher levels of performance. In contrast, the ID&E scorecard will be carefully designed and thoughtfully implemented. The FWISD effort supported by TIF would provide important field testing and an opportunity to build confidence in a tool that may be able to be used district-wide. Assuming a successful implementation, the district could decide locally to use the ID&E scorecard and apply for a waiver from the state-mandated PDAS tool.

The ID&E scorecard, through this pilot, would be largely focused on providing meaningful feedback to grow teacher-level talent within a PEAK campus. In order to facilitate its use as a performance management and development support tool, there are five critical components outlined in the table below. These components will need to be further defined throughout the planning period.

Critical Teacher ID&E Scorecard Overview	
Component	Detailed Direction
<b>Student Outcomes (Individual and Campus level):</b>	Individual teacher EVAAS scores combined with student growth measures for a grade-content and/or campus-level student outcomes will be incorporated into the ID&E scorecard. The weighting on the scorecard may vary by role, grade and content area given availability of individual teacher growth information. This direct accountability measure for student growth will require significant support and training to ensure there is comfort, understanding and a professional development path to scaffold teacher skill and practice improvement. Although it will be further defined in the planning year, initially some level of compensation will be provided to encourage teachers to complete learning paths provided by Battelle for Kids to increase their understanding of individual value added information. Additionally as individual value-added

	<p>scores are implemented strong supports and safeguards must be put in place to ensure that the information is widely accessible but not used in an inappropriate manner to punish.</p>
<p><b>Stakeholder – defined competency model</b></p>	<p>In addition to objective student growth measures of performance, the ID&amp;E scorecard would also define teacher practices and values which contribute to effective teaching. As in all competency model definition efforts, it will be important to take the time to solicit feedback from a wide variety of stakeholders and to test the draft model repeatedly. There continues to be a wide variation in articulating <i>what</i> good teaching is as well as <i>what evidence</i> can be a meaningful measure of competence. This competency model would serve as the basis for a <b>rubric and scoring guide</b> to differentiate levels of effectiveness and support consistency amongst reviewers and evaluators.</p>
<p><b>Multiple reviewers, possibly leveraging technology to record classroom observations, and more frequent observations:</b></p>	<p>To ensure that the ID&amp;E Scorecard is a valuable mechanism for a <u>cycle</u> of on-going feedback and development support, it is critical that there are multiple observations throughout the year. The cycle would start with an observation and start-of-year conference with each teacher to establish priority areas for development including discussion and review of the previous year’s EVAAS, where available; a mid-year conference to establish progress toward defined learning goals; and an end-of-year conference to provide summative progress and feedback. The current PDAS model is not set up to capture a full lifecycle of progress but rather point in time assessments of proficiency. This more intensive cycle of feedback will require additional infrastructure and resources to ensure the quality and depth of feedback from the observations. In the planning year, additional discussions will take place to determine how multiple reviewers will be identified and implemented. Ideas already under discussion include the use of external ‘master specialists,’ using already established curriculum and instruction specialists or already established coaches in place at the secondary and elementary levels. The identification and implementation of these additional reviewers must be carefully planned but there is strong evidence from a recent Chicago</p>

	<p>Consortium of School Research study that the use of multiple reviewers raises the rigor of feedback provided by the principal and is well received by teachers. Another option under planning is to build in a multiple reviewer program using video technology to capture classrooms - both student and teacher actions. This capture could provide the ability to have multiple reviewers review the video footage and to measure teacher practices to provide a multi-faceted level of feedback.</p>
<p><b>Rubric and scoring guide</b></p>	<p>To support consistency in measuring teacher effectiveness against a set of defined criteria the ID&amp;E Scorecard will require an extensive rubric and scoring guide to define clear evidence to measure proficiency of each standard. On each defined aspect of the scorecard (as driven by the competency model of practices and values) teachers will be rated on a scale of 1-5. For each possible score, clearly articulated evidence will be defined to assist in placing teachers at the appropriate scoring level. This scoring guide will also serve as a tool for teachers to clearly understand what is required to improve their level on each dimension.</p>
<p><b>Stronger training and support tools for reviewers to ensure inter-rater reliability</b></p>	<p>More than the rubric and scoring guide, extensive training and support must be developed and provided to ensure fully successful implementation of the ID&amp;E Scorecard. As learned in the rollout of PDAS where training was only provided around the technical process, lack of in-depth support on using the tool as a means to improve performance will limit the value of the effort. Training must be delivered around conducting meaningful observations; delivering constructive feedback and using the ID&amp;E Scorecard to more effectively align recruiting, professional development and manage differentiated retention. The ultimate goal of this training will be to ensure high levels of <b>inter-rater reliability</b> so that there is less variance between raters and scoring.</p>

In order to develop a high quality instrument in the ID&E Scorecard, the district will use the planning period to do a thoughtful design and carefully planned implementation to ensure that there are high levels of confidence and support for this individual feedback tool. Critical success factors to the effort will be:

- *Widely engaging teachers from across grade levels, content areas, experience levels, campuses, and certification sources.* Although it can be time and resource intensive to involve many perspectives in the design and development of the competency model, the foundation for the ID&E scorecard is important to ensure support and buy in when the tool is rolled out. In addition principals need to be engaged in the definition as well as providing feedback through the design process regarding the usability and format of the ID&E scorecard tool and process. During the TIF planning year, the PEAK management team will leverage many of the current and past outreach strategies to engage multiple perspectives.
- *Comprehensive rollout support (communication, tools, and training).* The rollout of the ID&E scorecard must be supported in terms of training to increase awareness and understanding, use of tools and the technical process (timelines, forms, etc.). Additionally reviewers need to be trained to deliver constructive feedback to staff and how to establish high levels of trust in using the ID&E scorecard. Strategic messaging and outreach must be integrated in a full communication plan to target different audiences through a variety of delivery formats (*See Appendix for sample communication documents*).

### **Individual Development and Evaluation Scorecard (ID&E Scorecard) for Principals**

The ID&E for principals would be largely based on the recently implemented Leadership Performance Standards Framework. The framework was developed in 2007 and has been recently implemented as an evaluation instrument to assess principal effectiveness within Fort Worth ISD. The Leadership Performance Framework is based on Texas standards for principal certification, Interstate School Leadership Licensure Consortium (ISLLC) skill requirements, and effective leadership skills outlined in Marzano, Waters, and McNulty's 21 Principal Responsibilities (2005). A committee composed of FWISD's Department of Leadership Development, along with

current successful district principals, outlined the eight essential dimensions of effective school leadership. For each of these standards, the assessment committee developed actions, activities, and performance indicators indicative of strength in each dimension (complete document can be found in Appendix). The FWISD Leadership Performance Standards for School Leadership forms not only the backbone of FWISD's clearly-articulated vision for effective school leadership but also its blueprint for development of *Leadership Academy* principal training and for assessing leadership effectiveness. In this way, current research findings, contextualized and personalized by FWISD administrator experience, has informed and is reflected in every aspect of *Leadership Academy* program design, ensuring programmatic coherence from recruitment through retention.

**Expected Program Outcomes:** The implementation of the principal and teacher ID&E in conjunction with the PEAK team scorecard in an enhanced PEAK pilot would include:

- Higher rates of retention of teachers and principals who consistently are scored high on the ID&E and on the PEAK scorecard
- Higher percentages of teachers who are deemed highly effective based on evaluations in the ID&E scorecard at each campus
- More targeted professional development offerings based on the individual, campus and program needs as identified by teachers and administrators.
- Higher teacher and principal employee satisfaction scores (campus climate survey) regarding levels of support, opportunities to collaborate and high quality, relevant professional development.

1(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel 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

During the initial PEAK pilot, a teacher could earn up to [redacted] if they were able to earn each of the four layers of PEAK team rewards. This constitutes nearly a 24% bonus above average salary for a teacher. In contrast, the maximum award for a principal is [redacted] at the high school level if the PEAK campus award is earned. Each layer of

Reward Type	Award Range dependent on level
Campus*	[redacted]
Grade –Content	[redacted]
Vertical (across grades within a content area)	[redacted]
Horizontal (across content areas within a grade)	[redacted]
<b>Total Maximum Award Teachers</b>	[redacted] 0
<b>*Total Maximum Award Principals (Based on Campus)</b>	[redacted]

award in the PEAK model is intended to be significant and aligned to the intensity of collaboration required to achieve.

As the PEAK pilot evolves to include both the PEAK Team rewards and the Individual D&E Scorecard, the performance based compensation levels are expected to align to these established standards. In the planning period, as the ID&E Scorecard is being established, further discussions and analysis will be required to understand how to split these award amounts between the PEAK scorecard and the ID&E scorecards to ensure that the potential size of awards are substantial but not so large as to be financially unsustainable.

In addition to rewards, teachers, principals and other instructional campus staff are offered financial incentives for coming to and staying at the targeted schools within the PEAK pilot. These financial incentives range from \$1,000 - \$4,000 based on supply and demand availability from a market perspective. For example, given the shortage in secondary math teachers, such a teacher who is willing to join one of the targeted campuses is eligible for a higher incentive [redacted] than an elementary art teacher [redacted].

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

The involvement and support of teachers, principals and other personnel is paramount to the success of any sustainable change. Through the design of the original PEAK design and current implementation, extensive

stakeholder involvement has been a critical priority. Similarly, during the TIF planning year as the ID&E scorecards are developed and as the PEAK team scorecard is refined, targeted and comprehensive planning will include a multitude of mechanisms to engage and build support with teachers, principals and other personnel. The table below highlights some of the outreach vehicles which were leveraged through the PEAK design and implementation effort as these may likely be replicated during the TIF planning year specifically at the schools targeted for this grant as well as more broadly across the district and community.

<b>Potential Stakeholder Engagement Vehicles</b>	<b>Overview and Impact</b>
<b>District Taskforce / Working Committee</b>	As the PEAK program was under consideration and design, a district-wide taskforce was assembled of nearly 35 teachers, principals, central office administrators, counselors, librarians and employee association representatives. This group explored the concept of pay-for-performance as well providing feedback on the design and implementation plan of the PEAK rewards model. This diverse taskforce, or something similar, could be re-engaged to support the design and implementation plan of the ID&E Scorecards.
<b>Online Surveys</b>	A district-wide survey was delivered via SurveyMonkey to teachers as the concept of performance-based compensation was in discussion with the PEAK pilot design. The survey allowed broad measurement of perceptions and support as well as feedback on model components. Working with Accountability and Data Quality again, a survey can be developed which could solicit relevant feedback to develop the competency model as well as the ID&E scorecard process rollout.
<b>Targeted campuses: In-Person Meetings / Campus Opt-In Vote</b>	Each campus targeted in the PEAK program 'opted-in' to participate in the current PEAK pilot. At some campuses, the opt-in vote was part of a recommitment process where teachers who agreed to participate in this pilot chose to reapply and accept a position. In these cases campus buy-in was effectively 100%. At other campuses, a simple majority vote was held in favor of entering the pilot. The in-person meetings at the campus were a powerful

	<p>mechanism to share information, solicit feedback and to voice questions and concerns.</p> <p>(See Appendix for a full schedule of meetings at each identified PEAK pilot school).</p>
<p><b>PEAK website and email</b></p>	<p>The district website is a central form of mass communication with both internal stakeholders (employees) as well as external stakeholders (media, parents, community.) A specific PEAK pilot landing page has been created and is featured on the district’s home page. Additionally a generic email box has been created (<a href="mailto:peak@fwisd.org">peak@fwisd.org</a>) to allow teachers to ask questions and to voice opinions. Through the PEAK design and implementation stage, this email box provided a venue to receive critical teacher and other stakeholder feedback regarding the design effort.</p>
<p><b>Video / Email messages</b></p>	<p>Through the support of the district’s tv production department, Ed TV, video messages have been increasingly used to share leaders’ messages with a large number of employees. The video messages allow the superintendent to speak directly to all 10,000 employees. Additionally the Chief of Schools and Chief Academic Officer often send monthly messages to teachers on a variety of strategic topics. Through the TIF planning and rollout of the ID&amp;E scorecard, these video and email messages from key district leadership will help to underscore the importance of the ID&amp;E scorecard and the strategic priority of the TIF-funded PEAK project.</p>
<p><b>News / External Media outreach</b></p>	<p>The district has established strong media ties and often pro-actively engages the media to build awareness of key district messages and initiatives. During the PEAK rollout and implementation, multiple forms of traditional media were engaged to build awareness and to pique interests, address questions and build broad support for the direction of this effort.</p>
<p><b>PEAK Core Advisory</b></p>	<p>A critical component of the program’s successful implementation has been the establishment of a PEAK core advisory. The Core Advisory is comprised of a teacher representative selected to represent each campus. This group meets monthly during the school year to share ideas and collect any campus concerns we can work together to solve.</p>

(4) Includes a **data-management system**, consistent with the LEA's proposed PBCS, that can link student achievement data to teacher and principal payroll and human resources systems

Given the district's efforts within the PEAK pilot, a number of operational support and data systems have been put in place in order to ensure accurate and timely performance payments. Our pilot efforts have ensured that the district has the capacity, commitment and support to implement a comprehensive value-added model. In the first cycle of payout in October 2008, there were no grievances filed around the ██████ paid out in awards. The systems critical to this effort include:

**Battelle for Kids Linkage & Awards Verification:** In addition to partnering with SAS-EVAAS, the district has also engaged in partnership with Battelle for Kids, specifically to leverage their on-line data management systems called *Linkage* and *Awards Verification*. Battelle for Kids works with multiple districts across multiple states including Texas, Ohio and Tennessee and has developed a strong expertise in their support and management of PBCS implementations for educators.

*BFK Linkage:* Linkage is pre-populated from our existing Student Information System and allows further verification and review by Principals, both as an initial set up and for final review. Each teacher has the opportunity to confirm their roster by student name. Teachers also assign a percentage weight (in the instance that there was co-teaching) as well as the percentage of time that student was in their classroom. The Linkage process is conducted each May and the data is sent to SAS to be used in their EVAAS calculation process. This has been a powerful step in the process as it allows teachers greater insights and confidence around the inputs and clearly explains the chosen value-added model to enable them to use data generated by the model to improve classroom practices.

*BFK Awards Verification:* In addition to the front end student-teacher linkage system, the district has also implemented BFK Awards Verification, an online tool which connects the EVAAS growth measure calculations to the financial rewards payment. Teachers are asked to log in and verify their expected payment based on results of the PEAK scorecard. This awards verification is driven by student growth results from EVAAS and locally provided

data (SAT-10 and Advanced Placement) as well as *Linkage* student population information and set eligibility criteria. Before any payment is actually made, teachers have an opportunity to review the expected payment and confirm or submit an inquiry to be reviewed and resolved. This system has been critical in mitigating numerous potential errors.

**SAS-EVAAS portal.** Another powerful data tool that will support the district's PBCS is the use of the SAS-EVAAS portal. This online tool houses all of the EVAAS results but is built with a powerful drill-down inquiry mode and flexible reporting functionality. Its design and the supporting training that will be provided will facilitate teachers, administrators and other instructional professionals to actively engage in using EVAAS as a mechanism for instructional improvement. The SAS-EVAAS portal, housed at SAS, is built upon the experiences and expertise of many hundreds of thousands of users over a long multi-year history. As part of our rollout planning, training has already been delivered and planned to build higher levels of comfort in using EVAAS as an instructional improvement tool which will further reinforce confidence around the measures within the ID&E and PEAK scorecards.

**Tyler Munis.** In 2008-09, the district implemented a robust Enterprise Resource Planning system for human resources and financial applications called Tyler Munis. The move towards Tyler Munis provides the district with more robust tools to link human resource and financial information. Tyler Munis provides for a stronger level of data integrity as all of the information is connected in a single database providing greater flexibility in operations to support a performance-based approach to compensation.

In addition to the systems above, the district has developed and engaged in a number of partnerships to support the use and provide capacity to use data effectively that will increase district, campus and individual power around the use of data to drive instruction. A sampling of these includes:

- **DataSmart.** This online student data reporting tool was implemented in 2007. It provides teachers and administrators easy access to student achievement results and allows for flexible reporting as well as pre-defined formats.
- **Harvard Strategic Data Project.** FWISD was selected as one of four districts to participate in a partnership with the Harvard Center for Policy Research in Education. The objective of the partnership is to build central office capacity in using data at greater depths to drive critical decision making.
- **Data Coaching Pilot.** A district-wide initiative was recently launched to support campus-level data teams through a systematic and structured approach to data inquiry and analysis.

5) Incorporates **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.

High-quality professional development activities, aligned to teachers/campus' identified needs are important to moving the FWISD forward around student achievement both at targeted PEAK campuses' and district-wide. As more targeted individual teacher needs are identified through the use of value-added data and the ID&E scorecard, the more likely it is that targeted and tiered professional development can be implemented fully. Below is a summary of some of the key professional development opportunities to support teachers and principals to improve their effectiveness and thereby increase their opportunity to earn higher levels of awards. The list below is intended to be illustrative, but will not be fully exhaustive of possible professional development support.

#### **Professional Development for Teachers:**

- On-line learning path regarding EVAAS. Through our partnerships with Battelle for Kids, the district will be rolling out the use of value added to the individual teacher level. As we encourage teachers (some basic courses will be mandatory) to follow these defined learning paths, there is an opportunity for teachers to more fully embrace the student growth EVAAS metric as a mechanism to improve student achievement. Teachers will also be trained in more depth to use the flexible reporting and drill down inquiry functionality. There is consideration of offering an incentive to all teachers who complete the EVAAS training.

- Institute for Learning Principles of Learning. As part of a district-wide priority, the IFL Principles of Learning have been rolled out with specific annual focus on a particular principle. These strategies are deeply integrated within district tools of managed curriculum.
- Targeted ID&E training. In addition to training on data and instructional improvement professional development, it is also important to develop and deliver training specifically for teachers to understand the ID&E scorecard and to be better prepared in terms of receiving critical development feedback. To be sure that principals' deliver constructive and actionable feedback, they must be trained as well.
- Teacher Induction and Mentoring. Beginning teachers participate in a week long teacher induction professional development workshop prior to a teaching assignment followed by ongoing professional development throughout the year. All teachers new to the profession of teaching are assigned a full release teacher mentor assigned to provide support and guidance to new teachers during the first two years of teaching. This state-wide recognized program is supported by local and grant funds from the Beginning Teacher and Induction Program.

#### **Professional Development for Principals:**

- National Institute for School Leadership As part of the expansion of the district's Leadership Academy, all principals will be trained on the National Institute of Leadership curriculum. The National Institute for School Leadership (NISL) offers high-quality, research-based professional development programs designed to give principals the critical knowledge and skills they need to be instructional leaders and to improve student achievement in their schools. Principals will be trained in cohorts of 35.
- Targeted ID&E training. In addition to training on data and instructional improvement professional development, it is also important to develop and deliver training specifically for principals to understand the ID&E scorecard and to be better prepared reviewers of observations, rubrics and forms as well as delivering high quality feedback to teachers and other staff. Additionally principals will receive training to

build an open, trust-filled culture where feedback is well received. The principal's approach around the ID&E scorecard will be critical in setting expectations and ensuring a successful implementation.

### Adequacy of Support for the Proposed Project (25 points)

In determining the adequacy of the support for the proposed project, the Secretary considers the extent to which—

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

To ensure successful implementation of PEAK, Fort Worth ISD serves as the fiscal agent, monitoring grant activities on a day-to-day basis to ensure that proposed project objectives are completed on time and within budget. Fort Worth ISD will create a dedicated office with primary responsibility for supporting the campus' school improvement efforts, staffed by the District Shepherd and a PEAK Coordinator to foster the conditions and capacity for rapid school improvement. Additionally, as a part of the district commitment to transformation, each of the campuses will have an Operations Manager funded with local or other grant funds in their building to assure constant communication between stakeholders and district offices for full implementation of the activities to be performed in the grant. Each of these staff persons will be responsible not only for assisting with grant implementation, but with training and development of campus staff and building an infrastructure to ensure that transformation is maintained for the future.

- The clearly-defined responsibilities of each member of the management plan are determined as follows: The **Chief of Schools** provides overall leadership for the project. The **District Shepherd** along with the **PEAK Coordinator** will lead the development, implementation, and maintenance of the program and will oversee the project. The **Director of Research and Evaluation** and **Project Evaluator** will provide for implementation and interpretation of the evaluation design.
- The **Executive Director of Grant Development, Management & Monitoring**, with the **Project Development Specialist**, will help to ensure grant compliance. All elements of the proposed project are capacity building which will allow for a sustainable program far into the future. The **District Shepherd**,

supervised by the **Chief of Schools**, will work on this project to maintain partner relations, schedule, and plan and coordinate activities, work with evaluators and Project Development Specialist to analyze data and report to the PEAK Management Committee and Advisory Council.

- The **PEAK Management Committee**, made up of the District Shepherd, Elementary and Secondary Directors, PEAK Coordinator, the Project Evaluator, the Project Development Specialist, and key partner and campus representatives will develop a detailed **Action Plan** for project activities and will meet monthly to review project progress throughout this program. The Committee will act as the implementation support team, and will review formative evaluation data, problem-solve implementation difficulties, and monitor expenditure of funds.
- The project will work with the **PEAK Core Advisory**, consisting of teacher representatives from each of the 15 campuses. Additional advisory members include: the Superintendent, Chief Academic Officer, Chief of Schools, Assistant Superintendent of Secondary and Elementary School Leadership, the Assistant Superintendent of Human Capital Management, the Executive Director of Strategic Initiatives, the PEAK Project Coordinator, project evaluators, the Project Development Specialist, and at least two participant principals. The Core Advisory will meet quarterly to review formative evaluation data, make programmatic adjustments, and review project activities to ensure that they align with proposed goals.
- Implementation of standard district policies can at times be restrictive to attempts to foster rapid and transformative developments. Understanding that the most effective strategies for achieving higher student achievement involve needs-based, integrated improvement planning (Schmoker, 2006), Fort Worth ISD is committed to providing schools with flexibility in implementation of practices that facilitate transformation, including the coordination of goals and objectives with all the resources available, the autonomy of budgeting and expenditures, and streamlining processes such as purchasing, travel and recruitment and hiring.

- Specific practices for review and implementation personalized for the needs of each campus include the use of Consolidated Resource Management strategies. The District Shepherd and Operations Manager will use these tools to support school transformation with improved planning capabilities, especially integrating the schools’ activities with all the funding resources available to the campus, providing an at-a-glance project tool that allows the campus management team to regularly review the plan, funding sources and budget status. This greater emphasis on campus management will provide benefits far beyond the term of the grant, and result in true transformation of campus operations.

**Table 4: PEAK Project Timeline with Milestones**

	Year 1 (2010-2011)	Year 2 (2011-2012)	Year 3 (2012-2013)	Year 4 (2013-2014)	Year 5 (2014-2015)
<b>Fall</b>	<ul style="list-style-type: none"> <li>• Announce grant</li> <li>• String budget</li> <li>• District Shepherd is hired</li> <li>• 1st meeting Mgt. Committee; development of Action Plan</li> <li>• Project management orientation</li> <li>• Selection of project Consultants</li> <li>• Advisory Council meets(expectations &amp; timelines)</li> <li>• Develop ID&amp;E Scorecard</li> <li>• Contract with SAS and Battelle for Kids for EVAAS and value add analysis support.</li> </ul>	<ul style="list-style-type: none"> <li>• Mgt. Committee reviews Year 2 Action Plan</li> <li>• Project Update meeting</li> <li>• Review evaluation &amp; budget data</li> <li>• Review of formative evaluation data</li> <li>• Annual report</li> <li>• Incentives paid</li> <li>• Rewards paid based on value-add analysis</li> <li>• Teachers participate in ID&amp;E feedback training/PD</li> <li>• Contract with SAS and Battelle for Kids for EVAAS and value add analysis support.</li> </ul>	<ul style="list-style-type: none"> <li>• Mgt. Committee reviews Year 3 Action Plan</li> <li>• Project Update meeting</li> <li>• Review evaluation &amp; budget data</li> <li>• Review of formative evaluation data</li> <li>• Annual report</li> <li>• Rewards paid based on value-add analysis and ID&amp;E.</li> <li>• Teachers participate in ID&amp;E feedback</li> <li>• Contract with SAS and Battelle for Kids for EVAAS and</li> </ul>	<ul style="list-style-type: none"> <li>• Mgt. Committee reviews Year 4 Action Plan</li> <li>• Project Update meeting</li> <li>• Review evaluation &amp; budget data</li> <li>• Review of formative evaluation data</li> <li>• Annual report</li> <li>• Teachers participate in ID&amp;E feedback</li> <li>• Rewards paid based on value-add analysis and ID&amp;E.</li> <li>• Contract with SAS and Battelle for Kids for</li> </ul>	<ul style="list-style-type: none"> <li>• Mgt. Committee reviews Year 5 Action Plan</li> <li>• Project Update meeting</li> <li>• Review evaluation &amp; budget data</li> <li>• Review of formative evaluation data</li> <li>• Annual report</li> <li>• Teachers participate in ID&amp;E feedback</li> <li>• Rewards paid based on value-add analysis and ID&amp;E.</li> <li>• Contract with SAS and Battelle for Kids for EVAAS and value add analysis support.</li> </ul>

			value add analysis support	EVAAS and value add analysis support.	
Spring	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Evaluators trained on ID&amp;E</li> <li>• Annual Project Director Meeting</li> <li>• School Climate survey data collected</li> <li>• Evaluator offers first formative assessment report</li> <li>• Enhance training modules on EVAAS.</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Annual Project Director Meeting</li> <li>• School Climate survey data collected</li> <li>• Teachers and staff review and validate value-add analysis scores through portal</li> <li>• Teachers participate in ID&amp;E feedback pilot and focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Annual Project Director Meeting</li> <li>• School Climate survey data collected</li> <li>• Teachers and staff review and validate value-add analysis scores through portal</li> <li>• Teachers participate in ID&amp;E feedback</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Annual Project Director Meeting</li> <li>• School Climate survey data collected</li> <li>• Teachers and staff review and validate value-add analysis scores through portal</li> <li>• Teachers participate in ID&amp;E feedback</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Annual Project Director Meeting</li> <li>• Teachers and staff review and validate value-add analysis scores through portal</li> <li>• Teachers participate in ID&amp;E feedback</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Evaluator provides AC with summative report; AC makes recommendations for program adjustment</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Evaluator provides AC with summative report; AC makes recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Evaluator provides AC with summative report; AC makes</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Evaluator provides AC with summative report; AC makes</li> </ul>	<ul style="list-style-type: none"> <li>• MC meets monthly; AC meets quarterly</li> <li>• Evaluator provides AC with summative report; AC makes recommendations</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluation trainers fully certified</li> <li>• Identify and procure equipment for classroom ID&amp;E observations.</li> <li>• Provide value add data district-wide.</li> <li>• Review ID&amp;E and begin pilot phase of implementation.</li> <li>• Train administrators in use of ID&amp;E.</li> </ul>	<p>for program adjustment</p> <ul style="list-style-type: none"> <li>• Equipment installed in classrooms for observations.</li> <li>• Provide value add data district-wide.</li> <li>• Adjust reward levels based on team rewards and ID&amp;E</li> <li>• Train administrators in use of ID&amp;E.</li> </ul>	<p>recommendations for program adjustment</p> <ul style="list-style-type: none"> <li>• Provide value add data district-wide to teachers and administrators.</li> </ul>	<p>recommendations for program adjustment</p> <ul style="list-style-type: none"> <li>• Provide value add data district-wide.</li> </ul>	<p>for program sustainability</p> <ul style="list-style-type: none"> <li>• Provide value add data district-wide.</li> </ul>
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**(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively**

The DISTRICT SHEPHERD (funded from other sources) will serve as the grant project manager. Qualifications include prior grant management experience; Texas teaching certification; mid-management certification; bachelors and master’s degree in Education; and multiple years of overall experience in education. In addition, the shepherd will act as the lead for all project goals and will support campus Leadership staff in the implementation of the campus wide Transformation program. The Shepherd will oversee all program monitoring which will include, but not be limited to: (1) site visits; (2) email and phone communications; and (3) reviews of budget runs. Internal quantitative and qualitative evaluations, both formative and summative, will be shared monthly with the Management Committee to discuss findings and make recommendations for improvement. At the campus level, involved staff will meet as needed to ensure activities are implemented; professional development is planned, contracts follow board of education procedures and implement all other programs established in the PEAK program.

The Project Development Specialist will oversee compliance, provide proposal and budget clarification, and prepare amendments to the application as necessary. The Project Development Specialist will be highly experienced in

grant/project management and will possess a skill set likely to aid in the efficient and effective implementation of the proposed program. The District Shepherd will serve as the grant owner and will be responsible for ensuring that all aspects of the grant application are adhered to and to provide district level assistance where required. The District Shepherd, the PEAK Coordinator, the Program Evaluator and Project Development Specialist will support the Campus Leadership team in completing all quarterly compliance reports.

<b>PEAK KEY STAFF: Experience, Roles &amp; Responsibilities</b>			
<b>Name</b>	<b>Title</b>	<b>Credentials/Experience</b>	<b>Project Roles/Responsibilities</b>
Melody A. Johnson	Superintendent	Ph.D. in Educational Administration, 20+ years in public education, 5 years at FWISD	Program leadership and vision
Robert Ray	Chief of Schools	Masters of Education, 30+ years in public education, 18 years at FWISD	
Charles Boyd	Asst. Superintendent, Secondary Leadership	Masters in Educational Administration, 17 years in education, 17 years at FWISD	
Michael Sorum	Chief Academic Officer	M. Ed. Administration, Planning & Social Policy, Harvard University, 23 years in education, 4 years at FWISD	
Sherry Breed	Asst. Superintendent, Elementary School Leadership	M. Ed. Administration, PEAK program administrator for last 2 years, 28 years in education at FWISD.	
Sammy Monge	Asst. Superintendent, Human Capital Management	Masters in Public Administration, 27 years in education, 5 years experience in leadership development at FWISD.	<b>Project Advisory Council:</b> quarterly meeting with project staff and agency partners to review formative data and plan for project adjustments to ensure alignment with goals and objectives.
Punita Dani-Thurman	Executive Director, Strategic Initiatives	Former Broad Residency participant in Urban Education, Certified Senior Professional in Human Resources, 14 years experience in project management, leader development, and strategic performance planning	
To be hired	District Shepherd	Individual with experience and background to direct and coordinate district's turnaround efforts, knowledge of how to allocate resources to support turnaround, and develop strategies related to PCBS.	
Wendi Walker-Schmidt	PEAK Coordinator	14 years of experience in learning and organizational development and training, 2 years experience as PEAK program and operational coordinator.	

Anne Rusher	Director, Research and Evaluation	Ph.D. in Early Childhood Education, 30+ years in education, 9 years at FWISD	
To be hired	Evaluator	Experience in Statistical Methodology & Evaluation	
Tracy Marshall	Exec. Dir., Grants Development	B.A in Political Science, 16+ years of project management experience, 8 years at FWISD	
Walter Payne	Project Development Specialist	Accountant with extensive project management experience in banking industry prior to entry into field of education.	
15 campuses	Principal	All principals participated in a recommitment process and evaluation prior to assuming leadership of PEAK campus.	
15 campuses	Operations Manager	Business and School operations experience.	

(See Appendix for Job Descriptions & Resumes)

Table 5: Time Commitment of Project Management		
Name	Title	Time Commitment
Sherry Breed	Assistant Superintendent	25%
TBD	District Shepherd	50%
Wendi Walker-Schmidt	PEAK Coordinator	100%
Dr. Anne Rusher	Director, Research and Evaluation	10%
Tracy Marshall	Executive Director, Grants and Development	10%
Walter Payne	Project Development Specialist, Grants	30%
TBD	Project Evaluator	100%
	Principals, Operation Managers	100%
	School and Executive Directors	25%

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

Based on sustainability and evaluation findings, FWISD is committed to the continuation of PEAK activities as evidenced by its local financial commitment of [REDACTED] over the last three years. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process, including Federal

grant opportunities; support from local foundations, organizations and corporate sponsors; and State funding opportunities. Each will be targeted in the comprehensive sustainability plan. The PEAK management committee, facilitated by the Executive Director of Strategic Initiatives and the Executive Director of Grants and Development, will lead the search for funding to support the needs of the project. Due to effective, efficient, and quality-centered methods of grant management, many grant projects in the Fort Worth ISD such as the PEAK program have had a lasting, positive impact on the District, introducing sustained and systemic change. Implementation of PEAK is a top priority of FWISD's board and administration, and every effort will be made to see that it is funded past the completion date of the grant period, through its partners, the community, and state and federal funding sources. The United Way of Tarrant County has committed over [REDACTED] per year to fund College and Career Coaches at Fort Worth ISD middle schools. Funds earmarked to Fort Worth ISD from the United Way are expected to be awarded annually over a 10-year period. Other important partners to the project include United Educators Association (UEA), Workforce Solutions of Tarrant County, Fort Worth Chamber of Commerce, Tarrant County College and Texas Region XI Service Center.

Infrastructure Provided with Grant Funds	Sustainability from Other Fund Sources	
	Major Activities/Expenditures/ Human Resources	Strategies and Potential Sources
<p><b>Basic framework provided with grant funds includes expenses associated with:</b></p> <ul style="list-style-type: none"> <li>• <b>Personnel</b> –, Project coordinator, internal evaluator, training pay, project development specialist,</li> <li>• <b>Travel</b>- Required grant travel.</li> <li>• <b>Equipment</b>- Video equipment for classroom observations</li> <li>• <b>Professional Contracted Services</b> –Consultants for PD, ID&amp;E, Battelle, SAS, marketing</li> <li>• <b>Supplies</b> –General supplies, evaluation, and marketing</li> <li>• <b>Other</b>- Rewards and Incentives; substitute teachers for training</li> </ul>	<p><b>Activities, expenditures, and human resources used from other fund sources are associated with:</b></p> <ul style="list-style-type: none"> <li>• <b>Personnel</b> –Secondary School Leadership staff, District Shepherd, Campus Administration, Evaluation Coordinator, Grants Executive, Director, Mentors, Teacher Induction, Budget &amp; Accounting staff</li> <li>• <b>Professional/Contracted Services</b> – maintenance/repair of equipment, utilities, facilities, audit expenses</li> <li>• <b>Supplies</b> – General supplies, current curriculum and program aids, reading materials, Stanford 10</li> <li>• <b>Other Operating Costs</b> – Facilities, student snacks, student transportation</li> <li>• <b>Capital Outlay</b> – Computer labs, copiers, phone system, furniture</li> </ul>	<p><b>Strategies and potential sources include:</b></p> <ul style="list-style-type: none"> <li>• Build collaboration with IHEs and community organizations, “thus” acquiring additional resources from collaborators.</li> <li>• Conduct an extensive evaluation plan to help refine the program, thus” identifying the activities that show merit and should be sustained.</li> <li>• In-kind cost sharing from local funds.</li> <li>• Coordination between funding sources e.g., state and federal compensatory and discretionary funded programs.</li> <li>• Build volunteer base.</li> <li>• Conduct aggressive state and federal grant development efforts e.g., <i>DATE</i>, <i>TTIPS</i>, and <i>i3</i>.</li> <li>• Gain organizational support from UT Austin, IPSE, and like.</li> <li>• Establish and build a FWISD Education Fund to receive tax deductible individual, corporate, and foundation donations in support of PEAK.</li> </ul>

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

PEAK will be significant, with an average cost of [REDACTED] year to provide direct service to 15 campuses and indirectly to nearly 80,000 different students and 5,000 teachers annually. These costs include the rewards and incentives payouts, consulting services, administrative costs, and travel expenses for national grant conferences. Paying teachers based on talent and student performance instead of seniority is gaining traction in the Texas thanks to support from the governor and legislature and new federal incentives to tie teacher pay to student achievement. Fort Worth’s largest teachers association has been supportive of PEAK thus far because it rewards teams of teachers for student growth (see Appendix for letter of support). To attain the project goals, Fort Worth ISD

Superintendent Melody Johnson and PEAK management will need to work hand-in-hand with teacher association leadership, business stakeholders, and state and federal lawmakers and education officials.

PEAK Sustainability Plan		
Sustainability Year 2		
Component Method	Action	Timeline
<b>Develop: Mission, Vision, Case for Support</b>	Talk to staff and community members about why this program is needed, who will benefit, why FWISD is the best organization to undertake it. Identify and talk to informal community leaders who might have common vision/mission.	September- November 2011
<b>Research and identify potential stakeholders</b>	Solicit ideas from foundations, community organizations, etc., about who might share interest in the program. Talk to local businesses about how PEAK can benefit their interests.	
<b>Communicate with stakeholders</b>	Introduce PEAK to local media. Provide media tour, press kit or news release.	
<b>Initiate relationship with potential stakeholders</b>	Schedule community/partner meeting. Select informal team of helpful community members, agency representatives and business people act as advisory committee. Formulate meeting agendas. Prepare invitations and ask those who recommended individuals to invite them personally. Prepare written materials for participants outlining the program's general purpose and vision. Language should match community interests garnered from earlier community interviews.	December 2011
<b>Continue to cultivate stakeholders</b>	Hold meeting. Include shared vision exercise to get input and expand vision to more stakeholders.	
<b>Create buy in</b>	Outputs of meeting should be: Expanded vision that includes community stakeholders/potential partners Identification of interested individuals and organizations to continue to advise the project Summary of meeting highlighting groups that participated and seemed most interested. Assign Advisory Committee to share with those who could not attend. Invite press to cover meeting, highlight participants and outcomes. Determine follow-up steps to re-contact participants quickly. Send thank you notes and copies of press coverage.	
<b>Make the ASK</b>	Determine best strategic partnerships and key community leaders to involve. Determine appropriate level of collaborative commitment to ask for. Determine who should ask for partnership involvement. Jointly develop strong "case" for potential partner's involvement. Be specific about level of commitment requested.	January– April 2012
<b>Follow-up</b>	Formalize relationship with MOU's, volunteer position descriptions, formalized advisory committee roles, etc.	
<b>Be a Good Steward</b>	Continue to cultivate current partners and new stakeholders through: <ul style="list-style-type: none"> <li>• Offering opportunities for continued involvement in shaping the program through regular meetings and dialogue.</li> <li>• Sharing the credit.</li> <li>• Celebrating small successes.</li> <li>• Making sure program is mutually beneficial to all partners.</li> </ul>	April 2012- ongoing
Sustainability Year 3		
<b>Develop: Mission,</b>	Talk with staff, and community partners and stakeholders about outcomes of year 1.	September-

<b>Vision, Case for Support</b>	Review progress toward goals, who will benefit, who else needs to be involved. Review community needs and trends. Revise mission and vision as necessary.	October 2013
<b>Research and identify potential stakeholders/prospects</b>	Research corporations, local businesses, foundations other givers who have an interest in PEAK. Solicit ideas from partners, staff, volunteers, advisory committee about contacts they might have to potential givers with shared interests.	
<b>Communicate with stakeholders</b>	Talk to local businesses about how PEAK can benefit their interests. Ask for their ideas. Create a team and marketing plan to develop and market this business. With staff and advisory committee, discuss financial goals. Identify budget items that could be provided in-kind by partners, other stakeholders. Select methods and teams for fundraising/resource gathering for the year. Use more than one fundraising method (grant writing, direct mail, special event, in-kind resource gathering, phone-a-thon, personal solicitation). Cultivate relationship with media. Craft messages. Announce fundraising campaign. Highlight accomplishments. Share credit with partners.	September-December 2013
<b>Initiate relationship with potential prospects</b>	Select team from advisory committee and other community leaders to act as fundraising committee. Formulate strategy for meeting with prospects individually. Prepare fundraising/resource gathering plan with objectives and timelines. Launch fundraising effort. Prepare and send requests for appointments and letters of inquiry. Prepare written materials for solicitation teams outlining the program's vision, mission and case for support.	October 2013
<b>Continue to cultivate prospects</b>	Invite prospects to tour program, review accomplishments, suggest improvements. Ask them who else should be involved. Match language and outcomes to prospect's interests. Send thank-you notes for meetings and contacts.	November 2013
<b>Create buy in</b>	With fundraising committee, ask for donations, share solicitation responsibilities. Invite press to cover progress, highlight participants and outcomes. Plan on-going meetings with fundraising committee. Celebrate successes. Send thank you notes and copies of press coverage to all committee members and prospects.	November 2013-ongoing
<b>Make the ASK</b>	Depending on method being used, implement—write and submit grants, develop mailing list and pitch for direct mail, meet with prospects—ask for specific support.	December 2013-
<b>Follow-up</b>	Confirm pledges, arrange for payments to be recorded, follow up on grant requests—is more information needed? Schedule to re-contact donors to thank and update on progress, build mailing list. Plan next part of fundraising effort.	February 2014
<b>Be a Good Steward</b>	Continue to cultivate current partners and new stakeholders through: • Offering opportunities for continued involvement in shaping the program • Sharing the credit. Celebrating small successes. Making sure donors are updated, invited to be involved in new ways. Review fundraising efforts and identify lessons learned.	February-ongoing
<b>Sustainability Year 4</b>		
<b>Develop: Mission, Vision, Case for Support</b>	Talk with staff, donors and community partners and stakeholders about outcomes of year 3. Review progress toward financial goals, who will benefit, who else needs to be involved. Review community needs and trends revise mission and vision as necessary. Develop annual report to summarize progress and attract supporters.	August 2014
<b>Research and identify potential stakeholders/</b>	Research corporations, local businesses, foundations other givers who have an interest in PEAK. Look for influential people who are stakeholders to act as program	September-October 2014

<b>prospects</b>	champions. Build advisory committee with business leaders and other local influential community members. Ask for feedback from any corporation or foundation that did not fund. Use contact to build future relationship. Solicit ideas from partners, staff, volunteers, advisory committee about contacts they might have to potential givers with shared interests.	
<b>Communicate with stakeholders</b>	Talk to local businesses about PEAK can benefit their interests. Ask for their involvement. Review and revise marketing plan. With staff and advisory committee, discuss financial goals. Identify budget items that could be provided in-kind by partners, funders, other stakeholders. Brainstorm other means to provide them. Select methods for fundraising/resource gathering for the year. Determine whether to repeat last year's methods. Use more than one fundraising method (grant writing, direct mail, special event, in-kind resource gathering, phone-a-thon, personal solicitation). Cultivate current and new relationships with media. Craft messages. Announce fundraising campaign's progress. Highlight accomplishments. Share credit with partners.	September-December 2014
<b>Continue to cultivate prospects</b>	Invite prospects, donors to tour program, review accomplishments, suggest improvements. Ask them who else should be involved. Ask them to be involved in new ways. Match language and outcomes to prospect's interests. Send thank-you notes for meetings, contacts, donations. Talk with partners about resources available to meet common goals and defray expenses	November 2014 - ongoing
<b>Create buy in</b>	With fundraising committee, ask for donations, share solicitation responsibilities. Invite press to cover progress, highlight participants and outcomes. Plan on-going meetings with fundraising committee. Celebrate successes. Send thank you notes and copies of press coverage to all committee members, prospects, and donors.	December 2014-ongoing
<b>Make the ASK</b>	Implement—write and submit grants, develop mailing list and pitch for direct mail, meet with prospects—ask for specific support.	October-December 2014
<b>Follow-up</b>	Confirm pledges, arrange for payments to be recorded, follow up on grant requests. Schedule to re-contact donors to thank and update on progress, build mailing list. Plan next part of fundraising effort.	November 2014-ongoing
<b>Be a Good Steward</b>	Continue to cultivate current partners and new stakeholders through: • Offering opportunities for continued involvement in shaping the program • Sharing the credit; • Celebrating small successes; • Making sure donors are updated, invited to be involved in new ways.	January 2015-ongoing

**Quality of Local Evaluation (5 points)**

In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation

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

Goal	Output	Instrument	Outcome
<b>Increase Principal Effectiveness</b>	Implement a <i>PEAK Team Scorecard</i>	SAS-EVVAS value-add data	75% of campuses' value add score will be at 1.5 SE.
	Develop the <i>Individual Development &amp; Evaluation Scorecard</i> for principals	ID&E Scorecard	85% of principals will score <i>highly effective</i> .
	Improve principals' satisfaction with PBCS implementation and payout.	Principal Survey	85% of principals will score at the <i>agreement</i> level of satisfaction.
	Identify leadership best practices at the TIF schools.	Interviews/Questionnaires	Qualitative analysis of identifiable patterns and trends in leadership focused on PBCS.
<b>Increase Teacher Effectiveness</b>	Implement a <i>PEAK Team Scorecard</i>	SAS-EVVAS value-add data	Teacher teams will accelerate student growth with a 1.5 SE.
	Develop the <i>Individual Development &amp; Evaluation Scorecard</i>	PDAS & ID&E reliability and validity data.	PDAS evaluation scores will have a high reliability (.8) to the ID&E developmental goals.
		ID&E Scorecard	75% of teachers will score highly effective.
		Observers' logs and minutes	75% of teachers will indicate timely and on-time feedback sessions discussing developmental competencies.
		Teacher Survey	75% of teachers will indicate positive perceptions of the developmental plan.
	Improve teachers' perceived climate at TIF schools.	Teacher Survey	Teachers will indicate a positive perception of climate with 75% agreement on climate indicators.
	Increase the ability to attract and retain high quality teachers.	Human resource data to assess teacher retention.	HCM will report an 85% retention rate.
	Increase teacher perception of effective professional development.	Teacher Survey	75% of teachers will indicate positive perceptions of the usefulness of professional development at TIF schools.

Goal	Output	Instrument	Outcome
Improve Teaching	Create tiered based professional development based on ID&E trends for teachers	Teacher Survey	75% of teachers will indicate positive perceptions of the professional development at TIF schools
		Classroom observations	75% of teachers will indicate a high rate of PD implementation showing the link from PD to classroom implementation
		Principal Survey	85% of principals will indicate high levels of satisfaction with the PD they receive on evaluating teachers with the ID&E.
	Improve the attendance rate of teachers	HCM Attendance Data	Teachers will be in attendance 95% of 187 days.
	Improve the extent to which new teachers are supported through new teacher advisors.	Beginning teacher survey (component of Teacher Survey)	85% of new teachers will indicate satisfaction with their new teacher advisors.
Increase Student Achievement	Improve student <b>academic achievement</b> at TIF schools.	TAKS Reading, Math, Science and Social Studies	Overall student achievement will be identified through <i>Recognized</i> status.
		Stanford-10 reading, math, science, and social studies	75% of campuses will show all grades and subjects with a 50 NCE score.
	Improve student <b>academic growth</b> at TIF schools.	SAS EVAAS data to assess student growth	Campuses will show a gain of 1.5 SE.

**(2) Will produce evaluation data that are quantitative and qualitative Qualitative**

The process for gathering Qualitative data will occur using a model that (1) targets a set of behaviors or activities, (2) collects data on the target, (3) provides feedback to stakeholders for discussion, and (4) identifies new sets of targets. Qualitative data will be collected on the four major goals in the following ways:

- Classroom observations:** Observation will be conducted to determine the extent to which grant activities are being implemented at the classroom level. The primary foci of the observations will be based on targeted activities from teachers' professional development, campus initiatives, and other grant related activities. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of the campus' best practices. Teacher

names will not be used and observation data will be aggregated across the campus. Feedback will be reported quarterly to the advisory committee as data are available.

- **Interviews** Principals will be interviewed and/or given questionnaires to discuss successes and “roadblocks” regarding the PBCS at their campus. Leadership decision points will be identified and discussed with the principal. In particular, the principals’ decision making regarding the instruction, data, and responses to teachers about their ID&E will be discussed.
- **Logs and Minutes** Logs and minutes will be examined for consistent feedback, and timely turn-around of targeted areas for growth. Logs and minutes will also be used for accountability of grant objectives and reported to the advisory committee.

### Quantitative

- **Student Academic Measures:** To assess student *academic achievement* level, TAKS data will be collected by grade and content area (June). To assess student *academic growth*, EVAAS (value-add) scores will be collected by grade and content area (July). These data will be used to modify instruction, set goals for professional development, and district initiatives.
- **Surveys:** To assess teacher perception of professional development, campus initiatives, climate, and employee engagement, a *teacher survey* will be administered during the spring semester. Feedback will be given in late spring. To assess principal perception of PBCS, professional development, and implementation of grant activities, a principal survey will be administered in June and feedback given during the summer.
- **District Data:** Teacher attendance and retention data will be reported quarterly to the advisory committee.
- **ID&E Scorecards** Scorecards will be developed and implemented. Data from these data events will be validated through other District measures (e.g. PDAS, School Leadership Performance Assessment, classroom observations).

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The formative evaluation process will use a “Process Capability and Maturity Model”. This is used by the campus to plan how to improve organizational and individual processes. The Model describes 5 levels of capability:

1. “Initial” – No organized processes; performance depends on “heroics”
2. “Managed” – Some organized processes; repeatable performance
3. “Defined” – Organization-wide process approach; measures defined
4. “Quantitatively Managed” – Predictable performance
5. “Optimizing” – Processes are agile and continuously improved

The primary focus of the evaluation process will be to help the campus get to the optimizing level of capability. The process of understanding the transformational level of the organization and/or individual will focus on a *Balanced Measurement* approach. Data will be gathered and analyzed to track, communicate and improve campus performance. The three types of measurement are Internal measures (e.g. Volume, Time, Cost), Output measures (e.g. Accuracy, Quality, Timeliness), and Satisfaction measures (e.g. Perception, Compliments, Awards). Internal measures assess the basic performance of the process. Specifically, Internal Measures will consist of score cards, logs/minutes, observations, and attendance. Output measures assess the quality of its intermediate or final outputs. Specifically, Output Measures will include state and local testing, classroom observations, interviews, and value-add data. Both measures (Internal and Output) can be measured without involving the participants of the process. However, Satisfaction measures are direct assessments of the participant’s view of the process. Satisfaction will consist of the teacher and principal surveys. Together, these three types of data will be used by the various campus groups and the grant advisory committee to evaluate the implementation of the grant and the improvement of student success.

Mechanisms being built to transform the schools include the team and individual scorecards, as well as PBCS payouts. The targeted feedback to teachers and principals will create and continuous cycle of activity, implementation, and reassessment. Close monitoring of the process from the advisory committee and District Shepherd will move the process increasing the campus capability and thereby student achievement and growth.

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<sup>i</sup> <http://www.sas.com/govedu/edu/services/effectiveness.html>

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **High-Need School Documentation** Pages: **2** Uploaded File: **K:\Grants\GRANTS\Teacher Incentive Fund (TIF) by DOE\2010 Program\Attachments\FWISD High Need School Documentation.pdf**

FWISD High-Need School Documentation	
Target Schools	Percentage of Students on Free and Reduced Lunch
Dunbar HS	56.9 %
Eastern Hills HS	56.0%
Polytechnic HS	74.7%
South Hills HS	71.2%
Diamond Hill Hs	77.4%
Kirkpatrick MS	86.5%
Handley MS	61.6%
Dunbar MS	91.8%
Meadowbrook MS	82.1%

<b>Dunbar 6th</b>	81.5%
<b>Como ES</b>	84.2%
<b>Morningside ES</b>	89.6%
<b>Oaklawn ES</b>	91.4%
<b>Sunrise-McMillian ES</b>	87.7%
<b>Turner ES</b>	91.8%

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

### Attachment 1:

Title: **Teacher Association, Surveys** Pages: **6** Uploaded File: **K:\Grants\GRANTS\Teacher Incentive Fund (TIF) by DOE\2010 Program\Attachments\Teacher Association, Surveys.pdf**



**United Educators Association**

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To: U.S. Department of Education  
Re: Application for Teacher Incentive Fund Grant Program

United Educators Association of Texas is the largest independent association representing educational employees in the Fort Worth ISD and the surrounding school districts. UEA works to improve salaries, benefits, and working conditions for school district employees in its market area in North Texas.

Since 2006, UEA has been actively involved and engaged with FWISD in the development and implementation of the PEAK (Public Educators Assisting Kids) Program. PEAK is a FWISD developed program that combines state and local funds to provide incentives for teachers at difficult to staff schools and rewards them for positive change in student achievement and student growth. During the period since the program was originally announced, we have met with the district on a collaborative basis to provide input and advice to the district from the point of view of educators as it develops and implements the program.

UEA supports the current PEAK program within FWISD as we feel it attempts to fairly and appropriately develop a pilot process to financially reward school employees for teaching and improving student outcomes as well as building the strengths of these valuable employees. We look forward to continuing to partner with the district as it continues to work toward a fair and sustainable program for growing and compensating teachers for the difficult yet rewarding job of educating the youth of America.

Sincerely yours,



Steven Poole  
Deputy Executive Director  
United Educators Association

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4900 S.E. Loop 820 ♦ Fort Worth, TX 76140  
(817) 572-1082 ♦ Fax: (817) 572-7736 ♦ email: [uea@ueatexas.com](mailto:uea@ueatexas.com)  
Website: [ueatexas.com](http://ueatexas.com)

Table 17: 2008-09 PEAK Parent Survey Response Summary

<b>2008-09 PEAK Parent Survey Response Summary</b>			
<b>Parent General Perceptions of School</b>			
<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>No Opinion</b>
I feel that too much homework is assigned to my child	25%	67%	8%
My child's teachers are knowledgeable about the classes they teach	89%	4%	7%
My child's teachers are available for me to contact as needed	89%	5%	6%
The office staff at my child's school is friendly and supportive	86%	10%	4%
My child feels safe at school	85%	11%	5%
The discipline procedures at my child's school are administered fairly to all students	74%	15%	11%
I feel welcome at my child's school	90%	6%	3%
My child's school provides meaningful events for parents to attend and get involved	84%	10%	6%
My child's school regularly communicates with me and all parents to keep us informed of what is happening at the school	81%	14%	5%
My child's teachers communicate with me to keep me informed about my child's progress	83%	14%	3%

**Parents were asked how do each of these compare to last year?**

<b>Item</b>	<b>Better</b>	<b>Same</b>	<b>Worse</b>	<b>Not Sure</b>
Amount of homework assigned	31%	48%	7%	15%
Teachers' knowledge of content	33%	46%	3%	18%
Teachers' availability to parents	33%	52%	4%	12%
Friendly attitude and support from office staff	31%	50%	7%	12%
Student safety and building security	33%	51%	5%	12%
Fairness of discipline to students	27%	51%	6%	17%
Welcoming environment for parents and visitors	34%	53%	3%	11%
Meaningful events for parents to attend and get involved	37%	46%	4%	14%
Communication with parents regarding important news about the school	36%	47%	4%	13%
Communication with parents regarding their child's progress	36%	46%	7%	11%

## 2008-09 PEAK Parent Survey Response Summary

<b>School Events Attended</b>	
<b>Event</b>	<b>Percent Reporting Attendance</b>
Academic Event (e.g., Family Math Night)	40%
Entertainment Event (e.g., Talent Show)	27%
Athletic Event (e.g., Football Game, Field Day)	21%
Parent/PTA Booster Event	20%
<b>Approximate Number of Events Attended During 2008-2009</b>	
<b>Number of Events</b>	<b>Percent Reporting Number</b>
No Events	18%
1 to 3 Events	54%
4 to 5 Events	20%
6 or More Events	9%
<b>Reasons Parents Unable to Attend School Events as Often as They Would Like</b>	
<b>Reason</b>	<b>Percent Reporting Reason</b>
Work Schedule	59%
Lack of Notification	15%
Lack of Translators	11%
Transportation	11%
I Feel Unwelcome	3%

Source: FWISD PEAK Schools Parent Survey

**Please take the opportunity to complete this survey regarding your opinion of incentive pay for professional campus staff. Your viewpoints will assist in building the PEAK Program into a meaningful reward system for the district. Your responses are confidential, and will not be shared at the individual response level. Thank you for your participation in this important district initiative.**

I would transfer to another campus within the district if offered a financial incentive to do so.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Teachers should receive an annual stipend for working in hard-to-staff schools.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I would support my campus' participation in an incentive program as long as there was an on-site coordinator who would manage compliance and	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Teachers should receive bonus pay for their students' year-to-year improvement in TAKS scores.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Teachers who teach one of the district's critical needs areas (i.e., math, science, bilingual) should receive an annual stipend.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Students' TAKS scores should only be compared with other students who have the same demographic characteristics.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
All staff on a campus contributes equally to student success.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Teachers who teach TAKS tested content are under more pressure than non-tested content teachers.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I believe that teaching is a team effort.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I would refuse incentive pay, even if I earned it.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Incentive pay should only be awarded to teachers if everyone on the campus is eligible to receive the reward.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Effective teaching is the most important driver of student achievement.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
All teachers influence a student's ability to achieve academic success, and must therefore have an opportunity to earn rewards and incentives.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Measuring teacher quality is complex and cannot fully be captured in a single measure.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I would rather the district pilot an incentive program in just a few schools, in order to correctly build the model for the district over time.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Incentive pay hinders the collaborative nature of teaching.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
There are better ways to motivate teachers besides performance-based bonuses.	Strongly Agree Agree Unsure	Disagree Strongly Disagree

The learning climate at my campus would improve as a result of incentive pay.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I do not support the use of performance-based awards for teachers in FWISD.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I have heard that other school districts in the Metroplex are offering incentive pay programs.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
It is fair for an individual teacher to be rewarded for improving his or her students' TAKS scores, even if other teachers in the department or grade level do not similarly improve their own students' scores.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I would rather see money devoted to improving building conditions, rather than distributed to staff as performance-based bonuses.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Performance-based awards should be paid to all teachers, regardless of whether their students showed improvement.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Performance-based incentives should be based only upon the TAKS.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Teachers should receive additional compensation for obtaining advanced-level certifications, such as National Board Certification or Masters level certification.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
If the district offers performance-based bonuses, participating teachers should be allowed to set their own performance objectives tied to receiving the money.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
I would support teachers receiving performance-based bonuses which were awarded partly based upon TAKS performance.	Strongly Agree Agree Unsure	Disagree Strongly Disagree
Please rank the following items in importance with regard to how the district could best improve teacher morale, where "1" is the most important, and "13" is the least important:	Reduce class sizes Raise teacher salaries Hire more support staff (TAs, aides, etc.) Fewer class periods Improve building conditions Seek more teacher input with regard to curriculum	Decrease extracurricular assignments (bus duty, etc.) Bonuses tied to student achievement Student discipline support Full-release mentors Improve campus safety Better benefits Full-time Parent Liaisons
The best evaluator of teaching effectiveness in the classroom is:	Principal Assistant Principal Peer/Colleague Campus Coach (LCT, Literacy Coach, etc)	Department Chair Self Other _____
Of the factors listed, which are the top <b>five</b> factors which you believe most influence student achievement? Please list them in order of influence, with "1" being the most influential.	Limited English Proficiency Socio-economic Status Gender Ethnicity Learning Disability	Student Attendance Discipline Referrals Quality of Instruction Class Size Campus Resources

Of the factors listed here, which do you feel are valid measures of teaching quality? (mark all that apply)	TAKS Scores Student Grades Student Discipline Referrals PDAS Teacher Content Knowledge Clearly Defined Learning Objectives Lesson Presentation Lesson Structure and Pacing Lesson Activities Teacher Questioning	Feedback to Students Student Grouping Student Motivation Classroom Environment Teacher Knowledge of Students Benchmark Scores Parent Feedback Other _____ Other _____
Which of the following incentive pay grant programs are you familiar with? (Mark all that apply)	TEEG GEEG TIF	DATE PEAK
I have visited the district's PEAK website.	Yes	No
How many years of teaching experience do you have?	This is my first year. 1-3 4-6 7-10	11-15 16-20 21+
What is your gender?	Male	Female
What is your ethnicity?	African-American American Indian Asian Hispanic	White Other _____
What subject(s) do you teach? (mark all that apply)	Art Music Theater Physical Education Social Studies/History Other _____	English/Language Arts/Reading Math Science I am not a teacher.
What grade level(s) do you teach (mark all that apply)	PK-K 1-2 3-5 6-8	9-12 I am not a teacher.
How many years do you intend to work in the FWISD?	This is my last year. 1-3 years 4-6 years 7-10 years	More than 10 years
Which campus are you currently assigned to?		
What is your position at the above campus? (If you have more than one position, please mark all that apply.)	Administrator (Principal, AP) Teacher Instructional staff (instructional specialist, LCT) Teaching Assistant/Aide	Non-Instructional staff (speech therapists, nurse, diagnosticians) Librarian Counselor

# Project Narrative

## Other Attachments

### Attachment 1:

Title: **PEAK Other Attachment** Pages: **0** Uploaded File: **K:\Grants\GRANTS\Teacher Incentive Fund (TIF) by DOE\2010 Program\Attachments\TIF Appendices.pdf**

## **PROJECT NARRATIVE**

## **OTHER ATTACHMENTS**

- **Resumes and Job Descriptions of FWISD Key Personnel**
- **FWISD Leadership Performance Standards for School Leadership**
- **FWISD PEAK Samples of Communications**
- **FWISD PEAK Evaluation**
- **Federal Forms and Assurance**

**RESUMES' & JOB DESCRIPTIONS  
FORT WORTH ISD  
KEY PERSONNEL**

**Resumes'**

Melody A. Johnson, Ph. D.	Superintendent
Robert Ray	Chief of Schools
Charles Boyd	Asst. Superintendent – Secondary School Leadership
Michael Sorum	Chief Academic Officer
Sherry Breed	Asst. Superintendent – Elementary School Leadership
Samuel Monge	Asst. Superintendent – Human Capital Management
Punita Dani-Thurman	Executive Director of Strategic Initiatives
Wendi Walker-Schmidt	PEAK Coordinator
Anne Rusher, Ph. D.	Director, Research & Evaluation
Tracy Marshall	Executive Director, Grant Development, Management & Monitoring

**Job Descriptions**

PEAK Coordinator

Project Development Specialist

Evaluator

## **DR. MELODY A. JOHNSON**

Superintendent Melody A. Johnson leads the team determined to make the Fort Worth ISD the best urban school district in the nation.

Dr. Johnson joined the Fort Worth ISD in July, 2005, following her tenure as superintendent of schools in Providence, Rhode Island. During her time in Providence, Dr. Johnson received national recognition for her efforts to spearhead long-term systemic reforms while fostering a spirit of collaboration and mutual respect. Instructional programs she designed and implemented led to unprecedented improvements in student achievement. She made lifelong friends in Providence.

But, in many ways, her move to Texas was like coming home.

Earlier in her career, Dr. Johnson served successfully in various positions in school districts across Texas and as a senior director at the Texas Education Agency.

And, it was in Texas that Dr. Johnson began her strong record of success in closing the achievement gap.

While she served as Associate Superintendent for Curriculum, Instruction and Student Support, the San Antonio ISD was one of three districts in the nation to be recognized by the US Department of Education for improving the achievement scores of the poorest students.

Each year the prestigious Broad foundation identifies and recruits outstanding individuals to participate in a ten-month executive development experience designed to further the foundation's mission to dramatically improve K-12 urban education. In 2002, Dr. Johnson was one of only twenty-two participants selected nation-wide to participate in the first class sponsored by the Broad Center for the Management of School Systems.

Dr. Johnson earned a Bachelor of Science degree in Sociology from Phillips University in Enid, Oklahoma; a Master of Education degree in Supervision and Education of the Gifted Child from Texas Women's University in Denton; and a Ph.D. in Educational Administration from the University of Texas in Austin.

**Robert J. Ray**  
Chief of Schools  
Fort Worth ISD

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## **Experience**

### Fort Worth Independent School District

#### **Chief of Schools**

**August 2009**

Provides leadership in the planning, development, administration and implementation of all school-based programs in support of the district's mission to ensure high academic achievement for all students.

- Consulting with Deputy and Superintendent in all critical matters related to schools
- Providing leadership to all personnel in the school leadership division to assure coordination of efforts to provide efficient and effective operation of the schools
- Collaborating with Chief Academic Office to develop policies and procedures for effective implementation and monitoring of instructional programs
- Providing leadership and support to all campuses/campus administrators in order to achieve goals and performance measures as outlined in district strategic plan
- Supervising, supporting and evaluating assistant superintendents of elementary and secondary school leadership
- Overseeing the appointment of principals and assistant principals
- Providing leadership in assessing professional development needs of campus administrators
- Overseeing and monitoring the implementation of the Title I and special populations programs at all campuses including needs assessment, instructions focus/alignment, planning and communication with parents.
- Overseeing and monitoring all planning, implementation and compliance issues of federal Annual Yearly Progress (AYP)
- Working with the Board of Education, administrative staff members, principals, teacher, community organization, and the public to develop a positive image of the school district through articulation and promotion of successful programs and student achievement
- Monitoring progress in all educational programs and services to assure that student needs are being met and initiates necessary program reforms
- Staying abreast of instructional and administrative techniques and programs throughout the state and nation, incorporation findings into local organization where appropriate
- Interfacing with governmental agencies, business and civic organizations and the community to provide needed information and to promote the district's educational initiatives

#### **Assistant Superintendent, Elementary School Leadership**

**September 2004- 2009**

Responsible for providing leadership to eighty one elementary principals and three elementary directors, resulting in academic achievement for 40,000 elementary students.

Duties included, but not limited to:

- Providing the leadership and academic focus for elementary principals and directors
- Collaborating with the Superintendent and Executive staff to insure district policy shapes the operation of elementary campuses
- Consulting and planning with the curriculum, instruction, operations, budget and other departments to provide support to the elementary division

- Monitoring the effectiveness of district and campus based instructional programs; assessing teacher performance and campus instructional leadership
- Meeting with employee groups and associations to provide consultation regarding employee rights, proposals and grievances
- Insuring that all campuses operate in compliance with federal, state and district mandates related to student conduct, teacher behavior and employee responsibilities
- Working collaboratively with staff, parents and members of the community to accomplish district imperatives
- Planning and facilitating elementary principals' meetings

**Director, Elementary School Management**                      September 2000 - 2004

Responsible for the supervision of twenty-nine elementary principals.

Duties included, but not limited to:

- Evaluating principals
- Organizing and managing summer school for all elementary campuses
- Interviewing and making recommendations regarding prospective principals and assistant principals
- Fielding concerns from the school community and providing solutions
- Creating elementary field trip schedules and serving as a liaison for the school district and community field trip providers

**Principal, Maude Logan Elementary School**                      September 1995 - August 2000

Responsible for the academic program of a chronically low-performing campus

Duties included, but not limited to:

- Selecting and evaluating staff
- Implementing and monitoring innovative instructional programs
- Using data to improve instruction
- Managing budgets
- Encouraging school community involvement
- Insuring the academic achievement of all students

**Assistant Principal, Handley Middle School**                      September 1992 - August 1995

Responsible for the supervision of academic progress and student activities

Duties included, but not limited to:

- Supervising of departmental teams and of all students
- Evaluating teachers and staff
- Monitoring instructional strategies
- Supervising students and communicating with parents and school community
- Creating class schedules and student rosters

Dallas Independent School District

**Teacher, G.W. Carver Learning Center**                      September 1989 - May 1992

Oklahoma City Public Schools

**Teacher, Mark Twain Elementary**                      September 1983 - May 1989

Tacoma Public Schools

**Teacher, McIlvaigh Junior High**                      January 1979 - May 1983

## **Certifications**

Superintendent's Certification  
Mid-Management Certificate  
Elementary Teaching Certificate

## **Education**

Master of Education: School Administration  
*University of Central Oklahoma*

Bachelor of Science: Elementary Education  
*Southwestern Oklahoma State University*

## **Professional Memberships**

National Alliance of Black School Administrators  
Texas Alliance of Black School Administrators  
Association of Supervision and Curriculum Development  
Texas Elementary Principals Association

## **Charles B. Boyd**

### **Education**

Masters Degree in Educational Administration from Texas Christian University, Fort Worth, Texas.

Bachelors Degree in Business Administration from Texas Christian University, Fort Worth, Texas.

### **Professional Experience**

2007- present: Assistant Superintendent, Secondary School Leadership, Fort Worth Independent School District, Fort Worth, Texas

2003 – 2007: Director, Secondary School Management, Fort Worth Independent School District, Fort Worth, Texas.

1999 – 2003: Principal, Arlington Heights High School, Fort Worth Independent School District, Fort Worth, Texas.

1998 – 1999: Principal, Monnig Middle School, Fort Worth Independent School District, Fort Worth, Texas.

1997 – 1998: Assistant Principal, Monnig Middle School, Fort Worth Independent School District, Fort Worth, Texas.

1993 – 1997: Special Education Teacher, McLean Middle School, Fort Worth Independent School District, Fort Worth, Texas.

### **Certification**

Texas Principalship Certification

Texas Teacher Certification: Business Administration, & Physical Education

### **Professional Organizations**

National Association of Secondary School Principals

Texas Association of Secondary School Principals

Association of Supervision & Curriculum Development

# MICHAEL SORUM

## EDUCATION

- Ed.D** • **Educational Leadership** • **Texas Christian University** • Fort Worth Texas •  
Graduation pending
- M.Ed.** • **Administration, Planning, and Social Policy: Urban Superintendency** •  
**Harvard Graduate School of Education**  
**Harvard University** • Cambridge, MA • June 2000
- M.A.** • **Educational Leadership** • **The University of Texas at San Antonio** • December 1996
- B.A.** • **French and Spanish** • **Portland State University** • Portland, OR • December 1986
- CEP** • **Political Science** • **Université D'Aix-Marseille** • Aix-en-Provence, France, June 1985

## CERTIFICATIONS

Texas: Superintendent & French: K-12  
Rhode Island: Secondary Principal & Superintendent  
Massachusetts: Secondary Principal & Superintendent

## EMPLOYMENT HISTORY

- Chief Academic Officer** • Fort Worth Independent School District • October 2005-Present
- Chief Academic Officer** • Providence School Department • July 2004-October 2005
- Director of Accountability—Research, Assessment, and Evaluation** • Providence School Department •  
Providence, Rhode Island • June 2001-July 2004
- Harvard University Superintendent Intern** • Providence School Department • Providence,  
Rhode Island • August 2000 - June 2001
- Assistant Professor of Education • Educational Administration** • Long Island University • Brooklyn, NY •  
2000-2001
- Instructional Guide: Mathematics, Social Studies, and Foreign Languages** • Louis W. Fox Academic and  
Technical High School • San Antonio, TX • 1996-1999
- Teacher of French, Spanish, Reading, and English to Speakers of Other Languages** • Jefferson High School,  
Fidel Tafolla and Cooper Middle Schools and Region 20 Night School • San Antonio, TX • 1987-1996

## Curriculum and Instruction

In my current position as the Chief Academic Officer of the Fort Worth Independent School District, I report directly to the Superintendent and I supervise the Associate Superintendent, Executive Directors, Directors and the staff of these individuals for the following departments and content areas for all grade levels, PK-12:

English Language Arts	Choral Music
Academic English for Success	Instrumental Music
Dyslexia Services	Career and Technical Education
Mathematics	English as a Second Language and Bilingual Departments
Science	Department of Advanced Academics
Social Studies	Early Childhood
World Languages	Department of Assessment and Data Quality (Research, Assessment, and Evaluation)
Health and Physical Education	
Art	

Examples of the types of projects with which I have lead in Fort Worth, Providence, and San Antonio, include:

- Lead team of 400 directors, content specialists, and teachers to audit, review, design, write, and implement an on-line, PK-12 system-wide curriculum for all content areas,
- Design and implement content coaching programs for 80 mathematics and 80 literacy coaches at the elementary,
- Design and implement Lead Content Teacher model for 140 secondary math, science, social studies, and ELA teachers at the secondary level,
- Develop tiered reading program for secondary schools which was associated with a 15+ point gains in middle school reading
- Lead development and implementation of Connected Math Program in Fort Worth which was associated with a 20 point gain in 8<sup>th</sup> grade math scores for all demographic groups

# Michael Sorum

- Oversee the reinstatement of music and art programs in all 80 Fort Worth elementary schools. This involved the hiring of 100 music and art teachers
- Supervise the development of a comprehensive Dyslexia services program
- Become trained in Principles of Learning and Disciplinary Literacy from University of Pittsburgh, Institute for Learning
- Direct assessment, literacy, and mathematics staff in the development of New Standards type release and practice test tasks—led team to develop professional development sessions for principals and staff to learn about these tasks
- Serve as a member State of Rhode Island Reading Panel and as a member of the State Assessment Advisory Committee
- Develop and direct structural and curricular reorganization of low performing mathematics department: Resulted in percent of all students achieving standard increasing from 32% to 92% in five years time. African American passing rate: 3.6% to 89%, Hispanic passing rate: 34% to 92%.
- Compose and supervise the implementation of four state-approved law-related courses
- Coordinate training of teachers, alignment of curriculum, and implementation of Advanced Placement Programs in Government & Economics, English, Calculus, Spanish, French, and Biology
- Participate in initiation of and implementation of Dual College Credit Program for Algebra II and Biology
- Develop mathematics remediation program for juniors and seniors at-risk of not graduating due to test scores
- Develop mathematics pre-testing and result-based tutorial curriculum for freshmen and sophomores
- Coordinate selection and implementation of adaptive computer tutorial for mathematics laboratory
- Coordinate bi-directional video school wide mathematics instructional program

## LEADERSHIP

In my current position, I am responsible for the Division of Curriculum and Instruction which is comprised of an associate superintendent, executive directors, directors, coordinators, content specialists, content coaches, and a secretarial staff for each of the departments under my purview. The total number of staff members is approximately 250. In my previous position in Providence, in addition to supervising all of the content staff, I was responsible for the supervision and evaluation of the approximately fifty principals in the district. Prior to administering at the central office level, I held a number of campus-based leadership positions which included those of content director for a law magnet school and department head for mathematics, social studies, and world languages departments in a large, comprehensive urban high school, Fox Tech High School in the San Antonio Independent School District. The following include some of my responsibilities in these positions:

- Lead Curriculum and Instruction staff of Associate Superintendents, Executive Directors, Directors, Coordinators, and Curriculum Specialists
- Oversee the development of a Consolidated Resource Plan which co-mingled multiple funding streams to support district initiatives in a cohesive manner
- Supervise and coordinate the evaluation of all Providence Public School principals
- Direct Office of Research, Assessment and Evaluation
- Coordinate state and district assessment programs: New Standards Reference Examination, Stanford-9, Developmental Reading Assessment, Phonemic Awareness Literacy Survey, Flynt-Cooter Reading Inventory(Spanish), Maculaitis II
- Write RFPs, select vendors, and coordinate evaluations of internal and external programs by outside evaluators: ESL/Bilingual programs, Vocational Program, Outside Contractors, and Advanced Academics
- Screen, approve or reject, and monitor all research conducted by individuals and organizations within the Providence School Department
- Review and approve or reject all surveys conducted in the Providence School Department
- Serve as 'Intermediary' between the Institute for Learning and Providence and Fort Worth school districts
- Serve as central office liaison for specific schools as part of learning teams
- Interview and recommended prospective teachers for employment
- Write and supervise implementation of teacher growth plans
- Coordinate budgets of approximately forty million dollars
- Observe teachers and collected data for evaluation
- Write consultant contracts
- Write contract for and supervised early entry program for prospective math teachers

# MICHAEL SORUM

## STRATEGIC PLANNING & SYSTEMS ACCOUNTABILITY

Before and since leaving the classroom, I have participated in all levels of campus and district planning—from site based decision making teams to directing the campus improvement planning process, and serving on the superintendent's cabinet team for strategic planning and accountability. Among my responsibilities:

- Develop forty million dollar budget composed of local and Title I, II, and III funds, including numerous grants such as Reading First, 21<sup>st</sup> Century, and numerous state grants,
- Coordinate and direct district preparation for Federal monitoring of Title I A programs, in Providence and Fort Worth—represent Rhode Island and Providence School Department on US Dept. of Ed Title I monitoring preparation webcast
- Head central office monitoring team for low-performing middle school in year 4 of corrective action.
- Supervise and coordinate state appointed monitor
- Co-develop and co-lead Campus Improvement Planning, and Instructional Planning Meetings for high priority schools in the Fort Worth Independent School District
- Co-write, operationalize, and direct Operation SMART!—Initiative to identify, support, and recommend improvements for 23 'Extreme Priority' Providence schools at risk of losing Title I money due to low-performing, not improving status. Led team consisting of assistant superintendents, directors of middle and high schools, mentor principals and curriculum support staff who conducted two-on-one intervention meetings with principals, directed school improvement teams in developing contextually appropriate interventions, and conducted multiple focused SMART visits to each Extreme Priority school
- Lead curriculum support staff in development of Operation SMART curricular interventions designed to improve teacher understanding of the performance tasks of the New Standards Reference Examination
- Design and implement data calculation formulas for each district school to calculate specific achievement improvement targets
- Create five year historical assessment data warehouse linked to in-district student identifier system. Included state and district standardized assessment data as well as classroom embedded formative assessments—as students transfer from school to school, key pieces of achievement data electronically follow students—Rhode Island did not have a student identifier system
- Facilitate committee of elementary principals and union representatives who researched, designed, produced and piloted an elementary, standards-based report card
- Participate as member of district strategic planning team
- Consult for San Antonio District with intervention, data evaluation, and program development for low performing middle and high school
- Co-write winning Texas and National Blue Ribbon School application for most improved category
- Coordinate visits of State monitor and State and District Intervention teams
- Develop campus-wide mathematics and science intervention and improvement initiative
- Participated on District-Wide High School Redesign project
- Wrote and evaluated campus improvement plans
- Participated in supervision and writing of alignment of district curriculum

## PROFESSIONAL AWARDS AND RECOGNITION

**Gregory Richard Anrig Fellow • Harvard University • 2000-2001** • Awarded for promise for a leadership career in public education

**John E. Stevens Fellow • Harvard University • 1999-2000** • Awarded for academic excellence and in support of graduate level study in urban education

**National Blue Ribbon School Award • 2000** • Co-Author of Application for Louis W. Fox Academic and Technical High School, San Antonio, TX: Most Improved Category

**Most Improved High School in San Antonio School District • 1998 • Fox Tech High School**  
Awarded for having the most improved exit level standardized math test scores

# SHERRY BRANCH-BREED

## EDUCATION:

- 1987            Texas Christian University, Fort Worth, Texas  
Master of Education
- 1982            East Texas State University, Commerce, Texas  
Bachelor of Science

## CERTIFICATION:

- 1)    Elementary Education
- 2)    Early Childhood
- 3)    Speech
- 4)    Mid-Management

## PROFESSIONAL EXPERIENCE:

- 2010-present    Assistant Superintendent, Elementary School Leadership/Peak Program  
Fort Worth Independent School District  
Fort Worth, Texas
- 2003 – 2010    **Associate Superintendent, Curriculum**  
Fort Worth Independent School District  
Fort Worth, Texas
- 2000 – 2003    **Executive Director**  
Instructional Support Team  
Fort Worth Independent School District  
Fort Worth, Texas
- 1991 – 2000    **Principal**  
Sagamore Hill Elementary School  
Fort Worth Independent School District  
Fort Worth, Texas
- 1989 – 1991    **Assistant Principal**  
J. T. Stevens Elementary School  
Fort Worth Independent School District  
Fort Worth, Texas
- 1982 – 1987    **Instructional Specialist**  
Como Elementary School  
Fort Worth Independent School District  
Fort Worth, Texas
- 1982 – 1987    **Pre-Kindergarten & First Grade Teacher**  
S. S. Dillow Elementary School  
Fort Worth Independent School District  
Fort Worth, Texas

**PROFESSIONAL AFFILIATIONS:**

- 1) National Association of Elementary School Principals
- 2) Texas Elementary Principals and Supervisors Association
- 3) Association for Supervision and Curriculum Development
- 4) Fort Worth Public Schools Administrator's Association
- 5) Texas Alliance of Black School Educators

**EDUCATIONAL LEADERSHIP ACTIVITIES:**

- 1) Texas Elementary Principals and Supervisors Association:  
Chairperson Local Arrangements Committee for the 2001 Annual Convention  
District XI Senior Director: 1991 – 2000  
District XI President: 1997 – 1998  
State Committee Officer – Elections Chairperson: 1996 – 1998
- 2) Mentor to New Principal: 1997 - 2000
- 3) Executive Board Member, Texas Alliance of Black School Educators  
Fort Worth Chapter
- 4) Presentation on Texas Assessment of Academic Skills Strategies to Elementary Principals:  
Fall 1996

**RECOGNITIONS:**

TEPSAN of the Year – 1998

Distinguished Principal Award – March, 2000  
Sponsored by TABSE, Beaumont Chapter

Outstanding Service Award – April 2001  
National Women of Achievement, Incorporated  
Southwest Fort Worth Chapter

## WENDI L. WALKER-SCHMIDT

### LEARNING & ORGANIZATIONAL DEVELOPMENT DIRECTOR

Curriculum Design & Delivery • Training Needs Analysis • Training Evaluation • Competency Models • Project Management • Call Center & Technical Training • Structured On-the-Job Training • Human Performance Technology • Instructional Design • Adult Learning Theory

#### Value-Added Training:

- Clark Training & Consulting: Certified Instructional System Designer
- Microsoft Office User Specialist (MOUS)
- Development Dimensions International (DDI) Certified Facilitator
- Certified Technical Trainer (CTT)
- Support Technologies: Certified Help Desk Professional; Certified Help Desk Instructor

#### Technology Toolkit:

Microsoft Word • Microsoft Excel • Microsoft Power Point • Microsoft Outlook • Microsoft Front Page • Microsoft Project • Microsoft Access • GoTo Meeting/Webinar • Corel Draw • Corel WordPerfect (basic and legal editions) • Siebel • Photoshop • DOCS Open • Articulate Professional

### CAREER SYNOPSIS

#### FORT WORTH ISD, Fort Worth, Texas • 2009 to Present

##### PEAK Program Operations Coordinator IV (Grant Funded Position)

- Serve as project manager to ensure all components and goals of the PEAK program are achieved
- Draft all communication material
- Engage key stakeholders in decision making process
- Collaborate with all District divisions to support PEAK campuses and initiatives
- Manage the PEAK internet and intranet sites
- Maintain program 10 million dollar budget
- Ensure all aspects of program align with the D.A.T.E. grant
- Seek new grant funding for the future PEAK program
- Handle all inquires about program
- Partner with and provide vendor management
- Create video and instructor facilitated professional development sessions for teachers around value-added analysis

#### GOLD'S GYM INTERNATIONAL, Las Colinas, Texas • 2008 to 2009

##### Director, Learning and Organizational Development

- Established Gold's Gym Corporate University
- Conducted organizational effectiveness needs and gap analysis and implement performance interventions
- Designed and implemented process, tools and systems for effective employee development at all levels of the organization
- Created and implemented Leadership Development programs
- Created and implemented Competency Models at each level of organization
- Partnered with stakeholders to develop and implement performance interventions that improve business performance
- Developed others through Personal Developmental Plans and 360 feedback
- Integrated current solutions in learning, technology, and human performance improvement
- Established metrics to evaluate the impact of training organization
- Converted all video based training to e-learning and implemented Learning Management System. Net Result: Company cost savings of \$98,600 per year.

**ORIGEN FINANCIAL, Fort Worth, Texas • 2005 to 2008**

**Employee Development, Organizational Effectiveness**

Initially hired as a Performance Consultant, this role was expanded to oversee employee performance throughout the entire organization.

- Designed and implemented processes, systems and tools for effective employee development and skills/technical training
- Evaluated training effectiveness and ROI, and make appropriate recommendations for future training and training effectiveness
- Managed the ACA certification process for employees within the Servicing Center including delivering ACA training and proctoring exams
- Supported efforts to enhance bench strength and retention of key talent through succession planning, career development, leadership development and team building initiatives
- Partnered with management to conduct needs analysis to uncover business necessity and identify changes necessary for process and behaviors
- Designed, developed, and delivered leadership and professional growth training that drove permanent behavior and process changes leading to sustainable business growth
- Developed succession plans for high-performing leadership candidates
- Implemented New Employee Orientation program. Net Result: Turnover in the Servicing facility decreased 65%
- Designed and implemented technical training for new Collectors. Net Result: Learning curve decreased by 60%

**RADIOSHACK CORPORATION, Fort Worth, Texas • 2003 to 2005**

**Senior Training & Development Specialist**

Promoted from Project Manager to Sr. Training & Development Specialist after 4 months.

- Managed initiatives for Store Operations that required training and development support
- Designed and developed operational training programs and curriculum based on competency models
- Facilitated instructor-led and video based training sessions
- Created learning strategies for a geographically disperse sales team
- Validated content with Divisional Vice Presidents, Regional Directors, District Managers, and Store Managers
- Developed, implemented and monitored follow-up plan(s)
- Conducted training needs assessments, skills gap assessments, measurement processes, and validation studies
- Nominated for "National Server the Server" Award, June 2005

**TEXAS INSTRUMENTS, Richardson, Texas • 2002 to 2003**

**Project Manager (contract)**

- Managed projects from initial proposal through close of work
- Hired cross-functional teams to serve as Subject Matter Experts in Electrical Engineering
- Managed projects for client such as: Siebel, People Soft, Business Objects, Environmental Audit, New Hire Orientation program, implementation of Learning Management Systems and centralized project portals

**GATEWAY • 1999 to 2002**

**Regional Training Manager (Texas/Oklahoma/Louisiana)**

Promoted from District Training Manager after 1 year.

- Coordinated day to day Training operations within assigned territory
- Trained Sales and Training staff on the release of all new Training products
- Coordinated large corporate projects such as Parkland Hospital
- Ensured the development of all Instructors through certification exams such as MOUS and CTT+
- National Central Enrollment System rollout team
- Awarded "Circle of Excellence" for High Performance; Leadership Conference Presenter

**PROFESSIONAL AFFILIATIONS**

Member, American Society for Training & Development  
Delta Gamma, Gamma Tau Advisor

**EDUCATION**

**M.L.A. • TEXAS CHRISTIAN UNIVERSITY, Fort Worth, Texas, 2006**

**B.A., Psychology and Sociology • HOUSTON BAPTIST UNIVERSITY, Houston, Texas, 1996**

# Sammy Monge

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## WORK HISTORY

### **Executive Director, Leadership Development and Support, FWISD (2006 - current )**

As Executive Director, Leadership Development and Support I design, coordinate and supervise the implementation of all districtwide leadership support, intervention and development initiatives including but not limited to: aspiring principals program, the Institute for Learning; professional development for administrators, teachers and district lead teams, Principal mentoring and coaching programs. I collaborate with and evaluate the work of principal coaches and mentor principals as they support existing principals, assistant principals, and aspiring principals. I work with Human Resources to recruit high quality instructional leaders to fill principal and assistant principal vacancies. I develop and maintain partnerships with community institutions including business and colleges/universities to further goals of leadership programs. I analyze and interpret data for planning and accountability purposes. I organize and support professional development programs for district staff. I monitor, analyze and communicate critical student achievement data to guide planning & practice. I provide leadership, guidance and motivation to school principals, school staff and vertical teams in the development and implementation of their school improvement objectives.

### **Director, Elementary School Leadership, FWISD (2005-2006).**

As Director- Elementary School Leadership I provided vision and creativity in managing and supporting the development of schools. I analyzed and used data for decision-making and planning. I used current theory, research, and practices in curriculum, instruction, and assessment, in order to provide instructional leadership. I worked collaboratively with students, staff, parents, and members of the community in order to improve student achievement. I was the direct supervisor and evaluator of twenty-six elementary schools. I mediated concerns not resolved at the building level. I worked on developing a closer link between the elementary school, parents and the community. I assisted with the organization of principal meetings and principal staff development. I provided conflict management assistance and worked with principals in program planning, resolving student issues and parent concerns. I worked towards improving the general public's view of the elementary schools.

### **Interim, Executive Director, Elementary Instructional Support Team, FWISD (2004-2005).**

As Interim Executive Director I worked directly with elementary schools to help them plan, implement and evaluate their instructional program. I supervised 19 teachers who were on special assignment. I was responsible to ensure instruction was being delivered to meet student's needs. I provided data analysis and assisted schools in making changes as needed. I prepared reports for the executive staff and the board on the progress of our schools. I provided staff development to principals and their staff on best practices, research findings and effective teaching techniques. I was responsible for communicating and motivating schools in accomplishing the instructional goals set by the district.

**Director, Elementary School Management, FWISD (1997-2004).**

As Director-Elementary School Management I was the direct supervisor and evaluator of twenty-three elementary schools plus the Outdoor Learning Center. I assisted in staffing, budgeting and improving the quality of instructional leadership. I mediated concerns not resolved at the building level. I worked on developing a closer link between the elementary school, parents and the community. I assisted with the organization of principal meetings and principal staff development. I provided conflict management assistance and worked with principals in program planning, resolving student issues -and parent concerns. I coordinated and communicated with principals to ensure compliance with federal and state mandates.

**Principal, Kirkpatrick Elementary-Elementary Schools Initiative, FWISD (1995-1997).**

As Principal of Kirkpatrick Elementary I had the unique opportunity to hire my complete staff except for the custodians and cafeteria workers. Kirkpatrick Elementary was one of four schools selected to be reconstituted due to low test scores, lack of student discipline, low teacher morale and little parental involvement. As the instructional leader it was my responsibility to bring cohesiveness among the teachers, students, parents and community of Kirkpatrick Elementary.

When I became the principal of Kirkpatrick Elementary it was projected to become a low-performing school based on their prior math scores (35 passing). All AEIS areas and subgroups improved during the two years I was principal of Kirkpatrick Elementary. We were well on our way towards our goal of becoming a high performing campus.

**Principal, Natha Howell Elementary, FWISD (1992-1994).**

As Principal of Natha Howell I was responsible for the direct supervision of over 45 employees. At Natha Howell our goal was to move from being an acceptable school to one that was recognized according to the standards set forth by the Texas Education Agency. Prior to my arrival the TAAS scores at Natha Howell had been on a two year slide. By the end of my second year all areas and subgroups were heading upwards.

**Assistant Principal, W. J. Turner, FWISD (1988-1992).**

As Assistant Principal of W. J. Turner I worked under the supervision of the principal. Under our leadership, through the management team, we became the first year-round school in the FWISD. I worked at decreasing the discipline problems, improving test scores, creating an environment conducive to learning, increasing parental involvement and increasing the student/teacher attendance rate, just to name a few.

**Coordinator-Migrant Summer Program, FWISD**

As Coordinator of the Migrant Summer Program I was responsible for the total operation of the program. I had to interview numerous high school students and hire individuals that would best benefit from this program. It was my responsibility to assign them to an appropriate school site as well as assign them to a cooperating teacher who served as their mentor. I traveled to five different school sites to supervise the students to ensure they had a successful experience.

**Instructional Specialist, W. M. Green Elementary, FWISD.**

As Instructional Specialist I assisted the principal in carrying out the instructional program of the school. I did demonstration teaching and assisted the teachers with the delivery of their instruction.

**Bilingual Language Program, Sam Rosen Elementary, FWISD(Summer).**

As a teacher in the Bilingual Language Program I was responsible for teaching students ESL and Spanish Language arts.

**Chapter 1 Resource Teacher, De Zavala Elementary, FWISD.**

As a Chapter 1 (Title 1) teacher I worked with 2nd-5th grade students in the area of reading and math.

**Bilingual Language Program, Denver Avenue Elementary, FWISD(Summer).**

As a teacher in the Bilingual Language Program I was responsible for teaching students ESL and Spanish Language Arts.

**First Grade ESL, Lily B. Clayton, FWISD.**

My primary responsibility as a first grade ESL teacher was to ensure that I provided my students with the best education possible. To ensure that every student who left my classroom was well on their way to becoming an independent reader.

**First Grade Bilingual, Denver Avenue, FWISD.**

My primary responsibility as a first grade bilingual teacher was to ensure that I provided my students with the best education possible. To ensure that every student who left my classroom was well on their way to becoming an independent reader.

**EDUCATION**

Advance Work in Curriculum and Instruction.

Completed all course work (except dissertation) required for an Ed. D in Curriculum and Instruction.

Superintendency Certification, 2002.

M. Ed. In Public School Administration.

University of North Texas, 1986. Certification-Administrator, Mid-Management.

B.S. in Elementary Education.

Texas Christian University, 1983. Certification-Bilingual Education

**RECENT PRESENTATIONS**

Keynote Speaker at the 12<sup>th</sup> Annual Hispanic Conference on Education  
Courageous Conversations About Race

Keynote Speaker at the 11<sup>th</sup> Annual Hispanic Conference on Education  
Si Se Puede – Yes We Can (Culture and Diversity – Keeping It Balanced)

Key Speaker at the Academy for Leadership and Learning  
The Achievement Gap vs. The Opportunity Gap

Presenter at the Texas Association of School Administrators  
Mission Possible: Moving Many Good Schools Towards Becoming a Great School System

Doing It Differently (Training for critical needs schools)

Courageous Conversations About Race

Writing a 30 Day Entry Plan

Nested Learning Communities

Phases of Community  
Kaizen – Change Leadership  
Are We There Yet? (Campus Intervention Training)  
Conducting Learning Walks  
Building on Your Strengths  
Dealing with Difficult Parents  
Creating Effort-Based Schools  
Top Ten Mistakes to Avoid  
Clarify Your Fundamental Choices, Values, and Purposes  
Analyzing Teaching and Learning with the Principles of Learning

**PROFESSIONAL  
DEVELOPMENT**

National Staff Development Academy Class of 2008  
Trained by Carolyn Downing in Mentoring the Reflective Principal  
Three Minute Walkthroughs  
Harvard Principals' Center – The Redefined Principal  
Princeton's 2000 Center for Educational Leadership Academy  
School Administrators Skills Assessment Assessor  
Trained by Lynn Erickson on Concept-based Curriculum and Structure  
of Knowledge  
QUILT  
Trained by Dr. Ruby K. Payne on Understanding and Working with  
Students From Poverty  
Trained by Dr. Martin Haberman in Selecting Star Principals for Schools  
Serving Children in Poverty  
Effective Leadership for Diverse Schools  
Building Leadership Capacity in Schools  
Leading in a Culture of Change  
PDAS Certified  
Texas School Improvement Initiative  
7 Habits of Highly Effective People  
TEPSA Academy III  
Motivating Students to Learn  
Cultural Diversity  
Building Staff Morale  
Conflict Resolution

# PUNITA DANI THURMAN, SPHR

## OVERVIEW

Results – oriented leader focused on driving systemic transformation through strategic human capital improvements. Significant experience in developing concepts and ideas into large, operational programs to drive change and reform. Recognized for providing critical business acumen, structured project management, and ability to engage stakeholders at all levels through influence, communication and leadership. Skilled at partnering with senior leaders to inform critical decisions. Experience in:

- Strategic Planning & Business Process Redesign
- Program and Project Management
- Performance Management & Culture
- Strategic Transformation Change Management
- Team and Individual Effectiveness Coaching
- Learning Strategy and Curriculum Development
- Employee Empowerment and Engagement
- Communication Strategy Design and Measurement

## PROFESSIONAL EXPERIENCE

### FORT WORTH INDEPENDENT SCHOOL DISTRICT, Fort Worth, TX

#### Executive Director, Strategic Initiatives

2006-Current

- Selected as one of 28 leaders from applicant pool of over 700 (4% admissions rate) for the Broad Residency in Urban Education, a highly selective national management development program preparing emerging leaders for senior management positions within large, urban districts and education organizations.
- Leads district strategic performance planning process and project management monitoring. Assembled Executive-level taskforce to restructure strategic plan and performance management process to support clear accountability and measure of system performance for the Superintendent and Board. District scorecard and key performance indicators were adopted in 2008. Portfolio of strategic initiatives identified and structured planning process established.
- Directed design and development of pilot implementation of \$10M district-level pay for performance program to attract and retain highly effective educators to challenging schools. Comprehensive program based on working condition improvements, targeted staff support, and market aligned educator incentives and performance based rewards for teams of teachers who demonstrated exceptional student growth. Results after one year of implementation include: Establishment of on-going core advisory to engage teacher/principal voice, payment of over \$2.2M, increase in teacher retention levels surpass district and teacher climate surveys indicate significant positive trend and improvement. Program has received state-level and national-level recognition for innovation and quality and comprehensive design.

### ALLSTATE INSURANCE CO., APT Workforce Solutions COE, Northbrook, IL

#### Senior Organizational Effectiveness Consultant, Program Lead

2005 - 2006

- Led Workforce Planning initiative to encourage proactive resource planning to meet longer-term strategic demand. Significant cost efficiency and quality of delivery improvements anticipated. Responsibilities included overall program management, thought leadership and sponsorship alignment.
- Launched planning and definition of organization's workforce diversity initiative focused on creating a culture of inclusion and fostering an appreciation for diversity of styles and thought.
- Coached Senior Leadership Team (SLT) members and Area Leaders to identify and resolve issues stemming from ineffective leadership and team effectiveness. Provided strategic thought leadership and actionable initiatives to SLT regarding ongoing and future resource and culture improvement opportunities.

### DELOITTE CONSULTING, Human Capital Practice, Chicago IL

#### Manager, Senior Consultant, Summer Associate (Intern)

2000 - 2005

- Selected as *Chief of Staff* to National Managing Director of Women's Initiative to oversee coordination of multiple projects within national initiative portfolio. Workforce initiatives, ranging from idea development to deployment focused on employee empowerment, leadership sponsorship and marketplace eminence to change the culture.
- Created leadership action plans and coached management around expectations and opportunities to drive increased performance and productivity in regards to vision and sponsorship of \$18M program.
- Designed organization structure with associated roles and competencies to enable federal agency IT organization transformation effort to become more aligned to corporate needs of service and flexibility. Study was commissioned by Chief Information Officer and agency Chairman
- Developed communication strategy to 4000+ person sales organization as part of largest corporate reorganization and initial sales force automation tool implementation for global telecom
- Ranked "L" (Leader) Highest ranking among peer group, reserved for top 10% of performers. Earned 4 consecutive project performance ratings over two year period of EE (Exceeds Expectations), reserved for top performers.

# PUNITA DANI THURMAN, SPHR

## SD ASSOCIATES, Troy, MI

### Co-Founder, Operations Director

1997 –2000(Part-Time)

- Conducted market analysis, defined opportunity and developed tools and process to sustain start-up organization offering senior-level consulting engineering resources and advisory services.
- Created marketing plan to drive additional business through unconventional means Revenue targets were exceeded by 25%, closing FY98 at gross revenues of \$250K.

## HEWLETT PACKARD

### Business Development Manager, Complementary Products Group, Novi, MI

1998 –1999

- Directed business development efforts for portfolio of third party products sold through existing HP sales channel. Responsibilities included defining sales plan, structuring competitive pricing and cultivating pipeline opportunities.
- Structured per deal product pricing, based on cost(s), price sensitivity and market competition, often negotiating additional investment from supplier to ensure overall win-win client positioning.

### Associate Project Manager, PM Solution Center, Professional Services Org., Atlanta GA

1996–1998

- Developed project management office start up kit (tools and templates) to streamline set up time for crisis project management team. Kit was packaged and established as standard for all teams, cutting set up time by nearly 20%.
- Analyzed and developed cost savings approach to reallocate deployed resources, decreasing overall engagement costs by over \$300,000. Implementation required negotiation and creative positioning for affected parties.

## EDUCATION

### THE FUQUA SCHOOL OF BUSINESS, Duke University, Durham, NC

*Master of Business Administration, Management and Organization, May 2001.*

- Executive Fellow (Appointed), Admissions Fellow (Appointed), Co-president Indus: South Asian Business Association (Elected), MBA Games Weekend Co-coordinator (Appointed), Young Entrepreneurs team.

### MICHIGAN BUSINESS SCHOOL, University of Michigan, Ann Arbor, MI

*Bachelor of Business Administration, MIS & Finance, May 1996.*

- Vice-President of Service, Delta Sigma Pi (Elected), Resident Advisor (Appointed) of 600-student,co-ed residence hall. Received Sophomore Honors Award for work towards completion of Honors program

## CERTIFICATIONS & PROFESSIONAL AFFILIATIONS

- SPHR (Senior Professional in Human Resources) certification January 2006
- Society of Human Resource Management (SHRM)
- Human Capital Institute, & OD Network - Affiliate

## COMMUNITY SERVICE / CIVIC AFFILIATIONS

### INDUS WOMEN LEADERS, Chicago Chapter

#### Local Community Network Co-Director

2006

#### Volunteer, National Leadership Summit, Planning Committee

2005

*National non-profit forum that further develops South Asian women leaders by providing the resources to achieve their life goals through goal setting tools, advocacy, networking, mentorship, and education.*

- Leading local Board of Directors to define annual strategy, goals and associated resources to more effectively understand membership needs and to initiate greater interest through programming and targeted marketing

### COMMUNITY BRIDGES, Silver Spring, MD

#### Member, Board of Advisors

2004

#### Volunteer and Member of Board of Directors, Personnel and Fundraising Committee

2001 - 2003

*Adolescent girl's empowerment program, JumpStart Girls/Adelante Niñas focused on girls 8-13 years old in lower income community.*

*Responsibilities included:*

- Interviewed and selected new Executive Director of program as part of BOD Search group. Ensured that incoming candidate could support vision and strategy of organization moving forward in its desired growth.
- Reviewed and approved organization budget and forecasts to certify fiduciary soundness
- Developed funding opportunities and strategies to support \$20,000 fundraising goal by building outreach plan as elected Fundraising Committee Chair

# Anne Spidell Rusher, Ph.D.

## AREA OF EXPERTISE

Program Evaluation & Resaerch Title I & Title II Teacher Beliefs and Efficacy	Learning Environments Young Children's Play Early Childhood Curriculum
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### I. Education

<u>Year</u>	<u>Degree</u>	<u>Major</u>	<u>Institution</u>
1985	Ph.D.	Early Childhood Educ.	Univ. of Illinois, Champaign-Urbana
1981	M.Ed.	Elem. Supervision	Univ. of North Texas
1979	B.S.Ed.	Elem. Education	Abilene Christian Univ.

### II. Professional Credentials

1979 - present	Elementary Teaching Certificate 1-8	Texas Education Agency
1979 - present	Music Teaching Certificate 1-8	Texas Education Agency
1979 - present	Kindergarten Endorsement	Texas Education Agency
1981 - present	Administration-Elementary Supervisor	Texas Education Agency
1986	TECAT passed	

### III. Professional Experience

<u>Dates</u>	<u>Organization</u>	<u>Rank/Job Title</u>
2001-present	Ft. Worth I.S.D. Accountability & data Quality Fort Worth	Director, Research & Evaluation
2001-present	Ft. Worth I.S.D. Research, Evaluation, and Assessment Fort Worth	Senior Evaluation Specialist
1997-1999	University of North Texas College of Education Denton, TX	Chair, Undergraduate Early Childhood
1993-1999	University of North Texas College of Education Denton, TX	Assistant Professor
1986-1993	Texas Christian University School of Education Ft. Worth, TX	Assistant Professor
1981-1985	University of Illinois College of Education Champaign-Urbana, IL	Graduate Assistant
1979-1981	Lewisville I.S.D. Lewisville, TX	Classroom Teacher

### V. Scholarly and Creative Activities

#### ***Published Program Evaluations***

- Rusher, A. (2006). Best Practices in FWISD. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2006). Title I: BONUS Reading Program 2003-2005. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2006). Title I: Breakthrough to Literacy Third Year Report. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2006) Title I: Parent Liaison 2004-05 Report. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)

- Rusher, A. (2005). Tutoring Efforts in FWISD and the Impact on Academically At-Risk Students: District Report 2003-2004. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2005). Title I: Breakthrough to Literacy District Report 2004-2005. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2005). Title I: Parents as Teachers District Report 2004-2005. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2005). Title I: BONUS First Year Summary 2003-2004. Ft. Worth Independent School District, Research and Evaluation Department.
- Ware, A. Rusher, A. & Stegall, T. (2005). 2004 TAKS Inquiry. Ft. Worth Independent School District, Research and Evaluation Department.
- Rusher, A. (2004). Title I: Parent Liaison Program, District Report. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2004). Title I: Breakthrough to Literacy District Report 2002-2003. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2003). Early Childhood Intervention in FWISD: Early Literacy Program and Parents as Teachers District Report 2002-2003. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2003). Title I: Parent Liaison Program: District Report 2002-2003. Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)
- Rusher, A. (2002). Pre-Kindergarten Program Evaluation District Report 2001-2002. Ft. Worth Independent School District, Research and Evaluation Department.
- Rusher, A. (2002). Ninth Grade Success Initiative: Project Success District Report 2000-2002., Ft. Worth Independent School District, Research and Evaluation Department, [www.research-fwisd.org](http://www.research-fwisd.org)

#### ***Refereed Articles***

- Morrison, G.S. & Rusher, A.S. (1999). Playing to learn. *Dimensions of Early Childhood*, 27 (2), 3-8.
- Rusher, A.S. & Ware, A. M. (1998). Family centered child care: Where have we been and where are we going? *Early Child Development and Care*, 145, 67-79.
- Cobb, J. & Rusher, A. (1996). PerCS: "Grand conversations" with multicultural books. *Dimensions of Early Childhood*, 24, (3), 5-10.
- Coonrod, D., Miller, E., & Rusher, A. (1995). Creating curriculum for social studies. In *Education for the 21st century: Leadership, literacy, legislation, and learning*. Barbara Day (Ed.) Dubuque, IA: Kendall/Hunt.
- Rusher, A.S.; Cross, D.R. & Ware, A.M. (1995). Infant and toddler play: Assessment of exploratory style and development level. *Early Childhood Research Quarterly*, 10, 297-315.
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#### ***Presentations (Refereed)***

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- Rusher, A.S. & Ware, A.M. Child care centers in a process of change. Presented at the biennial Conference on Human Development, Mobile, 1998
- Rusher, A.S. & Ware, A.M. Young children's adaptations to the peer group: Micro and Macro developmental changes in play. Presented at the biennial convention of the Society for Research in Child Development, Washington, D.C. 1997
- Van Tassel, F. & Rusher, A. Enhancing assessment of young children: Process and products in designing rubrics. Presented at the annual Velman E. Schmidt Conference on Early Childhood Education, Denton, 1997
- Cobb, J. & Rusher, A. PeRCS: Teaching caregivers to have "grand conversations" with multicultural books. Presented at the annual Velman E. Schmidt Conference on Early Childhood Education, Denton, 1997
- Rusher, A.S. & Ware, A.M. Salient features of toddler social competence: A teacher rating scale. Presented at the annual convention of the American Education Research Association, New York, 1996
- Lundsteen, S., Lazarus, P., Rusher, A., & Lee, M. Communication of young Korean and American children during pretend play. Presented at the annual convention of the National Association for the Education of Young Children. Dallas, 1996.
- Ware, A. & Rusher, A. The caregiver's role in the parent-caregiver partnership: Its effect on the early child care environment. Presented at the biennial convention of the Society for Research in Child Development, Indianapolis, 1995
- Rusher, A.S. & Ware, A.M. Competent and delayed play profiles: The relationship to emerging social competence. Presented at the annual convention of the American Education Research Association, New Orleans, 1994.
- Lundsteen, S., et al. Professional development centers: Joining schools and universities for early childhood professional development and leadership, National Association of Early Childhood Teacher Educators, Chicago, 1994.
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- Rusher, A.S. Profiles of exploratory style and development level in toddlers' play. Presented at the biennial convention of the Society for Research in Child Development, New Orleans, 1993
- Ware, A., Rusher, A., Tresch-Owen, M., & Cross, D. Infant-Mother Attachment and Emerging Social Competence in the Peer Group. Presented at the annual convention of the International Society of Infant Studies, Miami, 1992.
- Ware, A., Rusher, A. & Cross, D. Sustained Attention During Exploratory Play. Presented at the biennial convention of the Southwest Society for Research in Human Development, Tempe, 1992. (refereed)
- Rusher, A.S., McGrevin, C.Z., & Lambiotte, J. Educators' Belief Systems: Implications for Policy. Presented at the annual convention of the American Education Research Association, Chicago, 1991.
- Ware, A.; Rusher, A.S.; & Cross, D.R. A Longitudinal Study of Developmental Level and Exploratory Style Of Toddlers' Symbolic Play. Presented at the biennial convention of The Society for Research in Child Development, Seattle, 1991.
- Rusher, A.S.; Ware, A.; & Cross, D. R., The Relationship of Play to Bayley MDI and IBR Scores. Presented at the biennial convention of the Southwest Society for Research in Human Development, Dallas 1990. (refereed)
- Spidell, R.A. Early Childhood Teachers' Play Intervention and Their Students' Social Characteristics. Presented at the annual convention of the American Education Research Association, San Francisco, 1989.
- Spidell, R.A. Teacher Intervention and Beliefs in Preschool Children's Play. Presented at the annual convention of the American Education Research Association, San Francisco, 1986.

# Tracy Marshall

## Employment

### **Executive Director, Fort Worth ISD Grants and Development, Management and Monitoring**

2010 – Present

- Provide for planning, oversight, monitoring, and implementation of all grant-funded projects including coordination and management of resources from a variety of sources including special revenue, entitlements, and gifts.
- Supervise a department which serves as the grant clearinghouse regarding all grant programmatic information including goals, purpose and expected outcomes of projects funded through grants to ensure a central source of oversight for grant-funded programs.
- Provide technical expertise related to grant management guidelines, utilization of funds, and compliance issues for both discretionary and entitlement program for consistency, coordination, and consolidation of planning between departments and across campuses.
- Manage office that is accountable for \$150 million in special revenue and entitlement funding to the district.

2006 - 2010

Fort Worth ISD

Fort Worth, TX

#### **Director, Grants and Development**

- Manage a staff of four project development specialists/writers, two administrative assistants and two consultants to the district in order to develop, write and edit discretionary state and federal grant programs.
- Research and develop funding applications to support the school district's Vision 2010 strategic plan.
- Lead and facilitate grant development committees and grant staff to fully maximize grant funding and complete grant action plans.

2002 - 2006

Fort Worth ISD

Fort Worth, TX

#### **Project Development Specialist**

- Write federal, state and foundation grants to maximize funding opportunities for the needs of students and aligned with Fort Worth Independent School District priorities. Recent grant awards include *Texas Grants to Reduce Academic Dropout* "Project GRAD" (\$451,372), *Texas High School Completion* "Project PASS" (\$599,947), *Improving Literacy through School Libraries* "Project READ" (\$318,398), *Teaching American History* "Project EAGLE" (\$509,688) and *Texas Accelerated Science Program*, "Project ASAP" (\$550,000).
- Develop project management tools for the Fort Worth ISD including grant action plan user tool, grant management user guides, and PowerPoint presentations posted on the Fort Worth ISD website.
- Consult with school district management team to assure grant compliance and management is conducted on time and within budget.
- Provide project management expertise to school leadership in development of grant-funded initiatives including advisory curriculum, professional development for teachers, public awareness campaign programs, individualized graduation plans, and high school redesign and reform.

1994 - 2002

TnT Ventures, Inc.

Fort Worth, TX

#### **President and Owner**

- Developed concept, business plan and design for two indoor creative play centers serving over 100,000 customers annually.
- Managed 40 employees with responsibility for staffing, training, maintenance, operation, marketing and community relations.
- Managed annual gross revenues of \$600,000 realizing the profitable opportunity to sell the business in July 2002.

1988 - 1994                      Lockheed Fort Worth                      Fort Worth, TX

**Training Administrator/Cooperative Education Coordinator**

- Managed employee development and training programs for professional engineering and support staff of 6,000 employees with annual budget of 2.5 million.
- Planned, opened and managed a technologically cutting-edge computer-based learning resource training center providing technical training to the engineering workforce – first center to open and replicated throughout the organization.
- Managed college relations, cooperative education and recruitment with over 150 students placed each semester within the organization.

**Education**                      2006-Present                      University of Texas                      Arlington, TX

- Masters of Public Administration (graduation date December 2010)

1979-1982                      University of Kansas                      Lawrence, KS

- B.A., Political Science with minor in Personnel Administration.
- Graduated GPA 3.5.
- Participant in a multitude of professional development workshops over 20+ years as a working professional.

**Affiliations**                      Member, Association of Fundraising Professionals  
Member, Fort Worth Funding Information Center

Fort Worth Independent School District  
**Job Description**



<p><b>Title</b></p> <p><b>Building/Campus</b></p> <p><b>Job File Number</b></p> <p><b>Duty Days</b></p> <p><b>General Summary</b></p> <p><b>Job Duties</b></p> <p><b>Job Qualifications</b></p> <p><b>Application Requirements</b></p> <p><b>Additional Job Information</b></p>	<p><u>PEAK Program Operations Coordinator</u></p> <p>#846 Curriculum and Instruction</p> <p>0809-AP-434</p> <p>240</p> <p>Assist in overseeing, organizing, and planning and monitoring for successful implementation of all components and goals of the PEAK program. Represent Associate Superintendent when needed in meetings. Analyze, review, and present data.</p> <ul style="list-style-type: none"> <li>· Assist in coordinating and implementing all components of the PEAK program.</li> <li>· Draft communications material (memos, reports, and presentations to clearly explain and engage key stakeholders, as requested.</li> <li>· Assist in development of program work plans to plan and monitor tasks related to the PEAK program. Provide oversight in project tracking to ensure timeliness and coordination across project components.</li> <li>· Meet weekly with PEAK Program leadership to review program status, identify issues and track resolutions.</li> <li>· Collaborate with all District divisions to support PEAK campuses and initiatives.</li> <li>· Review and analyze initiative data to identify opportunities for improvement and evidence of success in implementation.</li> <li>· Work closely across multiple central office divisions/departments (i.e. Curriculum &amp; Instruction, School Leadership, Budget &amp; Finance, Human Resources, Technology, Communications, Accountability &amp; Data Quality, etc.).</li> <li>· Develop accurate spreadsheets and other tracking tools to manage various program details.</li> <li>· Assist in overseeing the PEAK program and making recommendations for support.</li> <li>· Manage the PEAK website and PEAK email box as a primary source of communications to teachers, principals, and staff. Ensure questions and concerns are addressed in a timely manner that cultivates customer satisfaction.</li> <li>· Perform other job related duties assigned.</li> </ul> <ul style="list-style-type: none"> <li>· Bachelor's Degree from an accredited college or university in a related field; Master's Degree preferred.</li> <li>· Five plus years of related experience.</li> <li>· Experience in project management and knowledge of project management tools and processes.</li> <li>· Fluent technology skills in the area of Microsoft Office (Word, Excel and Powerpoint).</li> <li>· Broad knowledge of:             <ul style="list-style-type: none"> <li>· the District's policies, procedures and regulations.</li> <li>· oral and written communications skills.</li> <li>· proper English usage, grammar, spelling, punctuation, and vocabulary.</li> <li>· interpersonal skills using tact, patience, and courtesy.</li> </ul> </li> <li>· Demonstrated ability :             <ul style="list-style-type: none"> <li>· to work collaboratively with various divisions/departments.</li> <li>· of strong organizational skills to manage multiple requests.</li> <li>· to exercise discretion regarding matter of sensitive or confidential nature.</li> <li>· to initiate and compose correspondence and written independently.</li> <li>· to identify and address needs.</li> </ul> </li> </ul> <p>Complete on-line application.</p> <p>Must complete an online application and attach a resume as a word document. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  <a href="#">(Click here for equivocation list)</a></p> <p><b>PHYSICAL JOB REQUIREMENTS</b></p> <p><b>PHYSICAL DEMANDS REFERENCE</b>  Occasionally (0-33% of day, 0-32 repetitions)  Frequently (34-66% of day, 33-200 repetitions)</p>
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Constantly (67-100% of day, >200+ repetitions)

**PHYSICAL DEMANDS**

Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

**ENVIRONMENTAL CONDITIONS**

Indoors, in controlled environment, exposed to weather elements when transferring to and from car and building, and vibration to hand and arm from steering wheel.

A detailed list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

**FORT WORTH INDEPENDENT SCHOOL DISTRICT  
POSITION DESCRIPTION**

**Position Title:** Senior Evaluator  
**Reports To:** Director of Assessment and Accountability  
**Department/School:** Accountability and Data Quality  
**FLSA Status:** Exempt **Date Written:** March 1, 2007

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**GENERAL SUMMARY**

Conceptualize and design applied research/evaluation studies in PK-12 settings, supervise the development of data collection instruments/tools (both electronic and non-electronic) and data collection and analysis activities, conduct policy and special studies on emerging issues within the region, prepare reports, and provide interpretations of evaluation results that will benefit campus and district decisions.

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**ESSENTIAL JOB FUNCTIONS**

1. Design multiple methodologically diverse evaluation plans and timelines.
2. Create data collection instruments, collect and analyze data.
3. Prepare ongoing feedback reports that assist program directors in the implementation of district initiatives, interventions, grant or other programs.
4. Translate findings into recommendations that will benefit schools and programs and write summative evaluation reports that communicate results effectively to multiple audiences.
5. Maintain effective liaisons with school and other administrative staff to formulate significant evaluation questions, set performance targets, coordinate data collection efforts, understand and apply evaluation results)
6. Participate in presentations of evaluation results to multiple audiences including program directors, district executive staff, the school board and, where appropriate, professional conferences and journals.
7. Keep abreast of local, state, federal, and court-ordered mandates, technical and professional trends, and developments impacting programs being evaluated.
8. Review and make recommendations on external research proposals.
9. Respond to ad-hoc data and research requests from district staff.
10. Oversee tasks assigned to research assistants and clerical support staff
11. Perform all other job related duties as assigned.

**QUALIFICATIONS**

1. Master's degree (Ph.D. preferred) in education, experimental psychology, social sciences, or related field.
2. Three years experience in program evaluation or research, preferably in an educational or university setting.
3. Knowledge of program evaluation methodology with expertise in quantitative and qualitative methods, quasi-experimental designs, and advanced statistical techniques.
4. Ability to use Microsoft Office, SPSS, Power Point, and other computer software as a tool for research, data analysis, and presentations..
5. Demonstrated ability to work efficiently under time pressure to meet deadlines and to work effectively as a member of a professional team.
6. Ability to analyze data and report findings to a diverse audience.
7. Strong organizational and interpersonal skills.
8. Strong written and oral communication and presentation skills.

**FORT WORTH INDEPENDENT SCHOOL DISTRICT  
POSITION DESCRIPTION**

**Position Title:** Senior Project Development Specialist

**Job Code:** 7JD

**Pay Grade:** A04

**Reports To:** Director - Grants

**Department/School:** Grants & Development

**FLSA Status:** Exempt

**Date Written:** July 2006

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**GENERAL SUMMARY**

The Senior Project Development Specialist (PDS) will provide assistance and facilitation of large and complex state and federal grant programs including needs analysis, project research, budget development, document editing/proofreading, and facilitation of the overall grant implementation process by monitoring expenditures and activity completion to ensure the successful use of grant funds. The Senior PDS will coach and train new employees to the department and will act on behalf of the Director in his or her absence.

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**ESSENTIAL JOB FUNCTIONS**

**Management**

1. Process and manage an extensive grant portfolio that includes funding from State, Federal, private and/or corporate services/sources for large and complex grant programs.
2. Guide and support the grant management process for the grant owner including technical expertise on specified grant program that require additional experience and knowledge.
3. Develop action plans for grant activities.
4. Plan and implement grant kickoff meetings.
5. Support schools in the grant activities implementation, e.g., budget, supplies, vendors.
6. Assist Program Directors/Administrators with action plan design.
7. Support PDS activities, as directed by the Grants Director and act on behalf of the Director in his or her absence.
8. Plan and implement training activities for PDS, grant owners and other stakeholders, to promote understanding in Grant Management and compliance.
9. Ensure district compliance with Board Policy.

**Communication**

1. Provide information dissemination for program clarification and to maintain grant compliance.
2. Develop and coordinate presentations for grants meetings and trainings.
3. Develop and coordinate market services provided by the Grants Department.
4. Maintain contact with other departments for collaboration.
5. Maintain communication between grant owners and other stakeholders to ensure successful grant implementation, e.g., principals, directors, administrators, faculty, community.
6. Explain grant objectives, goals, activities, and action plan to Grant owners and other stakeholders.
7. Coordinate and execute grant management committee meetings, i.e., prepare agendas, meeting announcements, marketing materials.

**Financial**

1. Assist in the acquisition of additional funding resources.
2. Work collaboratively with grant owners while serving as liaison with district budget and accounting departments.
3. Provide grant owners with budget set up, budget expenditures and project analysis i.e., analyze budget requirements and complete budget submission forms.
4. Create grant expenditure reports.
5. Contact TEA and U.S. DOE regarding NOGA's and amendments.
6. Assure grant owner approval in grant budget.
7. Assure PO approval for activities related with vendors and large expenditures.
8. Assure Board of Education approval for large expenditures..

**Qualifications**

1. Bachelor's degree, Master's degree preferred.
2. 3-5 years prior experience in project management.
3. Proven success with grant development and management.
4. Experience in maintaining state and federal grant compliance.
5. Solid skills in investigative research with strong attention to detail.
6. Experience conducting program evaluation including data analysis and reporting.
7. Ability to plan and manage more than one project at any given time.
8. Experience in writing, editing, proofreading and budget development.
9. Superior knowledge of State, Federal, private and corporation grant applications, budget issues, and regulations.
10. Proficiency in MS Word, Excel spreadsheets, Accounting, Budgeting, databases and overall computer knowledge.
11. Excellent analytical skills with the ability to perform mathematical and statistical calculation with accuracy.
12. Excellent oral and written communication skills.

**FORT WORTH ISD**  
**LEADERSHIP PERFORMANCE STANDARDS FOR SCHOOL**  
**LEADERSHIP**

# Fort Worth Independent School District Leadership Performance Standards for School Leadership

## Overview:

The Fort Worth ISD's Leadership Performance Standards Rubric for School Leadership is designed to provide standards and practices that reflect high and attainable standards for school leaders. There are seven standards:

**Standard 1: A Vision for Learning:** An educational leader promotes the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard 2: Teaching and Learning:** An educational leader promotes the success of all students by focusing on and promoting a school culture that is conducive to student learning and the professional growth of faculty and staff.

**Standard 3: Effective and Efficient Management of Learning:** An educational leader promotes the success of all students by ensuring the management of the school's organization, operations and resources result in a safe, efficient and effective learning environment.

**Standard 4: Relationships with the Broader Community to Foster Learning:** An educational leader promotes the success of all students by actively and constructively involving families and community members representative of the diverse community the school serves and the resources the community offers.

**Standard 5: Equity, Integrity and Ethics:** An educational leader promotes the success of all students by acting with integrity characterized by equitable and ethical behavior.

**Standard 6: Leadership for Learning:** An educational leader promotes student achievement by holding faculty and staff accountable for teaching in ways that improve student achievement.

**Standard 7: Personal and Professional Growth:** An educational leader promotes his/her own personal and professional growth in various ways with an eye toward improving his/her own performance and the performance of others.

**Fort Worth Independent School District  
Leadership Performance Standards Rubric**

**Standard 1: A Vision for Learning:** An educational leader promotes the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

<b>Dimension</b>	<b>Exemplary</b>	<b>Effective</b>	<b>Progressing</b>	<b>Not Meeting Standard</b>
1a Embracing the vision	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities and actions</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities and actions</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities and actions</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities and actions</li> </ul>
1b Communicating the vision	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>
1c Implementing the vision	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision</li> </ul>

	<p>in all teaching practices, linked all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students</p>	<p>in all teaching practices, linked all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students</p>	<p>in all teaching practices, linked all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students</p>	<p>in all teaching practices, linked all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students</p>
<p>1d Aligning decisions to strategic priorities and clearly articulating the decision-making structure</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures including those decisions made by consensus or independently</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures including those decisions made by consensus or independently</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures including those decisions made by consensus or independently</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures including those decisions made by consensus or independently</li> </ul>
<p>1e Monitoring and evaluating the vision</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher</li> </ul>

	<p>performance and pupil achievement from a variety of sources and demonstrates a clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>	<p>performance and pupil achievement from a variety of sources and demonstrates a clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>	<p>performance and pupil achievement from a variety of sources and demonstrates a clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>	<p>performance and pupil achievement from a variety of sources and demonstrates a clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>
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**Standard 2: Teaching and Learning:** An educational leader promotes the success of all students by focusing on and promoting a school culture that is conducive to student learning and the professional growth of faculty and staff.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard
2a Developing a campus plan that embodies the vision (see Standard 1) and focuses on teaching and learning	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>
2b Promoting and sustaining a school-wide focus on teaching and learning	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and</li> </ul>

	<p>accomplishments throughout the school year</p> <ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>	<p>accomplishments throughout the school year</p> <ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>	<p>accomplishments throughout the school year</p> <ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>	<p>accomplishments throughout the school year</p> <ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>
<p>2c Planning and providing professional learning</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity including faculty meetings to emphasize that teaching and learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity including faculty meetings to emphasize that teaching and learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity including faculty meetings to emphasize that teaching and learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity including faculty meetings to emphasize that teaching and Learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked</li> </ul>

	<p>to teachers' professional development</p> <ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>	<p>to teachers' professional development</p> <ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>	<p>to teachers' professional development</p> <ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>	<p>to teachers' professional development</p> <ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>
<p>2d Using qualitative and quantitative data to make decisions about teaching and learning including student and teacher assessment</p>	<p>There is clear, convincing and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and Informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback</li> </ul>

	on teaching to foster improvement in the teaching and learning processes	on teaching to foster improvement in the teaching and learning processes	on teaching to foster improvement in the teaching and learning processes	on teaching to foster improvement in the teaching and learning processes
2e Ensuring the instantiation of communities of professional practice	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>• Leads various initiatives involving the entire faculty</li> <li>• Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>• Leads various initiatives involving the entire faculty</li> <li>• Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>• Leads various initiatives involving the entire faculty</li> <li>• Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>• Leads various initiatives involving the entire faculty</li> <li>• Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>

**Standard 3: The Effective and Efficient Management of Learning:** An educational leader promotes the success of all students by ensuring the management of the school's organization, operations, technology and resources result in a safe, efficient and effective learning environment.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard
3a Making management decisions to ensure successful teaching and learning	<p>There is clear, convincing and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to inform management decisions to support teaching and learning</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to inform management decisions to support teaching and learning</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to inform management decisions to support teaching and learning</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to inform management decisions to support teaching and learning</li> </ul>
3b Allocating resources to ensure successful teaching and learning	<p>There is clear, convincing and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic priorities</li> <li>• Bases all</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic priorities</li> <li>• Bases all decisions about</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic priorities</li> <li>• Bases all</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic priorities</li> <li>• Bases all</li> </ul>

	decisions about budgets, school improvement, and professional learning on school wide goals for teaching and learning	budgets, school improvement, and professional learning on school wide goals for teaching and learning	decisions about budgets, school improvement, and professional learning on school wide goals for teaching and learning	decision about budgets, school improvement, and professional learning on school wide goals for teaching and learning
3c Using technology to improve communication, teaching and learning	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning and uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning and uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning and uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning or uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>
3d Developing procedures to ensure successful learning for all students	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions</li> <li>Establishes a system for communicating this knowledge from reading, learning, and reflecting to the staff and engages</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions</li> <li>Establishes a system for communicating this knowledge from reading, learning and reflecting to the staff and engages</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions</li> <li>Establishes a system for communicating this knowledge from reading, learning and reflecting to the staff and engages</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions</li> <li>Establishes a system for communicating this knowledge from reading, learning and reflecting to the staff and engages</li> </ul>

	staff in the same process	staff in the same process	staff in the same process	staff in the same process
3e Creating a safe and welcoming environment to ensure successful teaching and learning	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in all decisions that impact student learning</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in all decisions that impact student learning</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in all decisions that impact student learning</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in all decisions that impact student learning</li> </ul>

**Standard 4: Relationships with the Broader Community to Foster Learning:** An educational leader promotes the success of all students by actively and constructively involving families and community members representative of the diverse community the school serves and the resources the community offers.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard
<p>4a Understanding the needs of the community</p>	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>	<p>There is little or no evidence that the school leader</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>
<p>4b Involving families and community organizations</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process.</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process</li> </ul>

<p>4c Enabling the school and the community to serve each other</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Fosters interactive and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Fosters interactive and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Fosters interactive and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>Fosters interactive and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</li> </ul>
<p>4d Understanding and valuing diversity</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, consistently use differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, consistently use differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, consistently use differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, consistently use differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>

**Standard 5: Equity, Integrity and Ethics:** An educational leader promotes the success of all students by acting with integrity characterized by equitable and ethical behavior.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard
5a Acting in accord with a personal and professional code of ethics	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Meets commitments – verbal, written, and implied to individuals, students, community members, and subordinates having the same weight as commitments to superiors</li> <li>Holds others to the same high standards of ethical behavior and confronts with evidence those who fail to meet this expectation</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Meets commitments – verbal, written, and implied to individuals, students, community members, and subordinates having the same weight as commitments to superiors</li> <li>Holds others to the same high standards of ethical behavior and confronts with evidence those who fail to meet this expectation</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Meets commitments – verbal, written, and implied to individuals, students, community members, and subordinates having the same weight as commitments to superiors</li> <li>Holds others to the same high standards of ethical behavior and confronts with evidence those who fail to meet this expectation</li> </ul>	<p>There is little or evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Meets commitments – verbal, written, and implied to individuals, students, community members, and subordinates having the same weight as commitments to superiors</li> <li>Holds others to the same high standards of ethical behavior and confronts with evidence those who fail to meet this expectation</li> </ul>
5b Valuing different points of view	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers,</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers,</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers,</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers,</li> </ul>

	<p>students and parents</p> <ul style="list-style-type: none"> <li>• Confronts effort by others to infringe on these rights</li> </ul>	<p>students and parents</p> <ul style="list-style-type: none"> <li>• Confronts effort by others to infringe on these rights</li> </ul>	<p>students and parents</p> <ul style="list-style-type: none"> <li>• Confronts effort by others to infringe on these rights</li> </ul>	<p>students and parents.</p> <ul style="list-style-type: none"> <li>• Confronts effort by others to infringe on these rights</li> </ul>
<p>5c Complying with legal and ethical requirements</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>	<p>There is little or evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>

<p>5d Understanding the leader's impact on the school and community</p>	<p>There is clear, consistent and convincing evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from the members of the community about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family and community</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from the members of the community about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family and community</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from the members of the community about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family and community</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from the members of the community about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family and community</li> </ul>
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**Standard 6: Leadership for Learning:** An educational leader promotes student achievement by holding faculty and staff accountable for teaching in ways that improve student achievement.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard
6a Analyzing faculty strengths and weaknesses and determining area for improvement	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>
6b Providing formal and informal feedback to staff and faculty with the exclusive purpose of improving individual and organizational performance	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance</li> <li>Sends the staff appropriate feedback following all Learning Walks in a variety of forms: letters, verbally in staff meetings</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance</li> <li>Sends the staff appropriate feedback following all Learning Walks in a variety of forms: letters, verbally in staff meetings</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance</li> <li>Sends the staff appropriate feedback following all Learning Walks in a variety of forms: letters, verbally in staff meetings</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance</li> <li>Sends the staff appropriate feedback following all Learning Walks in a variety of forms: letters, verbally in staff meetings</li> </ul>
6c	There is clear, consistent	There is clear evidence	There is limited evidence	There is little or no

<p>Systematically evaluating faculty and staff</p>	<p>and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>	<p>that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>	<p>that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>	<p>evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>
<p>6d Establishing productive relationships with faculty and others</p>	<p>There is clear and consistent and convincing evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and managerial aspects of the school</li> <li>• Mentors and nurtures teacher</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and managerial aspects of the school</li> <li>• Mentors and nurtures teacher</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and managerial aspects of the school</li> <li>• Mentors and nurtures teacher</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and managerial aspects of the school</li> <li>• Mentors and nurtures teacher</li> </ul>

	<p>leaders</p> <ul style="list-style-type: none"> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>	<p>leaders</p> <ul style="list-style-type: none"> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>	<p>leaders</p> <ul style="list-style-type: none"> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>	<p>leaders</p> <ul style="list-style-type: none"> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>
<p>6e Using a systems approach to improve teaching and learning</p>	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a systems view to adopt a decision-making approach that <ul style="list-style-type: none"> <li>* Synthesizes multiple inputs</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul> </li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a systems view to adopt a decision-making approach that <ul style="list-style-type: none"> <li>* Synthesizes multiple inputs</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul> </li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a systems view to adopt a decision-making approach that <ul style="list-style-type: none"> <li>* Synthesizes multiple inputs</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul> </li> </ul>	<p>There is little evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a systems view to adopt a decision-making approach that <ul style="list-style-type: none"> <li>* Synthesizes multiple inputs</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul> </li> </ul>

**Standard 7: Personal and Professional Growth:** An educational leader promotes his/her own personal and professional growth in various ways with an eye toward improving his own performance and the performance of others.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard
7a Planning and implementing a professional growth plan	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>
7b Applying what is learned to the work of the school	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols i.e., forms, checklists, self-assessments, and other learning tools, so that concepts learned in professional learning are applied in the daily lives of teachers and leaders throughout</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols i.e., forms, checklists, self-assessments, and other learning tools, so that concepts learned in professional learning are applied in the daily lives of teachers and leaders throughout</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols i.e., forms, checklists, self-assessments, and other learning tools, so that concepts learned in professional learning are applied in the daily lives of teachers and leaders throughout</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols i.e., forms, checklists, self-assessments, and other learning tools, so that concepts learned in professional learning are applied in the daily lives of teachers and leaders throughout</li> </ul>

	<ul style="list-style-type: none"> <li>the organization</li> <li>• Uses Learning Walks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional learning are applied in the daily lives of teachers and leaders throughout the organization</li> </ul>	<ul style="list-style-type: none"> <li>the organization</li> <li>• Uses Learning Walks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional learning are applied in the daily lives of teachers and leaders throughout the organization</li> </ul>	<ul style="list-style-type: none"> <li>the organization</li> <li>• Uses Learning Walks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional learning are applied in the daily lives of teachers and leaders throughout the organization</li> </ul>	<ul style="list-style-type: none"> <li>the organization</li> <li>• Uses Learning Walks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional learning are applied in the daily lives of teachers and leaders throughout the organization</li> </ul>
7c Improving specific performance areas based on formal and informal feedback	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>	<p>There is little or no evidence that the leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>
7d Handling disagreements and dissent	<p>There is clear, consistent and convincing evidence that the school leader:</p>	<p>There is clear evidence that the school leader:</p>	<p>There is limited evidence that the school leader:</p>	<p>There is little or no evidence that the school leader :</p>

	<ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and leadership decisions is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization</li> <li>• Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>	<ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and leadership decisions is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization</li> <li>• Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>	<ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and leadership decisions is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization</li> <li>• Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>	<ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and leadership decisions is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization</li> <li>• Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>
7e Demonstrating self-control	<p>There is clear, consistent and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly</li> <li>• Anticipates the results of his/her actions on others</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly</li> <li>• Anticipates the results of his/her actions on others</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly</li> <li>• Anticipates the results of his/her actions on others</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly</li> <li>• Anticipates the results of his/her actions on others</li> </ul>

# FORT WORTH ISD

## Sample Communication Documents

## Frequently Asked Questions

### What is a PEAK school?

It's a Fort Worth ISD school that has been selected to participate in an exciting pilot program. In the PEAK program, teachers can earn rewards and incentives by accelerating student achievement. Educator incentives are designed to be both financial as well as improvements in working conditions.

There are 3 types of PEAK schools in the pilot – recommitment, retention and rewards only.

- **Recommitment schools** retain and attract high quality teachers who work to rebuild campus culture. At these campuses all teachers and staff had to choose to "recommit".
- **Retention schools** retain high quality teachers to maintain an established momentum. Teachers who come or choose to stay at these schools will be eligible for the incentives and rewards.
- **Rewards only schools** focus solely on recognizing and rewarding teams of educators who have shown significant growth.

### How were the PEAK schools chosen to be a part of this pilot?

Recommitment and retention schools were chosen based on a review of TAKS scores over the last several years, teacher turnover rates and teacher experience levels. Rewards only schools were selected based on a review of academic TAKS data – these schools showed a momentum of growth and improvement.

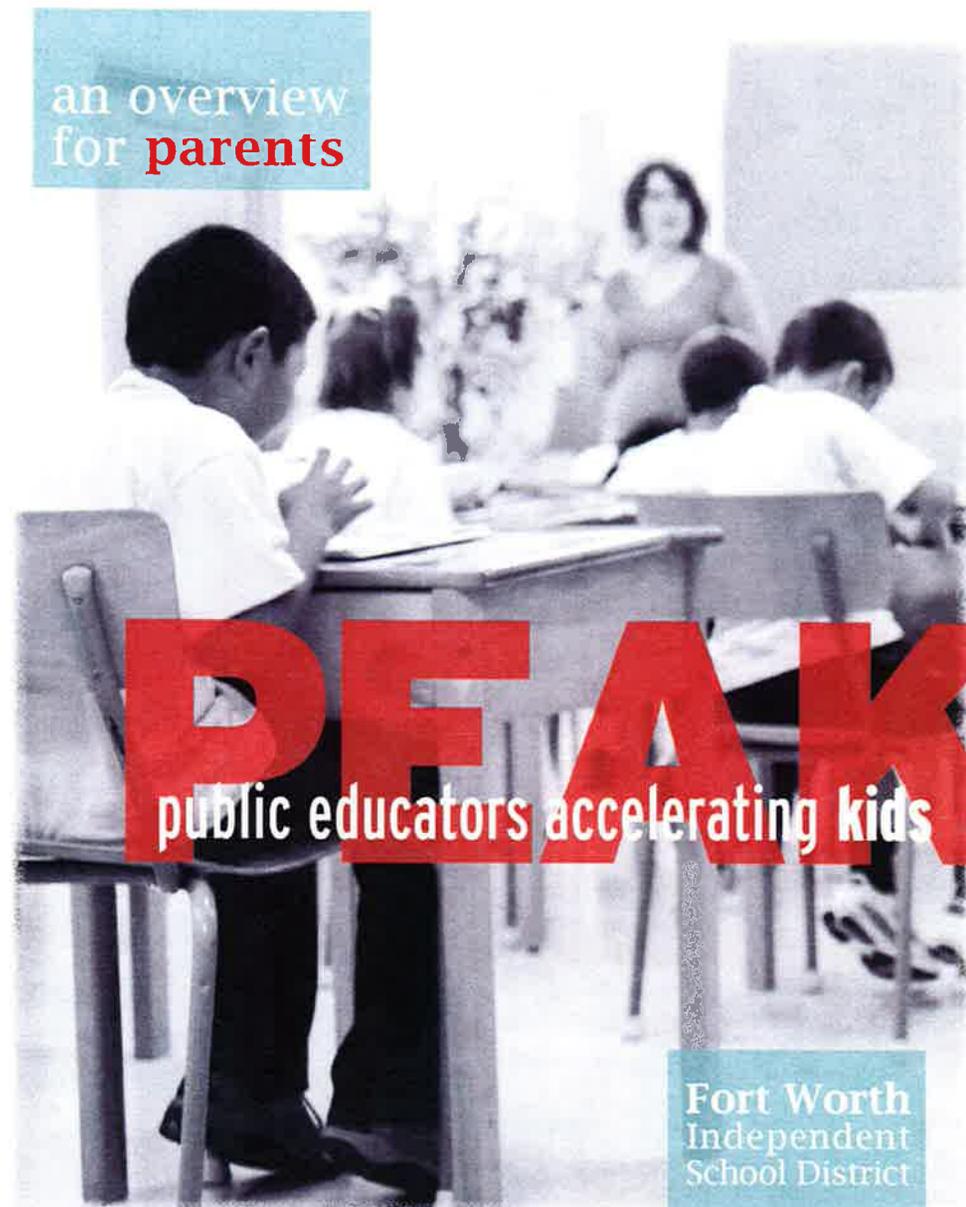
### How will being in a PEAK school affect my child?

Teachers in these schools will be provided time to work as a team to accelerate student achievement. Your student can benefit from these efforts, but he or she will need to work to his or her full potential. We will continue to have high expectations for each student's ability to achieve and will foster an environment focused on academic success.



• Fort Worth Independent School District  
 • 100 N. University Drive  
 • Fort Worth, TX 76107  
 • [www.fwisd.org](http://www.fwisd.org)

an overview  
for **parents**



**PEAK**  
public educators accelerating kids

Fort Worth  
Independent  
School District

## Your Future is in Our Classroom

**PEAK stands for Public Educators Accelerating Kids.** The goal is to reenergize and transform our schools toward greater academic performance. PEAK schools will put together the very best teams of teachers.

At a PEAK school you'll see many familiar faces, but you'll meet new ones as well. All of our faculty and staff have recommitted to excellence in the classroom and providing your child with the best possible instruction.

### Ideal Learning Environment

We're looking at working conditions in all of our Fort Worth ISD schools, but PEAK schools will give us an opportunity to build the ultimate learning environment for your child. PEAK schools will not be business as usual. We plan to give a lot of extra support to our PEAK schools, and we plan to ask a lot in return—from students, teachers and parents. Your children will reap the reward of this investment.

### Parents' Role

Although PEAK stands for Public Educators Accelerating Kids, it could also stand for Parents & Educators Accelerating Kids. For this venture to be successful, we are going to need your help. See the attached magnet with a list of ways you can help support both this innovative program and your child's success.

### 2008-2009 PEAK Schools

#### Whole School Commitment

Dunbar HS - Doug Williams, principal  
 Eastern Hill HS - Jan Norton, principal  
 South Hills HS - Nancy Weisskopf, principal  
 Dunbar MS - Crystal Goodman, principal  
 Morningside ES - Ronnita Carridine, principal  
 Oaklawn ES - Margarita Garcia, principal  
 Sunrise-McMillian ES - Marion Mouton, principal

#### Retention Incentives

Polytechnic HS - Gary Braudaway, principal  
 Meadowbrook MS - Cherie Washington, principal

#### Rewards Only

Diamond Hill-Jarvis HS - Gayla Dawson, principal  
 Kirkpatrick MS - Jason Oliver, principal  
 Handley MS - Lewis Washington, principal  
 Dunbar 6th - Keith Christmas, principal  
 Como ES - Brenda Haynes, principal  
 Turner ES - Norma Ayala, principal

**“The PEAK pilot program is an exciting opportunity for all of us. We are committed to making PEAK schools successful — and that success will have a big effect on your child's future. We're looking to you, parents, to join us in this great effort.”**

—Melody Johnson, Superintendent

**PEAK POWER for PARENTS**

**Be involved.**  
 Communicate with teachers, counselors and your school's principal — remember communication is a two-way street!

**Ask to see your child's report card and review your child's TAKS scores.**  
 REFUSE to accept failure.

**Get tutoring for your child if he or she needs help.**  
 Make sure your child attends school EVERY DAY.

**Hold US accountable.**

HAVE A QUESTION? Call TeleLink at 817.871.2317 or visit [www.fwisd.org](http://www.fwisd.org).

### Want to learn more about PEAK?



Visit our Web site at [www.fwisd.org](http://www.fwisd.org) and read the extensive FAQ. Also hear from the newly-chosen PEAK principals as they set out the vision for their schools. Still have questions? Write us at [PEAK@fwisd.org](mailto:PEAK@fwisd.org) or call the PEAK hotline at 817.871.2275.

The numbers can add up significantly, as Table 2 demonstrates. It shows how various PEAK teachers' salaries can increase as students achieve. As you can see by the column headings, a broad range of variables and opportunities come into play. For example, a brand new math teacher who is new to the District could see a maximum salary jump of up to 51%. A veteran art teacher new to the District could earn as much as 26% extra.

### PEAK PERKS

The PEAK program also creates a collaborative, supporting teaching environment. Campuses will have an opportunity to identify the improvements in working conditions that they believe are a priority. Among the expected campus amenities at PEAK schools:

- Additional clerical support for teachers
- Intensive mentoring and support for new teachers
- Additional support resources for each content area
- Campus test coordinators/data managers
- Full-time parent liaisons

The PEAK program is designed to reward not only all teachers on a campus, but also the principal, the assistant principals and other professional staff. This encourages collaboration and cooperation, rather than competition.

**Be a part of this extraordinary, energizing and financially rewarding experience. Apply today to work – and earn – at your PEAK! Go to [www.fwisd.org](http://www.fwisd.org) and click on the appropriate application or call 817.871.2275.**

#### Who was involved in developing this idea?

The FWISD assembled various task forces that included teachers, principals, administrators, representatives of the UEA and FWEA and others. We'll continue to solicit feedback and design ideas from teachers as the pilot program evolves.

#### How will this initiative be funded?

PEAK is being funded through the DATE grant, a \$147.5 M state program that will reward Texas teachers who work in the most challenging situations. At this writing Fort Worth's share of that is \$4.1 M, but that number could grow. Additionally, the FWISD Board of Education voted unanimously to commit an additional \$5M to PEAK each year for the next three years.



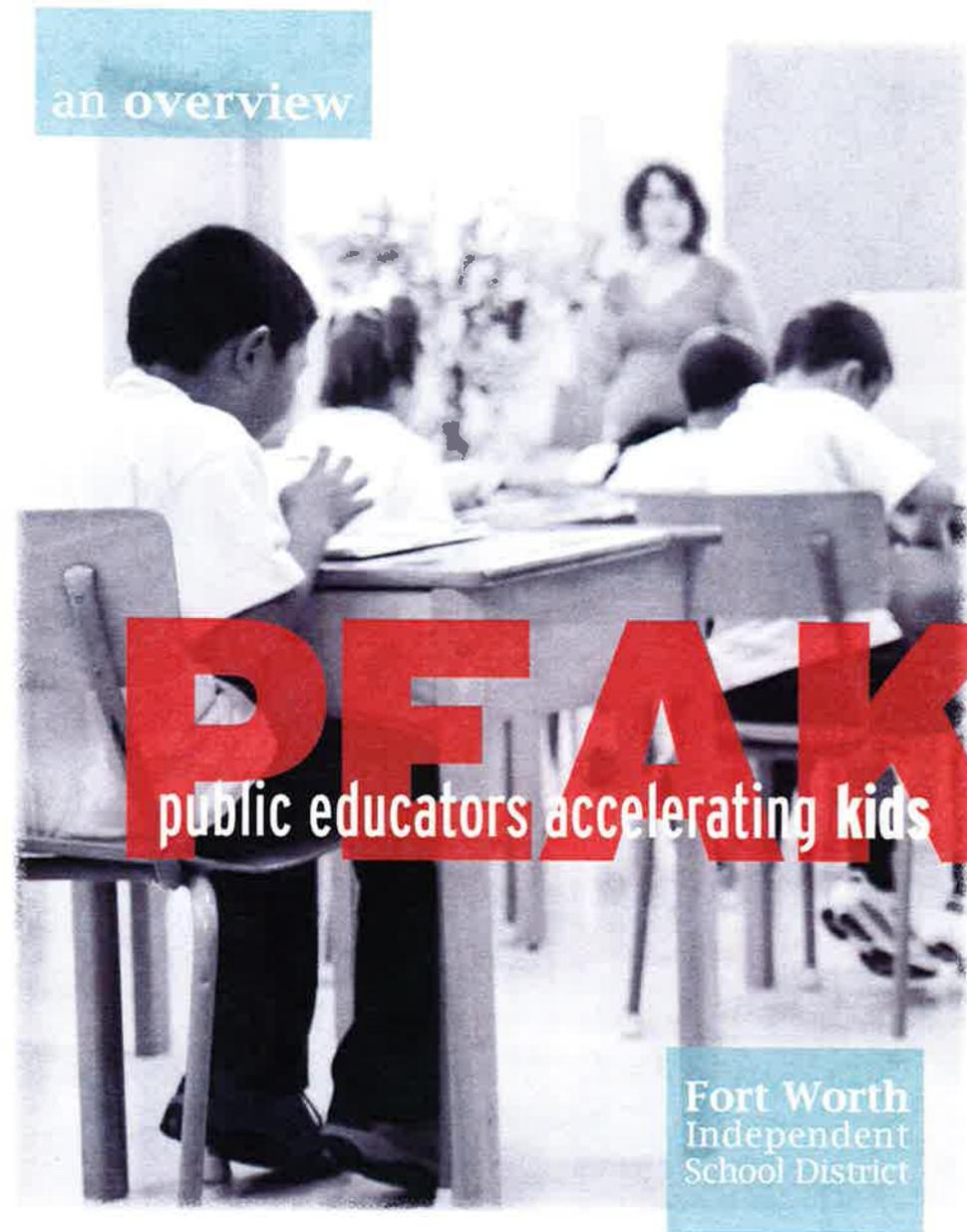
Fort Worth Independent School District

100 N. University Drive

Fort Worth, TX 76107

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

## an overview



Fort Worth  
Independent  
School District

# Your Future is in Our Classroom

No amount of money can adequately reward teachers for what they do – but our PEAK pilot program may come close. We're paying incentives to attract high-quality teachers. We're paying bonus money to teachers who are part of successful, school-based teams. Some teachers could make up to an extra \$23K a year.

PEAK stands for Public Educators Accelerating Kids – and will provide financial rewards and incentives, as well as an improved work environment, for teachers who show an exceptional ability to improve student achievement growth. Fifteen campuses have been chosen for the PEAK pilot program which goes into effect in 2008-2009 and is expected to run for three years.

### Want to learn more about PEAK?



Visit our Web site at [www.fwisd.org](http://www.fwisd.org) and read the extensive FAQ. Also hear from the newly-chosen PEAK principals as they set out the vision for their schools. Still have questions? Write us at [PEAK@fwisd.org](mailto:PEAK@fwisd.org) or call the PEAK hotline at 817.871.2275.

### PEAK INCENTIVES

At some campuses, PEAK teachers will earn money in the form of incentives and signing bonuses.

Offered District-Wide:

- Annual **\$2,000** stipend for all secondary math and science teachers and **\$3,500** stipends for all bilingual elementary teachers
- Signing bonuses of **\$3,000** for certified math, science and bilingual teachers new to the District

Offered at PEAK Schools:

- Incentives of **\$1,000 to \$4,000** for teachers who are chosen for the recommitment and retention campuses
- Five extra contract days (paid at daily rate) as well as funds for additional for professional development

### PEAK REWARDS

Fort Worth ISD is committed to the philosophy that teaching is a team sport. PEAK takes that belief to a new level by rewarding educators who work in teams – on multiple levels – to drive student achievement. This pilot is one of the first in the nation to do so.

### There are four ways to earn PEAK rewards.

Multi-level bonuses will be awarded based on student growth within:

1. Individual teams (made up of educators teaching a particular grade and content)
2. Horizontal Teams (stretch across grade level content)
3. Vertical Teams (content across multiple grades)
4. Campus-as-a-whole team

>> **TABLE 1:** Example School

	Reading/ELA	Math	Science	Social Studies	BONUS
6th grade	██████████	██████████			
7th grade	██████████	██████████	██████████	██████████	
8th grade		██████████			
BONUS					CAMPUS BONUS

Table 1 shows an example of a bonus scorecard for a middle school. The 7th grade reading ELA teachers would earn individual as well as horizontal, vertical and campus-wide bonuses, totaling \$12,000. Since at least 50% of the cells show growth, every teacher on this campus earns a \$2,000 bonus.

### PEAK Rewards Measure Student Growth

Rewards are based on value-added analysis of student growth. In PEAK, that means an aggregate of individual student scores will provide a measure of campus and/or team growth, and all teachers at individual campuses may share in the reward.

>> **TABLE 2:** Maximum Reward Amounts

	TEACHERS			ASSISTANT PRINCIPAL	COUNSELOR/LIBRARIAN	INST. TEAM**	ELEMENTARY INST. ASSISTANT
	Elementary	Middle	High	All Levels			
Campus	\$2,000	\$2,000	\$2,000	\$3,000	\$2,000	\$2,000	\$1,000
Core Testing-Grade Team*	\$3,000	\$3,000	\$4,000	<p>“The goal of <b>PEAK</b> is to reenergize and transform our schools toward greater academic performance. The best way to do that is to put together the very best teams of teachers and administrators and reward them appropriately for the hard work they do.”</p> <p>Superintendent Melody Johnson</p>			
Content Bonus (Vertical)	\$3,000	\$4,000	\$4,000				
Grade Level Bonus (Horizontal)	\$2,000	\$3,000	\$3,000				
Max Reward Potential for Core Content Teachers	\$10,000	\$12,000	\$13,000				
Principals	\$5,000	\$7,500	\$10,000				

**FORT WORTH ISD**  
**PEAK EVALUATION**

# 2008-2009 PEAK Report

## **Superintendent of Schools**

Melody Johnson, Ph.D.

## **Division of Curriculum and Instruction**

Michael Sorum, Chief Academic Officer

## **Department of Accountability & Data Quality**

Sara Arispe, Executive Director

## **Office of Research & Program Evaluation**

Anne Rusher, Ph.D., Director

March 2010

**Evaluator:** Susan Wolfe, Ph.D., Research Analyst

**Program Owner:** Sherry Breed, Associate Superintendent,  
Elementary School Leadership



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**REPORT  
PEAK 2008-2009**

**EXECUTIVE SUMMARY**

Do pay-for-performance and working condition improvements help to recruit and retain teachers? Does pay-for-performance improve teacher quality and foster student academic growth? Fort Worth Independent School District's Public Educators Accelerating Kids (PEAK) Program is a program designed to examine these questions.

The PEAK program targets 15 campuses (5 high schools, 5 middle schools, and 5 elementary schools) designated as high-poverty, high-minority, and/or at a critical stage of academic performance. The goals are to improve student achievement through:

1. recruitment and retention of high quality teachers and instructional leaders;
2. teacher collaboration on content and grade articulation; and
3. teaching quality.

The PEAK Program combines financial recruiting incentives, financial rewards, and improvements to campus working conditions to three test conditions:

1. **Recommitment:** Seven schools underwent a recommitment process, received working condition improvements, and paid eligible teachers recruitment/retention incentives and rewards based on evidence of student academic growth.
2. **Retention:** Two schools received working condition improvements and paid eligible teachers recruitment/retention incentives and rewards based on evidence of student academic growth.
3. **Rewards:** Teachers at six schools were eligible for rewards only based on evidence of student academic growth.

The PEAK evaluation is designed to gather process and outcome information to provide stakeholders with quality feedback. For this report, we examined student academic achievement and growth, analyzed survey responses, conducted observations, and reviewed documents to learn more about how pay-for-performance and working condition improvements affected 15 schools. Working condition improvements include leadership development, a dedicated master teacher content support team, structured mentoring, new teacher support, additional days for planning and professional development, implementation of a strong and supportive discipline management plan, and the creation of 69 additional positions at the 9 PEAK Recombitment and Retention campuses.

## Key Findings

- Teachers' experiences with the working condition improvements were generally positive. The climate for *instruction, school management, personnel management, discipline, and teacher practice* improved at PEAK schools per teacher reports.
- The number of teacher sick days decreased by 25% for all PEAK schools with a 38% decrease at Recommitment schools and a 9% decrease at Retention and Rewards schools.
- There was a 21% decrease in teacher separations at Recommitment schools from 2008 to 2009; an 18% decrease at Retention schools.
- PEAK schools demonstrated mixed results for academic achievement and growth across schools, subjects, and grades. Results were generally positive for Reading/ELA, Math, and Social Studies, but not for Science.
- Decreases in PEAK high school core course failure rates ranged from 1.0 to 5.6 percentage points in reading/ELA, from 2.2 to 10.2 percentage points in math, from 0 to 3 percentage points in social studies, and changes in science failure rates ranged from an increase of 1 percentage point to a decrease of 6.7 percentage points.
- PEAK middle school core course failure rates ranged from 0.2 to 5.5 percentage points in reading/ELA, from a 1.5 percentage point increase to a 3 percentage point decrease in math; from a 3 percentage point increase to a 5 percentage point decrease in social studies, and from a 1.4 percentage point increase to a 4.8 percentage point decrease in science.
- Teachers reported positive changes in parent engagement from 2008 to 2009 at PEAK schools. Students reported that their parents care about their education and feel college is important. Parents reported that schools regularly communicate, keep them informed, and offer meaningful ways for them to get involved in their children's schools. Parents attend school events whenever possible.
- Where Beginning Teacher Advisors (BTA) were sole mentors for beginning teachers, both principals and beginning teachers reported the BTAs were supportive and essential to providing high-quality induction. For the seven campuses with BTAs and mentors with stipends, the BTAs provided all mentor support rather than the stipend mentors. Both principals and beginning teachers described the BTAs as the primary, preferred sources of support at six of the seven campuses with BTAs and stipend mentors.

## PROGRAM DESCRIPTION

The Public Educators Accelerating Kids (PEAK) Program recognizes and rewards excellent teams of educators who accelerate student academic growth at campuses designated as high-poverty, high-minority and/or at a critical stage of academic performance. The District Award for Teacher Excellence (DATE) grant awarded by the Texas Education Agency (TEA), along with matching funds from the Fort Worth Independent School District (FWISD), funds the PEAK Program. Through a combination of financial recruiting incentives, financial rewards, and improvements to campus working conditions, the PEAK Program goals are to improve student achievement through:

- recruitment and retention of high quality teachers and instructional leaders,
- teacher collaboration on content and grade articulation, and
- teaching quality

The District's Guiding Principles for the PEAK program are:

- Effective teaching, with a focus on the growth and individual needs of each student, is the most important driver of student achievement.
- Teaching is a team sport. Students will benefit most when school administration supports and recognizes teachers for their ability to effectively collaborate.
- All teachers influence a student's ability to achieve academic success; therefore, all teachers have an opportunity to earn rewards and incentives.
- Measuring teacher quality is complex and cannot be fully captured with a single measure. Teacher quality must be assessed through multiple measures.

The PEAK Program rewards teacher teams for evidence of value-added to student academic growth based on these Guiding Principles. Value-added analyses provide fair assessments of teaching quality by examining TAKS and norm-referenced test outcomes.

Teachers at PEAK campuses can earn rewards at the campus, grade, content, and grade-content level. The campus reward is based on significant growth in at least 50% of the possible grade-content cells. All teachers and specified professional staff are eligible for campus rewards. Core content teachers are also eligible for team rewards at the grade and content level, and may earn additional rewards if all subjects in a grade or all grades in a subject show significant growth. Figure 1 provides a graphic overview of the rewards model.

PEAK also provides recruitment and retention incentives to campus administrators, teachers, and key instructional staff. These incentives attract and retain high quality teachers, reset expectations, and build a strong and positive culture. Incentives are paid in installments annually.

The PEAK Recommitment and Retention campuses also receive additional resources designed to improve working conditions including: (1) development of strong, supportive discipline management plans; (2) additional paid days to engage in meaningful collaboration and professional development; (3) intensive mentoring and coaching; (4) full-time parent liaisons; and, (5) additional support staff.

Through financial incentives and concentrated efforts to improve working conditions at these PEAK campuses, the District seeks to recruit and retain high quality teachers and instructional leaders; improve content and grade level collaboration among teachers and instructional staff; improve teaching quality; and, develop high performance cultures to ultimately increase student achievement.

Figure 1: PEAK Rewards Model

**Example: School (12 possible squares)**

	Reading/ELA	Math	Science	Social Studies	Grade Level Synergy Bonus
6 <sup>th</sup>					
7 <sup>th</sup>					
8 <sup>th</sup>					
Content Area Synergy Bonus					Campus Bonus

	Campus Scorecard	Individual Grade/Content Reward	Grade Level Synergy Bonus
<b>What is rewarded?</b>	<ul style="list-style-type: none"> <li>50% of campus squares show significant growth</li> </ul>	<ul style="list-style-type: none"> <li>Individual cell shows significant growth</li> </ul>	<ul style="list-style-type: none"> <li><u>ALL</u> grades or content areas show growth</li> </ul>
<b>Who is rewarded?</b>	<ul style="list-style-type: none"> <li>Principal &amp; Assistant Principals</li> <li><u>ALL</u> Teachers (tested content and non-tested content)</li> <li>Other professional staff (librarian, counselor, instructional specialist)</li> </ul>	<ul style="list-style-type: none"> <li>Tested content grade-level team of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Tested content grade-level team across content areas or content department teams across grades</li> </ul>
<b>Why is it of value?</b>	<ul style="list-style-type: none"> <li>Reinforce campus team focus, collaboration and collective accountability</li> </ul>	<ul style="list-style-type: none"> <li>Reinforces need for a grade-level content team to work together to impact student achievement</li> </ul>	

The PEAK Program targeted campuses in one of three conditions:

1. Recommitment. Seven schools underwent a recommitment process, received working condition improvements, and paid eligible teachers recruitment/retention incentives and rewards based on evidence of student academic growth.
2. Retention. Two schools received working condition improvements and teachers were eligible for recruitment and retention incentives and rewards based on evidence of student academic growth.
3. Rewards. Teachers at six schools were eligible for rewards based on evidence of student academic growth.

The District selected 15 campuses for the program. Table 1 presents selected campuses by condition.

Table 1: PEAK Campuses by Condition

PEAK Campuses by Condition			
Condition	High School	Middle School	Elementary School
<b>Recommitment</b>	Dunbar Eastern Hills South Hills	Dunbar	Morningside Sunrise-McMillian Oaklawn
<b>Retention</b>	Polytechnic	Meadowbrook	
<b>Rewards Only</b>	Diamond Hill-Jarvis	Kirkpatrick Handley Dunbar 6 <sup>th</sup>	Como W.J. Turner

#### LITERATURE REVIEW

The *No Child Left Behind Act of 2001* (The Act) (2002) emphasizes teacher quality and student academic progress in several ways. Title I of The Act's stated purpose is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education." The most important and consistent research findings for what determines a high quality education identify teacher effectiveness as the greatest determinant of student academic growth (Sanders & Horn, 1998). In light of these findings, schools use a range of strategies to recruit, retain, reward and develop high quality teachers. Strategies include (1) changing the way teachers are paid and rewarded, such as recruitment and retention bonuses and pay-for-performance systems; (2) increasing support for teachers through mentoring and professional development; (3) taking steps to encourage parent involvement; and, (4) improving support for instruction (American Federation of Teachers, 2006; Chait & Miller, 2009; Governor's Business Council, 2006; Haskins & Loeb, 2007; Sanders, Epstein & Connors-Tadros, 1999; Stewart, 2007).

## Teacher Compensation Strategies and Pay-for-Performance

School districts typically base teacher salaries on the teacher's years of experience and their level of education, neither of which have been linked to better student performance (Goldhaber, 2006; U.S. Department of Education, 2008). Traditional teacher pay systems do not consider differences in working conditions, skill, content level, or different performance in the classroom. Often schools that serve poor students, which are often called "high-need" schools, offer lower salaries for more challenging jobs, making them less attractive to effective teachers (Chait & Miller, 2009). Solutions to this problem include pay-for-performance (PFP) programs, offering recruitment as well as retention bonuses to teachers.

Although research evidence is inconclusive at this time, preliminary results suggest that there are potential benefits to performance-based pay systems (Chait & Miller, 2009). PFP programs are often part of larger improvements and used with other strategies. High quality PFP programs have regular communication with interested parties, provide professional development for teachers; measure teacher and school effectiveness; and provide extra support for teachers, like mentoring and strong leaders (U.S. Department of Education, 2008). Other strategies include teacher mentoring programs, improving parent involvement, forming teaching teams, and providing professional development. It is difficult to tell whether the positive outcomes are because of the PFP, or other strategies put in place at the same time.

A number of school districts are testing PFP programs. Teacher Advancement Program (TAP) evaluators found that students with TAP teachers showed better academic progress. A higher percent of teachers were more effective in raising student scores compared with their controls (Solmon, White, Cohen & Woo, 2007). Slotnik, Smith, Glass and Helms (2004) found negative effects in elementary schools, but large growth in middle and high schools. Over time student achievement rose with the length of time the teachers participated in the program. The greatest effect was the change the program brought to the district and its systems. During the course of the project and its evaluation, many issues that had affected district progress were brought to center stage, where district officials discussed, analyzed and acted upon them. Teacher survey results suggest that teachers generally think that PFP works and principals report that it helps them attract and keep good teachers (Azam & Wardell, 2007; Schmitt, Cornetto, Malerba, Ware, Bush-Richards, & Ines, 2009; Slotnik et al., 2004).

School districts use bonuses to recruit and keep good teachers, particularly at hard-to-staff schools (Goldhaber & Anthony, 2003). Typically, teachers do not choose to work in the most difficult schools; therefore, paying teachers extra to take on much harder work is one way to encourage good teachers to apply and stay at these schools. Several conditions must be met for bonuses to be effective. First, the bonuses must be large enough to matter. Second, by design, they should attract teachers to hard-to-staff schools. Third, they should include a penalty if a

teacher backs out of the agreement. Finally, by design, they should attract experienced teachers. Early results of research on bonus programs suggest that they are drawing teachers to schools that the teachers otherwise may not have considered (Prince, 2002).

### Increasing Support for Teachers

In order to attract and keep good teachers, schools must give teachers support and help them continue to develop professionally. Effective schools provide teachers with growth opportunities to help them become more effective and perform better (Shannon & Bylsma, 2006). Based upon the research, support might include professional development opportunities, mentoring, opportunities to collaborate, and instructional support.

Professional Development. Teachers are more likely to engage in professional development activities if supported by school leadership (Berman et al., 2009). Professional development affects what teachers do to help their students perform better (Wallace, 2009). Professional development programs should be designed to improve teachers' skills and knowledge (Governor's Business Council, 2006). Research suggests that professional development is more likely to be effective if it involves a substantial number of contact hours spread over an extended period of time (Berman et al., 2009). NCLB supports high-quality sustained, intensive, classroom focused professional development. Professional development activities that meet these standards are related to self-report changes in classroom practice (Berman et al., 2009). Research findings linked increased professional development opportunities at TAP schools to better student outcomes (Solmon et al., 2007).

Mentoring. Mentoring is one of the most commonly used teacher retention strategies across states and school districts (Berman et al., 2009). In 2006-07, 46 states and Puerto Rico used teacher mentoring and induction programs to retain teachers; 30 states and Puerto Rico mandated induction programs for new teachers. Almost all high-minority and urban school districts offer a mentoring program as a teacher retention strategy. Mentoring programs benefit both mentors and their mentees. Studies have found that such programs can prevent beginning teachers from leaving the profession and help them to continue to improve their skills (Feiman-Nemser, 1996; Haskins & Loeb, 2007; Odell & Ferraro, 1992). Mentors can benefit by improving their own skills and increasing their leadership ability (Huling & Resta, 2001).

Collaboration. Opportunities for teachers to work in teams and collaborate with each other can aid their professional growth (Strahon & Hedt, 2009). Research has linked more opportunities to collaborate with better student outcomes (Solmon et al., 2007). Teachers that have a positive experience with a team are more likely to remain in teaching (Haun & Martin, 2004). One study found that only a small portion of teachers was negative about teaming. They complained that there was more work, loss of professional autonomy, and the teams were competing for resources and power (Johnson, 2003). However, most of the teachers in the same

study reported that they felt better about themselves and their work and reported that working in teams provided them with more opportunities to learn from each other.

Support for Instruction. Giving more support for instruction is an additional strategy schools use to recruit, develop and keep quality teachers. School leadership can support teachers by providing clear expectations about the school mission, facilitating cooperation between teachers and administrators, setting high academic standards with clear criteria, using valid and reliable assessments, and giving staff professional development time and resources (American Federation of Teachers, 2006; Steward, 2007). Another source of instructional support is using data coaches to filter data, provide training, address fears about data use, and model data use procedures (Jerald, 2006; Marsh, Pane, & Hamilton, 2006). If administrators provide teachers with sufficient time to learn about and discuss data, this support helps teachers to use data effectively.

#### Promoting Parent Engagement

Students perform better academically when parents are involved in their education (Stewart, 2007). Sanders, Epstein and Connors-Tadros (1999) defined and assessed six types of parent involvement: (1) a positive learning environment at home; (2) parent-school communications; (3) parent volunteerism; (4) learning at home information; (5) parent involvement in school decisions; and, (6) parent collaboration with community. During children's early years, parent involvement focuses on children's individual behavior. Parent involvement focuses more on school learning opportunities by the time children are in twelfth grade (Catsambis & Garland, 1997). Studies have found that more parents become involved when schools use all six types of parent involvement (Sanders et al., 1999).

Research identified three district-level components as necessary for systemic family engagement (Westmoreland, Rosenberg, Lopez & Weiss, 2009). They are: (1) foster district-wide strategies; (2) build school capacity; and, (3) reach out to and engage families. Practices to foster district-wide strategies include creating a district office and senior level position that is responsible for parent engagement, and connecting parent engagement to district priorities. To build school capacity, schools hired school-based parent liaisons, conducted and disseminated parent satisfaction surveys, and engaged family and community outreach coordinators. Additionally, researchers suggested improving family-school communications, promoting father involvement and providing parent programs for outreach and family engagement.

#### Assessing Teacher Effectiveness

Assessing a dynamic activity such as teaching requires an instrument that accounts for the complexities of the context. Students enter the context of the teaching environment at varying levels. The instrument to assess teacher performance must take into account where each

student was at the beginning of the school year. One measurement model that has received a great deal of study and development is the Value-Added (VA) model. VA models use student test scores over time to track a student's prior abilities and then estimate teachers' contributions to an individual student's growth (Braun, 2005). One widely-used VA model is the SAS Institute's Education Value-Added Assessment System (SAS EVAAS) (Sanders & Horn, 1998). SAS EVAAS builds on the Tennessee Value-Added System methodology developed by William Sanders and colleagues at the University of Tennessee. It overcomes the problems of using simpler VA methods, by including all students in the analysis and using each student as his or her own control. It incorporates all tests, even tests that are scaled differently, if the tests are reliable, consistent with curricular standards, and able to measure achievement for low and high achieving students.

Benefits to using a model like SAS EVAAS include (1) more objectivity than other models; (2) information about which teacher qualifications and characteristics matter for student learning; (3) less expensive than other ways to assess teachers; (4) focus on student learning and not teacher practice; and (5) identifies good teachers (Goe, 2008). VA models work well with PFP programs because they can be used to help make pay decisions based on teachers' contributions to student growth. Results can be aggregated across grades and content to obtain an overall VA measure for the entire school (Tekwe et al., 2004).

## METHODS

This evaluation used multiple methods to gather data to evaluate the initial year implementation and effectiveness of the PEAK Program including survey responses from parents, teachers, students and administrators, document reviews, observations, and student test data.

### Schools

All 15 PEAK schools are included in this evaluation.

- 5 high schools: South Hills HS, Diamond Hill-Jarvis HS, Dunbar HS, Eastern Hills HS, and Polytechnic HS
- 5 middle schools: Dunbar Sixth Grade, Handley MS, Kirkpatrick MS, Meadowbrook MS, and Dunbar MS
- 5 elementary schools: Como ES, Morningside ES, Oaklawn ES, Sunrise-McMillian ES, and W.J. Turner ES

## Surveys

This evaluation used data from the district-wide *Teacher Climate* and *Student Personalization* surveys, and the *PEAK Schools Parent Survey* to assess aspects of the PEAK program from teacher, student, and parent perspectives. Specific methods are described below.

Teacher Climate Survey. Teachers took the online *Teacher Climate Survey* during a three-week period in March 2009. The survey included Likert-type questions and open-ended comments grouped by *Instruction, School Management, Personnel Management, Professional Development, School Discipline, and Parental Engagement*. The District-wide response rate was 67% in 2009. Data reported here reflect teacher perceptions at PEAK schools and are not representative of all FWISD schools.

Comparisons were made between 2008 and 2009 for PEAK schools combined and for each of the PEAK conditions. Because the distributions of responses were skewed due to higher percentages of positive responses on most items, non-parametric statistics (Mann-Whitney U) were used to test differences between 2008 and 2009 for significance.

Student Personalization Survey. This 57-item survey was distributed to all FWISD secondary school students in May 2009 yielding a district-wide response rate of 57%. The response rate for PEAK schools was 54%. *Parent Involvement* items were used from this survey.

PEAK Schools Parent Survey. The PEAK Parent Survey in 2009 was comprised primarily of Likert scale response questions, with an opportunity at the end of the survey for parents to write additional comments. The results of quantitative analyses are supplemented by qualitative descriptions of parents' comments.

The response rate was only 9% (769 responses); therefore, results are not representative of all parents, and should be interpreted cautiously. Although elementary school students only comprise 25% of the total number of students in PEAK schools, 63% of survey respondents were parents of elementary school students. Despite the low response rate, we present the results to provide some description of parental perceptions.

## Student and Teacher Data

Student Data. Student data include Texas Assessment of Knowledge and Skills (TAKS) results, student grades, and SAS EVAAS analyses. The evaluator obtained TAKS results from the TEA-supplied TAKS data file and the 2009 Texas Education Agency Campus Accountability Tables. TAKS achievement was evaluated as the change in the percent of students who met the state-defined standard between 2008 and 2009. Changes greater than 5% were considered to be substantial.

SAS EVAAS reporting system analyses include reading/English language arts (ELA) and math Normal Curve Equivalent (NCE) gains computed using a Multivariate Response Model (MRM), and the social studies and science gains are computed with a Univariate Response Model (URM). SAS EVAAS results are categorized as follows:

- Student academic greater than expected gains: NCE gain is above the growth standard or school effect is one standard error or more above the district average.
- No detectable difference: NCE gain is above the growth standard or school effect is one standard error or less above the district average, and NCE gain is below the growth standard or school effect is two standards or less below the district average.
- Student academic less than expected gains: NCE gain is below the growth standard or school effect is more than two standard errors below the district average.

Student grades and course information were used to compute the percent of students who failed core courses in reading/ELA, math, social studies and science.

Teacher Data. Teacher data included absence summaries by year and category of absence (e.g., sick, vacation) and human resource records for new hires and separations provided by the FWISD Human Capital Management department.

#### Other Measures

Observations. Observations yielded data on beginning teacher mentoring and implementation of data coaching models. Observations of beginning teacher mentoring sessions were conducted at 12 schools using a rubric to record information about setting, participants, topics covered, concerns discussed, mentor tasks completed, resources/materials provided, and quality of the interaction.

Data team observations at 11 schools were conducted using a rubric to record information about the frequency of meetings, time of day, departmental representation, job titles of data team members, topics discussed, data used, and which components of the data coaching model were implemented. Observers also gathered information about how data teams shared data with teachers who are not part of the data team, and rated the extent to which teachers use data to drive instruction.

Document Reviews. Documents reviewed included records of PEAK implementation, presentations to the school board and FWISD staff, e-mail communications, and program records. The evaluator reviewed documents to gather information about the program design and implementation and to verify implementation facts.

## RESULTS

Results are grouped as: (1) PEAK implementation; (2) teacher outcomes; (3) student growth and achievement; (4) federal and state accountability standards; and (5) Parent Involvement.

### 1. PEAK Implementation

The evaluation of PEAK implementation includes a description of the working condition improvements selected for the Recommitment and Retention campuses, teachers' experiences with the beginning teacher mentoring program, and implementation of the data coaching systems to monitor student growth, professional development, and mentoring activities.

#### 1.1 Working Condition Improvements

*What working condition improvements were selected for each campus?*

Working condition improvements were implemented at the nine PEAK Recommitment and Retention campuses, but not the six Rewards campuses. Working condition improvements included leadership development to foster a team-oriented culture, a dedicated master teacher content support team, structured mentoring and new teacher support, five additional guaranteed planning and professional development days, an office assistant to make copies for teachers, and development of a strong discipline management plan.

Table 2: 2008-09 Staff Positions Added at PEAK Recommitment and Retention Schools

2008-09 Staff Positions Added at PEAK Recommitment and Retention Schools								
School	Data Analyst	Parent Liaison	Dean of Instruct	Admin Asst	Teacher Support Aide	K-1 Teacher Assts	Teacher	Other
South Hills HS	1*	1	1	1	1			1 <sup>1</sup>
Dunbar HS	1	1	1				1 <sup>2</sup>	1 <sup>3</sup>
Eastern Hills HS	1*	1	1	1	1			
Polytechnic HS	1*	1	1	1	1		1 <sup>2</sup>	
Meadowbrook MS	1	1	1	1	1			
Dunbar MS	1	1	1		1		2 <sup>2,4*</sup>	
Morningside ES	1	1			1	6	1 <sup>4</sup>	
Oaklawn ES	1	1			1	8	2 <sup>4,5*</sup>	2 <sup>6,7</sup>
Sunrise-McMillian ES	1	1			1	6		2 <sup>6,7</sup>
<sup>1</sup> Targeted Academic Interventionist <sup>2</sup> Certified In House Teacher <sup>3</sup> Associate Business Manager <sup>4</sup> Reading Teacher or Reading/Math Teacher				<sup>5</sup> Additional 5 <sup>th</sup> Grade Teacher <sup>6</sup> Science Lab Assistant <sup>7</sup> Full-Time Librarian *indicates position funded by other source (e.g., Title I)				

Source: PEAK Staffing Plan 07/28/08 from PEAK planning documentation

Recommitment and Retention campuses also hired additional staff to facilitate improvement. Sixty-four positions were added using PEAK funds and an additional five positions were added with funds from other sources (e.g., Title I). Added positions are described in Table 2.

### *1.2 Teachers' Experiences with Working Condition Improvements*

*What were teachers' experiences with improvements to working conditions?*

Beginning Teacher Mentoring. Designed to provide high quality, ongoing support for teachers new to the profession, the PEAK Beginning Teacher Advisor (BTA) Program assigned part-time, full-release mentors at the nine Recommitment and Retention PEAK campuses. At two campuses (Oaklawn Elementary and Morningside Elementary), the BTAs were the only mentors of record; at the remaining seven campuses, beginning teachers were also assigned mentors through the district-wide Beginning Teacher Induction and Mentoring (BTIM) Program. The BTIM mentors were either teachers with full classroom assignments, or were Lead Content Teachers/Coaches, who received a stipend for mentoring.

Interactions between BTAs and beginning teachers consisted primarily of group meetings and one-on-one support. Several BTAs provided workshops and training based upon classroom observations or even beginning teacher reflections. BTAs tailored one-on-one support to the needs of each teacher, providing classroom management strategies and resources, modeling lessons in the classroom, and co-teaching with beginning teachers. In two observed cases, the BTAs worked directly with students during individual student work periods.

Interactions between BTAs and their principals differed if the BTA had previous administrative experience. If the BTA was a retired administrator, the principal typically developed a closer working relationship with the BTA, including frequent meetings to plan support and review of beginning teachers' needs. BTAs who were not former administrators described interactions with principals as informal and infrequent.

Where BTAs were the sole mentors for all beginning teachers, both principals and beginning teachers reported BTAs were supportive and essential to providing high-quality induction. For the seven campuses that had BTAs in addition to mentors with stipends, the BTAs provided all mentor support rather than the stipend mentors. Both principals and beginning teachers described the BTAs as the primary, preferred sources of support at six of the seven campuses with both BTAs and stipend mentors. Principals described stipend mentors as too busy to provide proper mentoring, and beginning teachers typically described the stipend mentors as non-existent or unsupportive. Stipend mentors and BTAs actively collaborated at only one Recommitment elementary campus.

Professional Development. The PEAK Program guaranteed five additional days of professional development for teachers at Recommitment and Retention schools. Responses on the *Teacher Climate Survey* indicated a significant climate improvement for professional

development at PEAK schools in 2009 when compared with 2008. The percent of teachers agreeing that school administration is professional increased by 9% and the percent of teachers agreeing that school administration shares ideas and information with staff increased by 5%.

When the three PEAK conditions were examined separately, the significant improvement in professional development climate was still present for Recommitment and Retention schools, but not Rewards schools. For example, there was a 4 point increase at Recommitment schools and a 2 point increase at Retention schools in teachers agreeing that school administration encourages their professional growth and development. There was a 2 point decrease for the same item at Rewards schools. The percent of teachers agreeing that school administration shares ideas and information with staff increased 10 points at Recommitment schools and 17 points at Retention schools, but decreased 5 points at Rewards schools. Results of scale comparisons are presented in Table 12 in Appendix A.

### 1.3 Data Coaching Systems

*Did the PEAK initiative successfully develop and implement data coaching systems to monitor and measure student growth, professional development, and mentoring activities?*

Building Data Teams. PEAK principals implemented data teams for their campuses at the start of the 2008-09 school year based on the model introduced in *The Data Coach's Guide to Improving Learning for All Students* (Love, Stiles, Mundry & DiRanna, 2008). The purpose of a data team is to harness the power of collaborative inquiry to develop campus-wide understanding and usage of the data that drives instruction. *The Data Coach's Guide* delineates the *Using Data Process*, which prescribes an ordered sequence of steps in using data:

1. Building the Foundation
2. Identifying a Student-Learning Problem
3. Verifying Causes
4. Generating Solutions
5. Implementing, Monitoring, and Achieving Results

Data team membership consisted of campus leaders or leaders and teachers. At the secondary level team members were exclusively campus leaders- principals, assistant principals, deans of instruction, and lead content teachers/content coaches. Secondary data teams typically discussed data within the context of content-based initiatives, and tended towards summative discussions of what each content area was doing for targeted interventions. Data discussed were usually aggregated by campus, content, or grade levels.

Elementary teams typically focused on a single content area, and the data team was composed of teachers within the content area, the principal and related content coach. Without exception, data teams presented results from benchmark assessments at the objective, student

expectation (SE), and question levels. Team members discussed strategies employed prior to the assessments, and how those strategies contributed to high or low performance.

In addition to the models described above, one campus utilized teacher team members from all four core content areas and the principal. All but two PEAK campus data teams included the principal as a team member.

Data teams held almost all meetings in common areas- such as the library or conference room with various data displayed throughout the school year. At one Retention campus the team created the "data room" with poster-sized charts of data for every student on campus- including their demographic, program and performance information posted on the walls. Frequency of meetings ranged from daily to every other week across campuses.

Using Student Data. Several principals provided binders or handouts for teachers with their students' data. One Rewards campus used a sophisticated technology solution that it had purchased prior to being a PEAK school; teachers and administrators had access to real-time assessment and student data, along with historical and reporting data. At the elementary level, principals reported that teachers used assessment data to plan lessons, teacher rotations and assignments, decide which guides were used, and develop interventions. At the secondary level, the principals reported that teachers used data to develop and assign tutorials and camps.

Strategies and Insights. All campuses followed certain steps within the *Using Data Process* during the observations. Through observing and analyzing the data, all data teams worked to identify the student learning problem. Elementary teams, in particular, effectively drilled down in the data to identify student learning problems to specific SEs and learning objectives. The evaluator observed all data teams making inferences and generating possible solutions from the data, often in response to prompts from their principals. Only two campuses were observed using activities described in *The Data Coach's Guide*.

Generating solutions and strategies for improving student learning were central activities for data teams. Teams discussed ways to hold students accountable for their answers to questions, including incorrect answers. Similarly, teams discussed how teachers would probe for understanding before moving on in the lesson. Teacher teams devised common strategies for students to identify key words in test questions, such as circling, underlining, and highlighting. In this instance, teachers used common strategies so students would likely internalize the strategies for use in classes for targeted interventions. Finally, teams examined other sources of data beyond assessments to generate solutions. By acknowledging other influences on student performance such as absenteeism, mobility, parent involvement, discipline, and limited English proficiency, teams systematically discussed and generated solutions for these influences as well. Secondary teams emphasized generating solutions while considering these other influences to a greater degree than did elementary teams.

Elementary teams, in particular, facilitated horizontal collaboration among content areas (for example, 5<sup>th</sup> grade teachers all meet together), with the goal of improving students' understanding of the language used in testing. Strategies for language instruction in reading/language arts reflected terminology used in math, science, and social studies assessments. Evidence of vertical collaboration occurred among both elementary and secondary teams (for example, teachers meet across grades). Elementary data teams strategized vocabulary development to assist in all content areas, especially at the pre-TAKS grade levels. Secondary teams discussed successes in incrementally improving student behaviors, especially in the areas of attendance and performance of their lower grade levels, as well as how incremental changes would become cultural norms in subsequent years.

Beyond *The Data Coach's Guide*, teams cited other sources of inspiration for building data-driven instruction. In particular, training they received that emphasized teaching all of the ways in which an SE can be tested, narrowing the focus down to the SE, and recognizing the levels of questions. These skills provided a framework for observing and analyzing the data and generating targeted solutions, which had a positive impact upon instruction.

## 2. Teacher Outcomes

### 2.1 Teacher Perceptions of School Climate

*To what extent did teacher perceptions regarding school climate improve at PEAK campuses in 2009 relative to 2008?*

There were generally positive changes in climate at PEAK schools between 2008 and 2009.

- When teacher climate ratings for all PEAK schools were analyzed together, there was a significant positive change in ratings for *instruction, school management, personnel management, discipline, and teacher practice*.
- When the PEAK conditions were analyzed separately, results for the Recommitment and Retention schools showed the same significant positive change as for all PEAK schools.
- For the Rewards schools, when analyzed separately, there was significant positive change for *instruction, school management, and teacher practice*, but no significant change for *personnel management and discipline*.

Teachers' comments on the climate survey were mostly positive. Some teachers specifically noted the following climate changes:

- *"The climate is much better this year than last."*
- *"Much better than last year!"*
- *"The climate at my school has improved greatly this year."*
- *"I especially enjoy working at [school]. The expectations are clear and agree with my goals for all students."*

- *"The time spent to develop a positive/supportive working/teaching environment has made a tremendous difference on the work environment."*
- *"I feel as though my contributions are noted and respected."*

Teachers specifically credited the PEAK program with making a difference:

- *"The climate this year and the PEAK program have been good for our school and students."*
- *"The PEAK program is really working well."*

Comments regarding mid-year changes at one campus were mixed and cautious:

- *"The climate at my school has steadily improved with the arrival of [principal]."*
- *"Tumultuous administration changes in mid-year have 'muddied' the water so to speak and made it difficult to accurately assess many of the areas addressed."*

One of the working condition improvements was implementation of a new discipline plan.

Teachers responded less positively regarding discipline:

- *"The student discipline is strongly supported by the administration which also makes a big difference."*
- *"Fights are decreasing but there is still too much inconsistency in dealing with discipline issues."*
- *"Administration is very slow on turn-around time of discipline issues."*
- *"Discipline enforcement is non-existent on this campus."*
- *"There is no support for student discipline."*
- *"There is too much inconsistency in dealing with students. Students can basically do what they want, behave however they choose and they know there will be no consequences."*

## 2.2 Teacher Attendance

*To what extent did teacher attendance improve at PEAK campuses relative to prior years?*

Teacher Sick Days. Studies have used teacher sick days as a proxy for teacher effort with strong evidence that absences are not random and are costly to schools (Hansen, 2009). Results of analyses of teacher sick days are presented in Table 3.

- The total number of teacher sick days at PEAK schools decreased by 25% even while the number of staff increased by 10%.
- The average number of sick days per teacher at PEAK schools decreased by 2.67 days (from 8.14 in 2008 to 5.47 in 2009).

Table 3: PEAK Schools Teacher Sick Days

PEAK Schools Teacher Sick Days									
Group	Number of Teachers		Total Teacher Sick Days				Average Sick Days Per Teacher		
	2008	2009	2008	2009	Diff 2008 and 2009	% Change 2008 to 2009	2008	2009	Diff 2008 and 2009
<b>Recommitment</b>	378	432	3339	2056	-1283	-38%	8.83	4.76	-4.07
<b>Retention</b>	142	164	1043	947	-96	-9%	7.35	5.77	-1.58
<b>Rewards</b>	215	219	1598	1458	-140	-9%	7.43	6.66	-0.77
<b>Total PEAK</b>	735	815	5980	4461	-1519	-25%	8.14	5.47	-2.67

Source: FWISD Human Capital Management Department for absences and AEIS for Number of Teachers

There were differences across PEAK conditions, with the largest decrease at Recommitment schools. At Recommitment Schools there was a 14% increase in the number of teachers, but a 38% decrease in the number of sick days. The average number of sick days per teacher declined 4.07 days.

These results should be interpreted with caution this first year. A study by Hansen (2009) found that sick days are lowest during their first year of teaching and then rise in the following years. The number of sick days also decline during the first year a teacher moves to a new school. There may have been a "first year" effect because many of the teachers at the Recommitment schools were in their first year at that school.

### 2.3 Teacher Attrition

*To what extent did teacher attrition decline at PEAK campuses relative to prior years?*

PEAK retention bonuses at the Recommitment and Retention schools were intended to provide an extra incentive for teachers to remain at these schools and thereby decrease teacher turnover. Teacher separations in 2007-08 and 2008-09 are presented in Table 4.

Table 4: PEAK Recommitment and Retention Campus Teacher Separations

PEAK Recommitment and Retention Campus Teacher Separations						
Group	2007-2008 Number of Separations	2008-2009 Number of Separations	Difference Number of Separations 2008 to 2009		2008-2009 Separations by New Hires	2008-2009 Separations by First Year Teachers
			#	%		
<b>Recommitment</b>	58	46	-12	21%	28	12
<b>Retention</b>	17	14	-3	18%	4	3
<b>Total</b>	75	60	-15	20%	32	15

Source: FWISD Human Capital Management Department

- Teacher separations decreased by 20% between 2007-08 and 2008-09. They decreased by 21% at Recommitment schools and 18% at Retention schools.
- Fifty-three percent of the separations were new hires and 25% were first-year teachers.

Teachers who separated were asked to provide a reason for leaving. In 2007-08 the reasons were:

- *Family/personal reasons (38%)*: Caring for family members, marriage, and relocation.
- *Career reasons (28%)*: Making a career change, advancement opportunities, higher salaries, certification problems, pursuing continuing education.
- *School-related reasons (20%)*: Student discipline, problems with co-workers and supervisors, lack of support, PEAK displacement, not being valued as an employee.
- *Retirement or no reason provided (16%)*.

In 2008-09 *family/personal* and *career* were still the most common reasons. There was a 12 point decrease in teachers citing *school-related reasons*.

- *Family/personal reasons (20%)*.
- *Career reasons (38%)*.
- *School-related reasons (8%)*.
- *Retirement, death, termination, or no reason provided (34%)*.

### 3. Student Academic Growth and Achievement

#### 3.1 TAKS Achievement and SAS EVAAS Value Added

*Did students at PEAK campuses realize gains in all tested content areas?*

Achievement was assessed with TAKS and growth was assessed with SAS EVAAS value-added scores. Tables 5 through 8 summarize these results for reading/ELA, math, social studies and science.

Reading/ELA Summary results of each school's TAKS reading/ELA achievement and SAS EVAAS value-added scores are presented in Table 5, and detailed results are presented in Table 13 in Appendix B.

- Nine PEAK schools showed more than expected growth in reading/ELA from 2008 to 2009. Seven of them exceeded the *Academically Acceptable* standard (70% of students passing TAKS) by more than 5 points in 2009.
- Polytechnic HS, which was *Academically Unacceptable* in 2008, had a 13 point gain in the percent of students passing TAKS.
- Two schools had less than 70% meet standard on TAKS, but demonstrated greater than expected growth (Morningside ES and Sunrise McMillian ES).

- Two schools made expected growth and met or exceeded the *Academically Acceptable* standard (Diamond Hill-Jarvis HS and Como ES).
- Four schools demonstrated less than expected growth although they exceeded the *Academically Acceptable* standard.

Table 5: 2009 PEAK Schools Reading/ELA TAKS and SAS EVAAS Ratings

2009 PEAK Schools Reading / ELA TAKS and SAS EVAAS Results				
		SAS EVAAS Growth		
		Less Than Expected Growth	Expected Growth	Greater than Expected Growth
Performance Achievement on TAKS	Exceeded 70% Academically Acceptable Standard by More Than 5 Points	South Hills HS Dunbar HS Eastern Hills HS Dunbar Sixth Grade	Diamond Hill-Jarvis HS	Polytechnic HS Dunbar MS Meadowbrook MS Handley MS Kirkpatrick MS Oaklawn ES W.J. Turner ES
	Met 70 % Academically Acceptable Standard		Como ES	
	Below 70% Academically Acceptable Standard			Morningside ES Sunrise McMillian ES

Source: TEA Campus Accountability Data Tables and SAS EVAAS

Math Summary results of each school's TAKS Math achievement and SAS EVAAS value-added scores are presented in Table 6, and detailed results are presented in Table 14 in Appendix B.

- Twelve schools showed greater than expected growth for Math; and nine of the 12 schools also exceeded the *Academically Acceptable* standard by more than 5 points.
- Three schools with greater than expected growth were still *Academically Unacceptable*. These 3 schools raised their percent of students meeting TAKS standards by 5 to 11 points from 2008 to 2009.
- Three schools achieved expected growth; one exceeded the *Academically Acceptable* standard by more than 5 points (W.J. Turner ES) and the other two were *Academically Unacceptable* (Diamond Hill-Jarvis HS and Morningside ES).

Table 6: 2009 PEAK Schools Math TAKS and SAS EVAAS Ratings

2009 PEAK Schools Math TAKS and SAS EVAAS Results				
		SAS EVAAS Growth		
		Less Than Expected Growth	Expected Growth	Greater than Expected Growth
<b>Performance Achievement on TAKS</b>	<b>Exceeded 55% Academically Acceptable Standard by More Than 5 Points</b>		W.J. Turner ES	Polytechnic HS Dunbar MS Meadowbrook MS Handley MS Kirkpatrick MS Dunbar Sixth Grade Sunrise McMillian ES Oaklawn ES Como ES
	<b>Met 55% Academically Acceptable Standard</b>			
	<b>Below 55% Academically Acceptable Standard</b>		Diamond Hill-Jarvis HS Morningside ES	South Hills HS Dunbar HS Eastern Hill HS

Source: TEA Campus Accountability Data Tables and SAS EVAAS

Social Studies. The TAKS social studies test is administered in 8, 10 and 11 grades. Students in grades 5, 6, 7 and 9 were tested with the Stanford Achievement Test, Tenth Edition©. Detailed results of each school's social studies TAKS achievement and SAS EVAAS value-added scores are presented in Table 15 in Appendix B. Summary results are presented in Table 7.

- All of the TAKS-tested schools and grades met or exceeded the *Academically Acceptable* standard
  - At 11<sup>th</sup> grade, three schools demonstrated greater than expected growth (Dunbar HS, Diamond Hill-Jarvis HS, Polytechnic HS) and two schools demonstrated expected growth (South Hills HS, Eastern Hills HS).
  - At 10<sup>th</sup> grade, three schools demonstrated greater than expected growth (South Hills HS, Eastern Hills HS, Polytechnic HS) and two schools demonstrated expected growth (Dunbar HS, Diamond Hill-Jarvis HS).

Table 7: 2009 PEAK Schools Social Studies TAKS and SAS EVAAS Ratings

2009 PEAK Schools Social Studies TAKS and SAS EVAAS Results				
		SAS EVAAS Growth		
		Less Than Expected Growth	Expected Growth	Greater than Expected Growth
<b>Performance Achievement on TAKS</b>	<b>Exceeded 70% Academically Acceptable Standard by More Than 5 Points</b>		South Hills HS 11 Eastern Hills HS 11 Dunbar HS 10 Diamond Hill-Jarvis HS 10 Meadowbrook MS 8	Dunbar HS 11 Diamond Hill-Jarvis HS 11 South Hills HS 10 Eastern Hills HS 10 Polytechnic HS 10 Dunbar MS 8 Handley MS 8 Kirkpatrick MS 8
	<b>Met 70% Academically Acceptable Standard</b>			Polytechnic HS 11
	<b>Below 70% Academically Acceptable Standard</b>			
<b>Stanford Tested</b>		Dunbar MS 7 Meadowbrook MS 6	South Hills HS 9 Polytechnic HS 9 Diamond Hill-Jarvis HS 9 Meadowbrook MS 7 Handley MS 7 Kirkpatrick MS 7 Handley MS 6 Dunbar 6 Kirkpatrick MS 6 Morningside ES 5 Sunrise McMillian ES 5 Como ES 5	Dunbar HS 9 Eastern Hills HS 9 Oaklawn ES 5 W.J. Turner ES 5

Source: TEA Campus Accountability Data Tables and SAS EVAAS

- At 8<sup>th</sup> grade, three schools demonstrated greater than expected growth (Dunbar MS, Handley MS, Kirkpatrick MS) and one school demonstrated expected growth (Meadowbrook MS).
- Results for Stanford:
  - At 9<sup>th</sup> grade: two schools demonstrated greater than expected growth (Dunbar HS, Eastern Hills HS) and three schools demonstrated expected growth (South Hills HS, Polytechnic HS, Diamond Hill-Jarvis HS).
  - At 7<sup>th</sup> grade: three schools demonstrated expected growth (Meadowbrook MS, Handley MS, Kirkpatrick MS) and one school demonstrated less than expected growth (Dunbar MS).

- At 6<sup>th</sup> grade: three schools demonstrated expected growth (Handley MS, Kirkpatrick MS, Dunbar Sixth Grade) and one school demonstrated less than expected growth (Meadowbrook MS).
- At 5<sup>th</sup> grade: Two schools demonstrated greater than expected growth (Oaklawn ES, W.J. Turner ES) and three schools demonstrated expected growth (Morningside ES, Sunrise McMillian ES, Como ES).

Science Results TAKS science is administered in grades 5, 8, 10, and 11. Students in grades 4, 6, 7, and 9 were tested with the Stanford Achievement Test, Tenth Edition©. Detailed results of each school's science TAKS achievement and SAS EVAAS value-added scores are presented in Table 16 in Appendix B. Summary results are presented in Table 8.

- Results for TAKS:
  - At 11<sup>th</sup> grade, two schools demonstrated greater than expected growth (Dunbar HS, Polytechnic HS), one school demonstrated expected growth (Diamond Hill-Jarvis HS), and two schools demonstrated less than expected growth (South Hills HS, Eastern Hills HS). All exceeded the *Academically Acceptable* standard by more than 5 points.
  - At 10<sup>th</sup> grade, one school demonstrated greater than expected growth (Polytechnic HS), three schools demonstrated expected growth (South Hills HS, Dunbar HS, Eastern Hills HS), and one school demonstrated less than expected growth (Diamond Hill-Jarvis HS). All were below the *Academically Acceptable* standard.
  - At 8<sup>th</sup> grades, all four schools demonstrated expected growth (Dunbar MS, Handley MS, Kirkpatrick MS, Meadowbrook MS). One school met the *Academically Acceptable* standard (Dunbar MS) and three schools were below the *Academically Acceptable* standard (Meadowbrook MS, Handley MS, Kirkpatrick MS).
  - At 5<sup>th</sup> grade, one school demonstrated greater than expected growth (Sunrise McMillian ES) and four schools demonstrated expected growth (Morningside ES, Oaklawn ES, Como ES, W.J. Turner ES). All exceeded the *Academically Acceptable* standard by more than 5 points.

Table 8: 2009 PEAK Schools Science TAKS and SAS EVAAS Ratings

2009 PEAK Schools Science TAKS and SAS EVAAS Results				
		SAS EVAAS Growth		
		Less Than Expected Growth	Expected Growth	Greater than Expected Growth
Performance Achievement on TAKS	Exceeded 55% Academically Acceptable Standard by More Than 5 Points	South Hills HS 11 Eastern Hills HS 11	Diamond Hill-Jarvis 11 Morningside ES 5 Oaklawn ES 5 Como ES 5 W.J. Turner 5	Dunbar HS 11 Polytechnic HS 11 Sunrise McMillian 5
	Met 55% Academically Acceptable Standard		Dunbar MS 8	
	Below 55% Academically Acceptable Standard	Diamond Hill-Jarvis 10	South Hills HS 10 Dunbar HS 10 Eastern Hills HS 10 Meadowbrook MS 8 Handley MS 8 Kirkpatrick MS 8	Polytechnic HS 10
Stanford Tested		South Hills HS 9 Dunbar MS 7 Meadowbrook MS 6 Handley MS 6 Morningside ES 4	Dunbar HS 9 Polytechnic HS 9 Diamond Hill-Jarvis 9 Handley MS 7 Kirkpatrick MS 7 Dunbar 6 Sunrise McMillian ES 4 Oaklawn ES 4 Como ES 4	Eastern Hills HS 9 Meadowbrook MS 7 Kirkpatrick MS 6 W.J. Turner 4

Source: TEA Campus Accountability Data Tables and SAS EVAAS

- Results for Stanford:
  - At 9<sup>th</sup> grade: one schools demonstrated greater than expected growth (Eastern Hills HS), three schools demonstrated expected growth (Dunbar HS, Polytechnic HS, Diamond Hill-Jarvis HS), and one school demonstrated less than expected growth (South Hills HS).
  - At 7<sup>th</sup> grade: one school demonstrated greater than expected growth (Meadowbrook MS), two schools demonstrated expected growth (Handley MS, Kirkpatrick MS) and one school demonstrated less than expected growth (Dunbar MS).
  - At 6<sup>th</sup> grade: One school demonstrated greater than expected growth (Kirkpatrick MS), one school demonstrated expected growth (Dunbar Sixth Grade) and two schools demonstrated less than expected growth (Meadowbrook MS, Handley MS).

- At 4<sup>th</sup> grade: One school demonstrated greater than expected growth (W.J. Turner ES), three schools demonstrated expected growth (Sunrise McMillian ES, Como ES, Oaklawn ES), and one school demonstrated less than expected growth (Morningside ES).

### 3.2 Failure Rates in Core Content Courses

Did student failure rates in core content courses decline relative to prior years?

Student course failure rates in Reading/ELA, Math, Science and Social Studies were computed for all PEAK secondary schools. Results are presented in Table 9.

Table 9: 2008 and 2009 PEAK Secondary Schools Core Course Failure Rates

2008 and 2009 PEAK Secondary Schools Core Course Failure Rates												
School	Reading / ELA % Failed			Math % Failed			Science % Failed			Social Studies % Failed		
	2008	2009	Diff	2008	2009	Diff	2008	2009	Diff	2008	2009	Diff
<b>High Schools</b>												
South Hills HS	7.7	5.5	-2.2	16.3	10.0	-6.3	5.7	6.2	0.5	6.6	6.4	-0.2
Dunbar HS	14.4	13.4	-1.0	14.7	12.5	-2.2	15.6	8.9	-6.7	9.2	8.0	-1.2
Eastern Hills HS	13.7	9.3	-4.4	23.4	13.2	-10.2	15.7	16.7	1.0	12.5	12.5	0.0
Polytechnic HS	10.8	5.2	-5.6	11.3	6.6	-4.7	8.8	3.9	-4.9	6.5	4.1	-2.4
Diamond Hill-Jarvis HS	3.9	2.7	-1.2	12.5	7.1	-5.4	10.1	3.6	-6.5	6.6	3.6	-3.0
<b>Middle Schools</b>												
Dunbar MS	7.3	1.8	-5.5	5.0	2.1	-2.9	6.5	1.7	-4.8	4.4	2.8	-1.6
Meadowbrook MS	7.1	5.2	-1.9	9.3	6.3	-3.0	3.9	2.8	-1.1	4.7	7.7	3.0
Handley MS	13.8	13.6	-0.2	20.8	22.3	1.5	17.9	13.5	-4.4	23.0	18.0	-5.0
Kirkpatrick MS	1.6	1.0	-0.6	6.1	7.1	1.0	8.2	4.5	-3.7	3.9	4.7	0.8
Dunbar 6 <sup>th</sup> Grade	5.0	2.1	-2.9	2.4	0.7	-1.7	2.8	4.2	1.4	6.5	4.3	-2.2
<b>Color Key</b>	Decrease greater than 1% or 2009 less than 1% failure rate											
	Difference between -1% and 1%											
	Increase greater than 1%											

Source: FWISD core course grades data (assigncrse database file)

Failure rates decreased across all core subjects by more than one point at Polytechnic HS, Diamond Hill-Jarvis HS, and Dunbar MS. Failure rates decreased by more than one point in three of the four core subjects at Dunbar HS and Meadowbrook MS. The remaining five secondary schools had decreases in failure rates in one or two core subjects.

#### Reading/ELA

- South Hills HS, Eastern Hills HS, Polytechnic HS, and Diamond Hill-Jarvis HS had decreases of more than 1 point.
- Dunbar HS, Handley MS, and Kirkpatrick MS had decreases of 1 point or less.

#### Math

- All high schools, Dunbar MS, Meadowbrook MS, and Dunbar Sixth Grade had decreases of more than 1 point.
- Kirkpatrick MS had a decrease of 1 point.

- Handley MS had an increase in the failure rate.

#### Science

- Dunbar HS, Polytechnic HS, Diamond Hill-Jarvis HS, Dunbar MS, Meadowbrook MS, Handley MS, and Kirkpatrick MS had decreases of more than one point.
- South Hills HS and Eastern Hills HS had increases of 1 point or less.
- Dunbar Sixth Grade had an increase of more than 1 point.

#### Social Studies

- Dunbar HS, Polytechnic HS, Diamond Hill-Jarvis HS, Dunbar MS, Handley MS, and Dunbar Sixth Grade had increases of more than 1 point.
- South Hills HS, Eastern Hills HS, and Kirkpatrick MS had 1 point or less change in the failure rate.
- Meadowbrook MS had an increase of more than 1 point.

#### 4. State and federal accountability ratings

*Did the state and federal accountability ratings improve relative to the prior year?*

There are multiple accountability systems under which districts and campuses are evaluated and rated. For the purposes of this evaluation, we examined the federal Adequate Yearly Progress (AYP) status and Texas State Accountability Rating of each PEAK campus for 2009 compared to the prior year. The AYP status of a campus is based on the performance and participation of students in grades 3 to 8 and 10 in reading/ELA and math, as well as the graduation/attendance rate. In the state accountability system, campuses are rated on their students' performance in reading/ELA (grades 3-11), math (grades 3-11), science (grades 5, 8, 10, 11), social studies (grades 8, 10, 11), and writing (grades 4, 7), as well as the dropout/completion rate. Under AYP, a campus will either have a status of *Meets* or *Missed* AYP. Campuses receiving Title I, Part A funds that fail to meet AYP for two consecutive years are subject to requirements such as offering supplemental education services, offering school choice and/or taking corrective actions. Under Texas State Accountability, campuses are rated *Academically Unacceptable*, *Academically Acceptable*, *Recognized*, or *Exemplary*. PEAK schools' AYP status and state accountability ratings are presented in Table 10.

#### AYP Status

- Two of the 8 PEAK schools that missed AYP in 2008 met it in 2009 – Meadowbrook MS, Kirkpatrick MS.
- Seven PEAK schools had *Meets* AYP in 2008 and 2009 – Dunbar MS, Dunbar 6<sup>th</sup> grade, Morningside ES, Oaklawn ES, Sunrise-McMillian ES, Como ES, W.J. Turner ES.
- Six PEAK schools had *Missed* AYP in 2008 and 2009 – South Hills HS, Dunbar HS, Eastern Hills HS, Polytechnic HS, Diamond Hill-Jarvis HS and Handley MS.

Table 10: 2008 and 2009 PEAK Schools AYP and Campus Accountability Ratings

2008 and 2009 PEAK Schools AYP and Campus Accountability Ratings				
School	AYP Status		Accountability Rating	
	2008	2009	2008	2009
<b>Recommitment Schools</b>				
South Hills HS	Missed	Missed	AU	AU
Dunbar HS	Missed	Missed	AU	AU
Eastern Hills HS	Missed	Missed	AU	AU
Dunbar MS	Meets	Meets	AA	AA
Morningside ES	Meets	Meets	AA	AA
Oaklawn ES	Meets	Meets	AA	RE
Sunrise-McMillian ES	Meets	Meets	AU	AA
<b>Retention Schools</b>				
Polytechnic HS	Missed	Missed	AU	AA
Meadowbrook MS	Missed	Meets	AU	AA
<b>Rewards Schools</b>				
Diamond Hill-Jarvis HS	Missed	Missed	AA	AA
Dunbar 6 <sup>th</sup> Grade	Meets	Meets	RE	AA
Handley MS	Missed	Missed	AA	AU
Kirkpatrick MS	Missed	Meets	AA	AA
Como ES	Meets	Meets	AA	AA
W. J. Turner ES	Meets	Meets	AA	RE

Source: 2009 TEA Campus Accountability Tables and TEA Final AYP Results for 2008 and 2009

#### State Accountability Ratings

- Campus Accountability Ratings improved at 5 PEAK schools between 2008 and 2009.
  - Oaklawn ES and W.J. Turner ES improved from *Academically Acceptable* in 2008 to *Recognized* in 2009.
  - Polytechnic HS, Meadowbrook MS, and Sunrise McMillian ES improved from *Academically Unacceptable* in 2008 to *Academically Acceptable* in 2009.
- Five schools remained *Academically Acceptable* in 2008 and 2009 – Diamond Hill-Jarvis HS, Dunbar MS, Kirkpatrick MS, Morningside ES, Como ES.
- Dunbar 6<sup>th</sup> Grade dropped from *Recognized* to *Academically Acceptable* and Handley Middle School dropped from *Academically Acceptable* to *Academically Unacceptable* between 2008 and 2009.
- Three schools were *Academically Unacceptable* for 2008 and 2009 – South Hills HS, Dunbar HS, Eastern Hills HS.

Four PEAK schools received Gold Performance Acknowledgments. The Gold Performance Acknowledgment system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings.

- Diamond Hill-Jarvis High School
  - 2007-2008 Advanced Academic Courses – 30 percent or more of 9<sup>th</sup> through 12<sup>th</sup> graders completing and receiving credit for at least one advanced academic course.
  - Comparable Improvement for Reading/ELA – in the top quartile for the average Texas Growth Index in TAKS Reading/ELA
- Polytechnic High School
  - Comparable Improvement for Reading/ELA – in the top quartile for the average Texas Growth Index in TAKS Reading/ELA
  - Comparable Improvement for Mathematics – in the top quartile for the average Texas Growth Index in TAKS Mathematics
- Kirkpatrick Middle School
  - Comparable Improvement for Reading/ELA – in the top quartile for the average Texas Growth Index in TAKS Reading/ELA
  - Comparable Improvement for Mathematics – in the top quartile for the average Texas Growth Index in TAKS Mathematics
- Meadowbrook Middle School
  - Comparable Improvement for Reading/ELA – in the top quartile for the average Texas Growth Index in TAKS Reading/ELA
  - Comparable Improvement for Mathematics – in the top quartile for the average Texas Growth Index in TAKS Mathematics

## 5. Parent Involvement

*What are the perceptions regarding PEAK campuses' efforts toward parent engagement, and how extensive is parent involvement at PEAK campuses?*

Questions from the 2009 *PEAK School Parent Survey*, *Teacher Climate Survey*, and *Student Personalization Survey* examined perceptions of parent engagement. The response rate on the 2009 *PEAK Parent Survey* was only 9%; therefore, results may not represent opinions of all parents and should be interpreted cautiously. Summaries of responses to individual items on the *PEAK Parent Survey* are presented in Appendix C. Results of the *parent engagement scale* on the *Teacher Climate Survey* are presented in Appendix B.

Seventy-four percent of parents who responded to the *PEAK Parent Survey* agreed that they saw positive changes at their child's school because of the PEAK program. Among the 237 parents who wrote extra comments, 130 (55%) commented on something positive, most often a thank you to the school or a specific individual. Only 58 (24%) of the 237 parents' extra comments were negative.

Through the *Teacher Climate Survey*, teachers at PEAK schools reported positive changes in parent engagement between 2008 and 2009. There was a substantial increase in the

percent of teachers agreeing that there is sufficient parent/teacher engagement at their schools (26%); parent engagement is improving at their schools (22%); and that parents receive ample support and opportunity to participate in decision making (20%). Responses for the three PEAK conditions (Recommitment, Retention, Rewards) were similar.

All of the PEAK schools are using the Epstein model to enhance parent involvement. Epstein's framework includes six types of parental involvement: *parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community*. The 2008 and 2009 results for the 8 items on parent involvement that were included in the *Teacher Climate Survey* are presented in Table 11.

Parenting. Parents' basic responsibilities for parent involvement include creating home conditions that support students and convey that student's education is important (Epstein, Sanders, Simon, Salinas, Jansorn & VanVoorhis, 2002). On the *Student Personalization Survey*, high school and middle school students at PEAK schools nearly all agreed that their parents care about their education (96%) and perceived that their parents feel that college is important (96%).

Table 11: 2008 and 2009 PEAK Schools Teacher Perceptions of Parent Involvement Climate

<b>2008 and 2009 PEAK Schools Teacher Perceptions of Parent Involvement Climate</b>		
<b>Item</b>	<b>2008 % Agreed</b>	<b>2009 % Agreed</b>
<b>Parents receive ample support and opportunity to engage in two-way communication with teachers and administrators</b>	83	89
<b>Parents receive ample support and opportunity to volunteer</b>	73	89
<b>Parents receive ample support and opportunity to help their children learn at home</b>	66	87
<b>Parents receive ample support and opportunity to participate in decision making</b>	63	83
<b>Parents receive ample support and opportunity to communicate with the community</b>	68	87
<b>My school fosters a welcoming environment for parents</b>	83	92
<b>Parent engagement is improving at my school</b>	53	75
<b>There is sufficient parent/teacher engagement at my school</b>	25	51
<b>Color Key: Significant increases are shaded green</b>		

Source: FWISD Teacher Climate Survey Data

Communicating. The second type of parent involvement, communicating, includes school-to-home and home-to school communications (Epstein et al., 2002). Results from the surveys of teachers, parents and students suggest that the PEAK schools improved their communication with parents from 2007-2008 to 2008-2009.

- Eighty-one percent of parents surveyed agreed that the school regularly communicates and keeps them informed about what is happening at the school, and 83% reported that their child's teachers communicated with them about their child's progress.
- Over one-third of parents reported that communication with the school and teachers had improved from the prior year.
- Eighty-nine percent of parents reported that their child's teachers are available for them to contact as needed, and 33% reported that this had improved.
- Sixty-one percent of PEAK secondary students agreed that teachers let their parents know what they (students) do well.

Communication affects parents' ability to participate at their children's schools.

- Fifteen percent of parents reported lack of notification as a barrier to attendance at school events. Their comments indicated that they need earlier notice to request time off from work or arrange for transportation.
- Fifty percent of parents reported that nobody from the school contacted them to invite them to school events.
- Spanish-speaking parents commented that when they attend presentations or meetings at the school, they do not understand what speakers are saying. Eleven percent of parents reported that they do not attend school events because of a lack of translators.

Volunteering. Volunteering refers to any parental involvement at and for the school, including volunteering and attending assemblies or other events (Epstein et al., 2002).

- Eighty-four percent of parents who responded to the survey agreed that there were meaningful ways for them to get involved in their children's schools, and 37% of parents agreed that this had improved.

One factor that can facilitate or hinder parental volunteering at schools is how welcome and comfortable parents feel when they come to the school.

- While 34% of parents reported that the school had become more welcoming during the 2008-2009 school year, a second survey question found that 6% of parents do not feel welcome at their child's school. When asked about what prevents them from attending school events, 3% of parents reported that feeling unwelcome prevented them from attending school events as often as they would like.
- Twenty-two percent of secondary school students reported that their parents do not feel comfortable at their schools.

Interactions with school staff may affect whether parents feel welcome.

- Ten percent of parents did not agree that office staff at their child's school is friendly and supportive; however, 31% of parents reported that the office staff had improved in being friendly and supportive.

Parent survey responses suggest that parents attend school events if it is possible.

- Parents reported that they attended a variety of events including academic (40%), entertainment (27%), and athletic (21%) events.
- Nine percent of parents reported that they attended 6 or more events.
- Eighteen percent reported that they had attended no events.
- Parents most frequently checked work schedules as a reason for not attending events (59%).  
Eleven percent of parents cited transportation as an attendance barrier.

Learning at Home. Learning at home consists of involving families with their children in learning activities, including helping with homework and other curriculum-related activities and decisions (Epstein et al., 2002).

- Eighty-eight percent of teachers agreed that parents received ample support and opportunity to help their children learn at home in 2009. This teacher perception increased by 24 points from 64% in 2008.
- Twenty-five percent of parents agreed that their children had too much homework, whereas 67% disagreed. Thirty-one percent expressed that the amount of homework their child had was better in 2008-2009 than in 2007-2008.

Decision Making. Decision making involves including families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations (Epstein et al., 2002).

- Although 84% of teachers expressed that parents received ample support and opportunity to participate in decision making, only 20% of parents reported that they had attended a PTA or Booster event.

Collaborating with the Community. This type of parent involvement consists of coordinating community resources and services for students, families, and the school with businesses, agencies, and other groups and providing services to the community.

- There was improvement in teacher perception that parents receive ample support and opportunity to communicate with the community. In 2008-2009, 87% of teachers agreed with this statement, compared with 68% who agreed in 2007-2008.

## SUMMARY AND RECOMMENDATIONS

PEAK Recommitment and Rewards schools received a variety of working condition improvements, including increased staffing, beginning teacher mentoring, and five additional days for professional development. Beginning teachers appeared to benefit from the additional support provided by part-time, full-release BTA mentors. Both principals and teachers reported they were essential to providing high-quality induction. Teacher-reported perceptions of the climate for professional development improved at PEAK schools from 2008 to 2009. The extra professional development days that were provided appear to have a positive effect. Because this was not evaluated, whether and how it made a difference in student outcomes is unknown. PEAK schools appear to be effectively implementing the data coaching model and using it to improve instruction.

Positive changes in climate were found at Recommitment and Retention campuses, and to a lesser extent at Rewards campuses. PEAK rewards were not paid until fall 2009, so they may not have affected teachers' perceptions at the Rewards schools during 2008-2009. Rewards alone may not be sufficient to promote change. Over the course of this three year pilot, we hope to determine if the additional working condition improvements have an equal or greater impact.

Reduced teacher sick days were most prominent at Recommitment schools than Retention and Rewards schools suggesting that the recommitment process, declaring a teacher wants to be at the school, improves attendance. The reduction may also be the "first-year effect" whereby the number of teacher sick days is lower the first year at a new school (Hansen, 2009).

PEAK campuses benefited from having both achievement and growth metrics available to better understand school progress. Although some PEAK schools were still rated *Academically Unacceptable* or Missed AYP, the SAS EVAAS results indicate where they are making progress or where additional attention may be needed. Ultimately, schools strive to earn the *Academically Acceptable* rating, *Meet AYP*, and accelerate student growth. For schools rated *Academically Unacceptable*, the goal may be to demonstrate accelerated student growth, eventually leading to improved ratings.

Parents who responded to the *PEAK Parent Survey* generally expressed positive feelings about the PEAK schools and teachers reported positive changes in parent engagement from 2008 to 2009, including improved parent-school communication and improved opportunities for parents to volunteer. Preliminary results (although based on an inadequate sampling of parents) suggest that the addition of full-time parent liaisons may have had a positive impact.

In summary, the PEAK program showed positive results in a number of areas during its first year, including improved campus climate and student outcomes, particularly for the

Recommitment and Retention campuses. Further information is needed to determine the reasons for some successes and what might facilitate improvements.

#### Recommendations for PEAK Program

- Continue to provide extra professional development days at PEAK Recommitment and Retention campuses. Consider expanding the opportunity to other campuses. (*Section 1.1 Working Condition Improvements*)
- Work with schools and grades that experienced less than expected gains in reading/ELA, math, and social studies to explore reasons and develop strategies to facilitate student growth. (*Section 3.1 TAKS Achievement and SAS EVAAS Value Added*)
- Review science curriculum and provide professional development for science teachers to facilitate student growth. (*Section 3.1 TAKS Achievement and SAS EVAAS Value Added*)
- Continue efforts to promote and support parent involvement (*Section 5. Parent Involvement*)

#### Recommendations for Evaluation

- Assess whether climate at Rewards schools improves during this second year after teachers have received rewards. Review and assess differences in support for *instruction, school and personnel management, and discipline* across the three conditions to determine what may be contributing to differences in teacher climate perceptions.
- Monitor teacher sick days for 2009-10 to assess whether teachers sustain attendance improvements.
- Analyze SAS EVAAS and TAKS data to determine the extent of student growth for economically disadvantaged, African American and Hispanic students relative to their comparison groups. Determine where and how much progress PEAK schools are making.
- Examine the role of the parent liaisons at the different schools, the functions they perform, and the extent to which they have implemented the Epstein Model. Explore ways to link parent liaison activities with outcomes.

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APPENDIX A: TEACHER CLIMATE SURVEY SCALE RESULTS

Table 12: 2008 and 2009 Teacher Climate Survey Scale Comparisons

<b>PEAK and Comparison Schools 2008 and 2009 Teacher Climate Survey Results of Mann-Whitney Test to Compare Differences</b>		
Scale	Mean Rank	
	2008	2009
<b>All PEAK Schools</b>		
Professional Development	364.96	502.33
Teaming Effects	186.76	205.07
Teaming Process	196.38	210.18
Instruction	344.69	545.64
School Management	356.15	531.03
Personnel Management	362.91	506.49
Discipline	369.03	513.00
Teacher Practice	367.55	486.94
Parent Engagement	349.50	536.61
<b>PEAK Recommitment Schools</b>		
Professional Development	165.07	255.26
Teaming Effects	71.43	68.59
Teaming Process	76.04	71.76
Instruction	155.48	274.45
School Management	158.88	271.80
Personnel Management	161.73	261.74
Discipline	168.53	260.34
Teacher Practice	172.72	244.20
Parent Engagement	165.54	261.24
<b>PEAK Retention Schools</b>		
Professional Development	55.35	88.31
Teaming Effects	38.80	55.52
Teaming Process	40.91	51.45
Instruction	53.59	98.50
School Management	54.94	95.93
Personnel Management	54.15	88.84
Discipline	57.80	90.45
Teacher Practice	59.14	79.11
Parent Engagement	56.05	93.80
<b>PEAK Reward Schools</b>		
Professional Development	143.77	159.56
Teaming Effects	77.60	86.15
Teaming Process	80.61	90.82
Instruction	135.82	173.14
School Management	141.69	164.08
Personnel Management	146.29	155.69
Discipline	143.57	161.18
Teacher Practice	135.16	164.73
Parent Engagement	128.28	183.78
<b>Color Key</b>	<div style="display: inline-block; width: 15px; height: 15px; background-color: #90EE90; border: 1px solid black;"></div>	<i>Statistically significant improvement at the .05 level</i>

Source: FWISD Teacher Climate Survey Data

APPENDIX B: TAKS AND SAS EVAAS RESULTS BY SCHOOL

Table 13: 2009 PEAK Schools Reading/ELA Results

2009 PEAK Schools Reading / ELA Results						
School	TAKS			2009 Rating	SAS EVAAS	
	% Met Standard				Mean NCE Gain	Standard Error
	2008	2009	Diff			
<b>Recommitment Schools</b>						
South Hills HS	72	76	4	RE	-2.6	-.05
Dunbar HS	76	79	3	RE	-1.2	0.6
Eastern Hills HS	74	76	2	RE	-1.6	0.5
Dunbar MS	87	84	-3	EX	4.8	0.7
Morningside ES	69	67	-2	AA	1.5	1.3
Sunrise McMillian ES	67	69	2	AA	3.4	1.3
Oaklawn ES	80	88	8	EX	3.5	1.4
<b>Retention Schools</b>						
Polytechnic HS	68	81	13	RE	1.8	0.6
Meadowbrook MS	79	79	0	RE	3.7	0.5
<b>Rewards Schools</b>						
Diamond Hill-Jarvis HS	74	78	4	RE	-0.3	0.6
Dunbar 6th	86	81	-5	RE	-2.2	0.9
Handley MS	83	87	4	EX	2.4	0.6
Kirkpatrick MS	80	84	4	EX	4.9	0.7
Como ES	73	75	2	RE	-0.7	1.2
W.J. Turner ES	77	77	0	RE	4.3	1.1
<b>Color Key</b>	TAKS		SAS EVAAS			
		75 or greater		Above growth standard by more than 1 standard error (SE)		
		70 to 74		Less than 1 SE above growth standard but no more than 2 SE below		
	69 or less		Below growth standard by more than 2 SEs			

Source: 2009 TEA Campus Accountability Data Tables and SAS EVAAS Reports. 2009 rating is the rating after Required Improvement, Texas Projection Measure and Exceptions.

Table 14: 2009 PEAK Schools Math Results

2009 PEAK Schools Math Results						
School	TAKS			2009 Rating	SAS EVAAS	
	% Met Standard		Diff		Mean NCE Gain	Std Error
	2008	2009				
<b>Recommitment Schools</b>						
South Hills HS	41	52	11	AA	2.8	0.4
Dunbar HS	39	47	8	AA	2.4	0.5
Eastern Hills HS	39	44	5	AA	1.5	0.4
Dunbar MS	62	67	5	RE	2.2	0.6
Morningside ES	61	52	-9	AA	-1.2	1.2
Sunrise McMillian ES	58	69	11	RE	7.4	1.2
Oaklawn ES	79	86	7	EX	5.7	1.2
<b>Retention Schools</b>						
Polytechnic HS	45	63	18	RE	6.3	0.5
Meadowbrook MS	56	63	7	AA	4.8	0.5
<b>Rewards Schools</b>						
Diamond Hill-Jarvis HS	42	47	5	AA	-0.9	0.5
Dunbar Sixth	73	66	-7	AA	5.8	0.9
Handley MS	55	66	11	RE	2.2	0.5
Kirkpatrick MS	60	71	11	RE	5.3	0.6
Como ES	68	74	6	RE	2.7	1.1
W.J. Turner ES	72	76	4	RE	0.6	1.0
Color Key	TAKS		SAS EVAAS			
	75 or greater		Above growth standard by more than 1 standard error (SE)			
	55 to 74		Less than 1 SE above growth standard but no more than 2 SE below			
	54 or less		Below growth standard by more than 2 SEs			

Source: 2009 TEA Campus Accountability Data Tables and SAS EVAAS Reports. 2009 rating is the rating after Required Improvement, Texas Projection Measure and Exceptions.

Table 15: 2009 PEAK Schools Social Studies Results

2009 PEAK Schools Social Studies Results							
School	TAKS				SAS EVAAS		
	% Met Standard			2009 Rating	Grade	School Effect	Std. Error
	2008	2009	Diff				
<b>Recommitment Schools</b>							
South Hills HS	80	82	2	EX	9	-1.4	1.2
					10	9.1	7.6
					11	-8.1	6.6
Dunbar HS	79	87	8	EX	9	2.7	1.4
					10	6.3	8.4
					11	11.4	6.9
Eastern Hills HS	77	84	7	EX	9	3.3	1.2
					10	24.7	7.8
					11	6.6	6.6
Dunbar MS	77	86	9	EX	7	-7.1	1.9
					8	10.4	9.9
Morningside ES					5	-0.3	2.8
Sunrise McMillian ES					5	1.7	2.6
Oaklawn ES					5	7.9	2.8
<b>Retention Schools</b>							
Polytechnic HS	75	85	10	EX	9	-1.5	1.3
					10	10.4	8.3
					11	20.4	7.2
Meadowbrook MS	73	82	9	EX	6	-10.1	2.0
					7	-2.2	1.8
					8	2.6	9.6
<b>Rewards Schools</b>							
Diamond Hill-Jarvis HS	84	84	0	EX	9	-0.5	1.4
					10	-13.3	8.0
					11	9.2	7.1
Handley MS	69	85	16	EX	6	-2.1	2.0
					7	1.6	2.0
					8	16.8	10.5
Dunbar 6th					6	1.7	1.9
Kirkpatrick MS	80	89	9	EX	6	1.0	2.2
					7	1.9	2.0
					8	23.9	11.4
Como ES					5	-2.0	2.7
W.J. Turner ES					5	2.5	2.4
<b>Color Key</b>	<b>TAKS</b>				<b>SAS EVAAS</b>		
		75 or greater				Above growth standard by more than 1 standard error (SE)	
		70 to 74				Less than 1 SE above growth standard but no more than 2 SE below	
	69 or less				Below growth standard by more than 2 SEs		

Source: 2009 TEA Campus Accountability Data Tables and SAS EVAAS Reports. 2009 rating is the rating after Required Improvement, Texas Projection Measure and Exceptions.

Table 16: 2009 PEAK Schools Science Results

2009 PEAK Schools Science Results							
School	TAKS				SAS EVAAS		
	% Met Standard			2009 Rating	Grade	School Effect	Std Error
	2008	2009	Diff				
<b>Recommitment Schools</b>							
South Hills HS	39	47	8	AA	9	-3.3	1.2
					10	-8.0	7.0
					11	-15.8	6.6
Dunbar HS	47	58	11	AA	9	1.2	1.4
					10	-4.4	7.7
					11	14.8	6.9
Eastern Hills HS	41	45	4	AA	9	4.9	1.2
					10	-5.0	7.1
					11	-13.4	6.6
Dunbar MS	37	54	17	AA	7	-5.5	1.6
					8	-1.1	9.3
Morningside ES	57	72	15	RE	4	-8.3	3.2
					5	20.8	21.7
Sunrise McMillian ES	43	78	35	RE	4	-5.1	2.8
					5	38.7	20.2
Oaklawn ES	50	77	27	RE	4	-0.9	3.6
					5	-5.4	21.8
<b>Retention Schools</b>							
Polytechnic HS	46	61	15	AA	9	-0.8	1.4
					10	26.2	7.6
					11	47.8	7.1
Meadowbrook MS	35	44	9	AA	6	-7.6	1.7
					7	2.6	1.6
					8	-15.4	9.0
<b>Rewards Schools</b>							
Diamond Hill-Jarvis HS	47	50	3	AA	9	0.1	1.4
					10	-24.5	7.3
					11	3.4	7.0
Dunbar 6th					6	0.4	1.6
Handley MS	40	47	7	AA	6	-5.5	1.7
					7	-3.4	1.7
					8	4.3	10.0
Kirkpatrick MS	37	49	12	AA	6	5.1	1.9
					7	1.0	1.8
					8	7.0	10.9
Como ES	51	63	12	AA	4	-2.6	2.8
					5	18.9	20.3
W.J. Turner ES	64	72	8	RE	4	11.3	2.7
					5	-2.3	18.8
Color Key		75 or greater				Above growth standard by more than 1 standard error (SE)	
		50 to 74				Less than 1 SE above growth standard but no more than 2 SE below	
		49 or less				Below growth standard by more than 2 SEs	

Source: 2009 TEA Campus Accountability Data Tables and SAS EVAAS Reports. 2009 rating is the rating after Required Improvement, Texas Projection Measure and Exceptions.

# **FEDERAL FORMS & ASSURANCES**

**SF 424      Signature Page**

**424B      Non-Construction Assurance**

**80-0013      Lobbying, Debarment & Suspension**

**80-0014      Lower Tier Covered Transactions**

**LLL      Disclosure of Lobbying Activities**

**State Point of Contact Letter**

**State Point of Contact Number**

**Indirect Cost Rate Letter**

OMB No.4040-0004 Exp.01/31/2012

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision
* 3. Date Received: Completed upon submission		4. Applicant Identifier:
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
<b>State Use Only:</b>		
6. Date Received by State: 6/9/2010		7. State Application Identifier: TX-W-20100625-0002-50
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Fort Worth Independent School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): [REDACTED]		* c. Organizational DUNS: [REDACTED]
<b>d. Address:</b>		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:		[REDACTED]
<b>e. Organizational Unit:</b>		
Department Name: School Leadership		Division Name: Chief of Schools
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Ms.		* First Name: Tracy
Middle Name:		
* Last Name: Marshall		
Suffix:		

Title: Executive Director, Grant Development, Management & Monitoring	
Organizational Affiliation: Fort Worth ISD	
* Telephone Number: [REDACTED]	Fax Number: [REDACTED]
* Email: [REDACTED]	
<b>Application for Federal Assistance SF-424</b> <span style="float: right;">Version 02</span>	
<b>9. Type of Applicant 1: Select Applicant Type:</b> G: Independent School District Type of Applicant 2: Select Applicant Type: Type of Applicant 3: Select Applicant Type: * Other (specify):	
<b>10. Name of Federal Agency:</b> U.S. Department of Education	
<b>11. Catalog of Federal Domestic Assistance Number:</b> 84.385A CFDA Title: Application for New Grants Under the Teacher Incentive Fund Program	
<b>* 12. Funding Opportunity Number:</b> NA Title: NA	
<b>13. Competition Identification Number:</b>  Title:	
<b>14. Areas Affected by Project (Cities, Counties, States, etc.):</b>	
<b>* 15. Descriptive Title of Applicant's Project:</b> Teacher Incentive Fund	
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: 12

\* b. Program/Project: TX-012

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: 9/30/2011

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

a. Federal		████████████████████
b. Applicant	\$	
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program	\$	
Income	\$	
g. TOTAL		████████████████████

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 6/12/2010.

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)**

<b>[X] ** I AGREE</b>	
** 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.	
<b>Authorized Representative:</b>	
Prefix:	* First Name: Hank
Middle Name:	
* Last Name:	Johnson
Suffix:	
Title:	Chief Financial Officer
* Telephone Number:	Fax Number:
* Email:	TRACY.MARSHALL@FWISD.ORG
* Signature of Authorized Representative:	* Date Signed: 6-25-2010
<b>Application for Federal Assistance SF-424</b>	
Version 02	
<b>* Applicant Federal Debt Delinquency Explanation</b>	
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.	

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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.

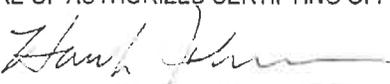
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.  
SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL 	TITLE Hank Johnson Chief Financial Officer
APPLICANT ORGANIZATION Fort Worth Independent School District	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

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**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

---

**2. DEBARMENT, SUSPENSION, AND OTHER  
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

**3. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

---



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Check  if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT <b>Fort Worth Independent School District</b>		PR/AWARD NUMBER AND / OR PROJECT NAME <b>Teacher Incentive Fund</b>	
<b>Hank Johnson</b> <b>Chief Financial Officer</b>			
SIGNATURE		DATE	June 28, 2010

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**Certification Regarding Debarment, Suspension, Ineligibility and  
Voluntary Exclusion -- Lower Tier Covered Transactions**

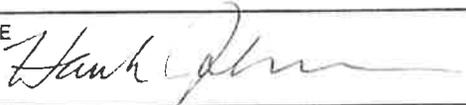
This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ACertification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT <b>Fort Worth Independent School District</b>	PR/AWARD NUMBER AND/OR PROJECT <b>Teacher Incentive Fund</b>
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE <b>Hank Johnson</b> <b>Chief Financial Officer</b>	
SIGNATURE 	DATE June 28, 2010

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

**Disclosure of Lobbying Activities**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<p><b>1. Type of Federal Action:</b>  a. contract  <input checked="" type="checkbox"/> b. grant  c. cooperative agreement  d. loan  e. loan guarantee  f. loan insurance</p>	<p><b>2. Status of Federal Action:</b>  <input checked="" type="checkbox"/> a. bid/offer/application  <input type="checkbox"/> b. initial award  <input type="checkbox"/> c. post-award</p>	<p><b>3. Report Type:</b>  a. initial filing  <input type="checkbox"/> b. material change</p> <p><b>For material change only:</b>  Year _____ quarter _____  Date of last report _____</p>
<p><b>4. Name and Address of Reporting Entity:</b>  <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee  Tier _____, if Known:</p> <p>Congressional District, if known:</p>	<p><b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b></p> <p>Congressional District, if known:</p>	
<p><b>6. Federal Department/Agency:</b></p>	<p><b>7. Federal Program Name and Description:</b></p> <p>OMB Number, if applicable: _____</p>	
<p><b>8. Federal Action Number:</b></p>	<p><b>9. Award Amount, if known:</b></p> <p>\$ _____</p>	
<p><b>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</b></p>	<p><b>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</b></p>	
<p><b>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.</b></p>	<p>Signature: <u>Hank Johnson</u></p> <p>Print Name: <u>Hank Johnson</u></p> <p>Title: <u>Chief Financial Officer</u></p> <p>Telephone No.: <u>                    </u> Date: <u>June 28, 2010</u></p>	
<p><b>Federal Use Only</b></p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

**Not applicable**

**Tracy Marshall**  
**Executive Director**  
**Grant Development, Management & Monitoring**  
100 N. University Dr., Ste. SW204 Fort Worth, Texas 76107  
OFFICE 817.871.2452 FAX 817.871.2497  
[Tracy.marshall@fwisd.org](mailto:Tracy.marshall@fwisd.org)  
[www.fwisd.org](http://www.fwisd.org)



June 25, 2010

Denise S. Francis  
Director, State Grants Team  
Governor's Office of Budget and Planning  
P.O. Box 12428  
Austin, Texas 78711

Dear Ms. Francis:

Re: State ID Number for Federal Grant

The Fort Worth Independent School District is applying for the Teacher Incentive Fund Grant from the Department of Education, CDFR #84.385A.

In accordance with the application and subject to Executive Order 12372, to foster intergovernmental partnerships, Fort Worth ISD requests assignment of a state identification number.

Attached for your review is the grant cover page and program abstract. If you have any questions, please call me at [REDACTED]. Please email the requested information to [REDACTED] by Tuesday, June 29, 2010. Thank you for your assistance.

Sincerely,

*Tracy Marshall*

Tracy Marshall  
Director  
Grants and Development Department

Attachments:  
424 Signature Page "Draft"  
Program Abstract "Draft"

## Texas Review and Comment System Review

**Applicant/Origination** Fort Worth Independent School District  
**Contact** Tracy Marshall - Exec Dir., Grant Development, Mgmt &  
**Contact Phone:** (817)871-2452 Monitoring

**Project Name:**

Fort Worth Independent School District - 84.385A

**Funding Agency:** ED

**SAI/EIS#:** TX-W-20100625-0002-50

**Date Received:** 06/25/2010

The State of Texas has waived review of this project for the reason or reasons shown below.  
Waiver of review does not constitute approval of nor agreement with this project.

Reason for waiver:

Program not selected for review under TRACS.

Denise S. Francis, State Single Point of Contact  
Governor's Office of Budget, Planning &  
P.O. Box 12428  
Austin, TX 78711  
(512) 463-8465



1701 North Congress Ave. ®Austin, Texas 78701-1494 ® 512.463.9734 ® 512.463.9838 FAX ® www.tea.state.tx.us

Robert Scott  
Commissioner

To: Country District #220905: FORT WORTH ISD  
For: THE ADMINISTRATOR ADDRESSES  
Subject: Indirect Cost Rates for July 1, 2010 through June 30, 2011  
Date: March 25, 2008

This is to notify the district that, based upon the financial information submitted using the Modified Total Direct Costs (MTDC) Method; the Texas Education Agency has calculated the indirect costs rates which will be effective for the period of July 1, 2010 through June 30, 2011.

Predetermined Restricted Indirect Costs Rate: 2.908%  
Predetermined Non-restricted Indirect Cost Rate: 14.072%

For information relating to type of rates and method calculation, refer to Financial Accounting and Reporting Module (FAR) of the Texas Education Agency *Financial Accountability System Resource Guide*, Sections 1.6.1.1 through 1.6.1.3.

**Please forward a copy of this certification to you business office/manager and federal funds coordinator.**

If you have any questions concerning these rates, please contact Gayle Escobedo (512) 463-9095.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Budget Narrative & Payout Model PEAK Pages: 7** Uploaded File: **K:\Grants\GRANTS\Teacher Incentive Fund (TIF) by DOE\2010 Program\Combined Budget Worksheet for TIF 070510.pdf**

Fort Worth ISD  
TIF Grant - PEAK Project  
Budget Narrative

Title	Duties	Salary	% of Time Spent	Formula Basis	Amount	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Program Coordinator	Primary program support for TIF										
Evaluator	ISD Evaluation										
											-
NOTE: Differentiated compensation and substitute costs in "Other" section											-
											-
											-
Total Personnel Cost- Line 1											
Fringe at 15%											
Total Fringe Benefits- Line 2											



Fort Worth ISD  
TIF Grant - PEAK Project  
Budget Narrative

Description	Cost		Amount	Year 1	Year 2	Year 3	Year 4	Year 5	Total
									0
Video and software for classroom evaluation	█ classroom	█ x 8 classrooms x 15 schools							
Total Equipment Cost- Line 4									

Fort Worth ISD  
TIF Grant - PEAK Project  
Budget Narrative

Description	Cost	Amount	Year 1	Year 2	Year 3	Year 4	Year 5	Total
								0
Printing- evaluations (new process)								
Printing- Brochures for program								
General supplies- paper etc.								
Total Supplies Cost- Line 5								

Fort Worth ISD  
TIF Grant - PEAK Project  
Budget Narrative

Description	Cost	Amount		Year 1	Year 2	Year 3	Year 4	Year 5	Total
									-
SAS- EVAAS services- value add calculations	Based on estimates provided by vendor	██████							
Battelle- Allocation of students to teachers; training on value add	Based on estimates provided by vendor	██████							
Evaluation- development of multiple source evaluation process interfaced with PDAS	Estimated at ██████ / day + 50K expenses	██████							
Evaluation- on going evaluation of techers to develop best practices scoring matrix and implement external evaluations	Estimated at ██████ / day + 50K expenses	██████							
total Contractural Costs- Line 6									

Fort Worth ISD  
TIF Grant - PEAK Project  
Budget Narrative

Description	Cost		Amount		Year 1	Year 2	Year 3	Year 4	Year 5	Total
										0
Differentiated compensation (fringes deducted from granted amount)		See attached schedule								
Subs for teacher training	█ day	1060 personnel x █ x 2 days								
Total Other Costs - Line 8										

Fort Worth ISD  
Project PEAK Budget for Incentive and Rewards

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
	High School 1	High School 2	High School 3	High School 4	High School 5	Middle School 1	Middle School 2	Middle School 3	Middle School 4	Middle School 5	Elementary School 1	Elementary School 2	Elementary School 3	Elementary School 4	Elementary School 5	
<b>Incentives</b>																
ELA																
Math																
Science																
Social Studies																
Total Core Content																
Other Teachers																
ESL																
Spec Ed																
Self Contained (Basic)																
PE/ Health																
Foreign Language																
PreK/ K																
Total Other Teachers																
Total Teachers																
Other Staff																
Principal																
AP																
Counselors																
Instructional Team																
Library																
Clerical																
Aides																
Other Staff																
Total Staff																
<b>Incentive Total (Part II funds)</b>																
<b>Rewards</b>																
Cells (Grade / Subject)																
Entire Grade																
Subject- All Grades																
Campus																
<b>Reward Total (Part I funds)</b>																
<b>Rewards- Part II</b>																
Campus																
<b>Reward Total (All funds)</b>																
75% Thereof																
<b>Total Amount by Campus</b>																
<b>Total Amount by Campus at 75% Earnings rate</b>																

