

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 # S385A100144

OMB No. 1810-0700, Expiration Date: 11/30/2010
Closing Date: JUL 06, 2010

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

* Last Name: Primous

Suffix:

Title: Project Manager

Organizational Affiliation:

* Telephone
Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email:

[REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Application for New Grants Under the Teacher Incentive Fund Program

13. Competition Identification Number:

Title:

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

Memphis, TN

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

Memphis TIF3 Project: "In the Zone"

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: TN-009

* b. Program/Project: TN-009

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

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

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

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

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: Dr. * First Name: Kriner

Middle Name:

* Last Name: Cash

Suffix:

Title: Superintendent of Schools

* 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:
 Memphis City Schools

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): TN Dept of Ed The Indirect Cost Rate is 4.48%

(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:
 Memphis City Schools

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. Kriner Cash

Title: Superintendent of Schools

Date Submitted: 07/06/2010

Disclosure of Lobbying Activities

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

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

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

| |
|--|
| APPLICANT'S ORGANIZATION |
| Memphis City Schools |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE |
| Prefix: Dr. First Name: Kriner Middle Name: |
| Last Name: Cash Suffix: |
| Title: Superintendent of Schools |
| Signature: _____ Date: 07/06/2010 |
| ED 80-0013 03/04 |

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : MCS TIF 2010 GEPA Statement

File : G:\takehome\tif\MCS_TIF_2010_GEPA.rtf

GEPA Statement

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or age. Memphis City Schools will ensure that all participants in the MCS Teacher Incentive Fund project “In the Zone” have access to all facilities, materials, and technologies used in the delivery of the program.

- All activities will be held in facilities that are completely accessible to people with physical handicaps/disabilities.
- All printed materials will be translated into an appropriate language to meet the needs of the participating parents.
- Materials will be available on audiotape or Braille if needed.
- Professional development will include strategies for teaching students with special needs or limited English proficiency.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Commodore Primous

Address:

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

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

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Project Abstract

Attachment 1:

Title: **MCS TIF 2010 Abstract** Pages: **1** Uploaded File: **G:\takehome\tif\MCS_TIF_2010_Abstract.pdf**

Abstract

Memphis City Schools (MCS) submits this “In the Zone” proposal to the **Main TIF Competition** to request funding to develop a PBCS that will provide Group Incentives and Individual Stipends to effective teachers, principals and other personnel in the district’s 28 lowest performing schools. These 28 schools, placed under special management in the district’s Striving School Zone (SSZ), are not served by the district’s current TIF/EPIC project. Group Incentives will be awarded in the same manner in which awards are currently made under TIF/EPIC, based on student growth as measured by Mathematica Policy Research. However, personnel will be identified for Individual Stipends based on the rigorous four-component measurement currently under development as part of the district’s “Teacher Effectiveness Initiative” (TEI) and a parallel measurement to be developed through the “Leadership Effectiveness Initiative” (LEI). A planning year has been incorporated into the “In the Zone” design so that the project is in sync with districtwide roll-out of the TEI measure in 2011-12. This timeline will also allow reflection of new developments regarding the LEI. An “In the Zone” Management Team will supervise five work groups aligned with the five PBCS elements. This management team will include leadership from TIF/EPIC, TEI, SSZ, Professional Development, and the state’s Achievement School District. Progress of all work groups will be monitored by the “In the Zone” Project Coordinator and the SSZ Academic Coordinator to ensure alignment with related initiatives. MCS, through funding sources such as TEI and Race to the Top, will assume a greater responsibility for stipends and incentives throughout the project. “In the Zone” is designed to transition SSZ school staff to the TEI, which has received generous funding from the Bill & Melinda Gates Foundation and local funders.

Project Narrative

Application Narrative

Attachment 1:

Title: **MCS TIF 2010 Narrative Pages: 54** Uploaded File: **G:\takehome\tif\MCS_TIF_2010_Narrative.pdf**

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INTRODUCTION

The proposed Teacher Incentive Fund 3 (TIF3) project will serve the most fragile schools within Memphis City Schools (MCS) – the five schools currently in the state’s Achievement School District (ASD) because of persistently low graduation rate and/or persistent failure to make Adequate Yearly Progress (AYP) and the three schools eligible for transition to ASD, as well as the 20 other MCS schools which are in School Improvement, Corrective Action or Restructuring because of failure to make AYP. These 28 schools have an average daily membership of 18,510 students. All schools meet the TIF definition of a high-need school, with Free/Reduced Price lunch percentages in the individual schools ranging from 83.5% to 100% (see Table 1, page 9, and High Needs School Documentation). Students within these schools are predominantly African American, though in five schools the percentage of Hispanic/Latino students exceeds the district’s percentage of Hispanic/Latino students. According to multiple measures, almost all students within these schools meet the TIF3 definition of high-need students (see Table 1, page 9, and Relevant Competitive Priorities, page 3).

All 28 schools targeted in this TIF3 project are managed by the district’s Striving School Zone (SSZ), which has had many documented successes in transforming low performing schools since it was created as “Striving Schools” in 2007. Of the 27 schools placed with “Striving Schools” in 2007, only three remain in SSZ, and two of those three are in Improving status. One key to the SSZ’s success has been the availability of state funds to award incentives to principals, teachers, and other personnel for meeting AYP benchmarks. That funding source has now been exhausted. While the district’s proposal to the state for Race to the Top (RTTT) funding has included a request for incentive stipends for personnel in SSZ schools, the proposed TIF3 project

will allow the SSZ to fully fund its vision of incentives as a leverage for school transformation. TIF dollars will also allow MCS and SSZ to take fuller advantage of the Teacher Effectiveness Measure (TEM) – currently under development through funding by the Gates Foundation and private donors (see Relevant Competitive Priorities, page 3) – as a means for bringing about swift and enduring improvement in the functioning of high-need schools and the education of high-need students. MCS has nicknamed our proposed TIF3 project “In the Zone.” It is hoped that those words will become a celebration of achievement in schools which face daunting challenges.

While MCS strongly supports the goals of the TIF3 Evaluation Competition, MCS is submitting this application for consideration only in the TIF3 Main Competition. Given the high stakes and public scrutiny for all 28 SSZ schools and their communities, MCS seeks to offer the same opportunities to all 28 schools and thus does not wish to participate in a controlled study.

Relationship to Current TIF Project

In 2006 and 2007, New Leaders for New Schools (NLNS) received TIF funding to partner with MCS, three other urban school districts, and a consortium of charter schools to implement the Effective Practices Incentive Community (EPIC). At the time of application, specific MCS schools were not named as the target for incentives although a guarantee was offered that all schools served would meet TIF’s high-need school definition. However, it has been MCS’s practice within EPIC not to consider SSZ schools for incentives. As noted in the Period 3 annual report (2008) for EPIC Memphis:

To have been eligible for an EPIC award from SY2007-2008, schools must:

- *Have 50% or more of their students eligible for free or reduced price lunch;*
- *Have a complete set of state test scores for at least 15 students; and*

- *Not be eligible for another schoolwide MCS incentive program (e.g., Striving Schools).*
(p. e1)

Thus according to TIF/EPIC’s established practices in Memphis since the first year EPIC awards were made in the district, none of the proposed TIF3 schools is currently eligible for a TIF-supported Performance-Based Compensation System (PBCS). Through the remainder of the TIF/EPIC project – scheduled to end in 2012 – these 28 schools will not be served by TIF/EPIC.

Relevant Competitive Priorities

MCS requests competitive priority consideration for our value-added measure of the impact of student growth and also for our proposed supports for high-need students, hard-to-staff positions and specialty areas.

Competitive Preference Priority 4. The proposed PBCS for teachers, principals and other personnel (see Project Design, page 14) will use a value-added measure of the impact on student growth as a significant factor in calculating differentiated levels of compensation. As noted in the Project Design section, the measure to be used in determining eligibility for the group awards will be identical to that used in the current TIF/EPIC grant. This measure – drawing from Tennessee’s pioneering work on value-added assessment and developed by the TIF/EPIC partner Mathematica Policy Research – has been a key resource for the student-growth component of the Teacher Effectiveness Measure (TEM), a measure currently under development by the district as part of its Teacher Effectiveness Initiative. In future years the four-element TEM will be the basis for differentiated incentive pay to effective teachers in the district and will become an important model for the state’s teacher effectiveness measure as well as the district’s leadership effectiveness measure. A planning year has been requested for this TIF3 project so that the first year of “In the Zone” group awards will coincide with the rollout of

the individualized TEM, so that the methodology for observing and documenting individuals' effectiveness within this project can benefit from research currently underway to support the TEI, and so that professional development undertaken through this TIF3 project can not only address TEI professional development expectations but also inform districtwide planning for integrating TEI with a companion initiative under development, the Leadership Effectiveness Initiative (LEI).

Resources from TEI will enrich the district's capacity to implement the TIF3 PBCS and communicate the PBCS to teachers in a way that will improve classroom practices. For example, the TEM design is being led by the district's Tequilla Banks, who is also participating in the Gates Foundation's MET study (see Bio). Ms. Banks' participation in the management team for this project will ensure that "In the Zone" supplementary observation practices conducted by TIF3 professional development consultants will incorporate lessons learned in the MET study. Other complementary support funded by TEI includes TEM High Quality Classroom Observers and professional development in Years 1 and 2 to explain the TEM to teachers and other school staff.

Competitive Preference Priority 5. A very high percentage of students within Memphis City Schools, and an even higher percentage of students within the 28 targeted SSZ schools, are students at risk of educational failure or otherwise in need of special assistance and support.

Table 1 provides school-specific data that highlight several trends:

- Free/Reduced Price lunch percentages in the individual schools range from 83.5% to 100%. In 18 of these schools, the poverty rate is over 95%.
- All schools served are predominantly minority schools, with minority populations ranging from 80.2% to 100% in the individual schools. Across all SSZ schools,

approximately 98% of students are minorities (93% African American, 5% Hispanic/Latino, and 2% Caucasian).

- More than a quarter of students in SSZ middle schools (28.3%) are overage for grade.
- Among the high schools, the cohort drop-out rates are extremely high – ranging from 18.3% to 50.7%, with a median drop-out rate of 29.3%, almost three times the state rate of 10.4%.
- On-time graduation rates in the 11 high schools within the SSZ range from 44.2% to 78.7% (all below the state rate of 83.2%). Eight of the 11 high schools have graduation rates below 60%.

The district partners with New Leaders for New Schools, the New Teachers Project, Teach for America, and our local postsecondary partners to find new solutions to the district's acute staffing problems. The "In the Zone" TIF incentives will help bring synergy to these strategies and resources through mechanisms including the Work Group and Advisory Group structures described in the Management Plan (page 41).

A. NEED FOR THE PROJECT

1. High-Needs Schools

All 28 Striving Schools to be served in this project are high-need according to the TIF definition. The Striving School Zone includes 12 elementary schools, four middle schools, one K-8 school, and 11 high schools. Table 1 (page 9) provides a succinct overview of these schools. More detailed documentation of the eligibility of these schools can be found in the attachments.

(i) Difficulty in Recruiting Highly Qualified or Effective Teachers. Memphis City Schools has been very aggressive in pursuing partnerships and grant opportunities to support recruitment of highly qualified and highly effective teachers, especially in hard-to-staff subjects or specialty areas such as mathematics, science, English language acquisition, and special education. While efforts have begun to pay off in the recruitment of highly qualified teachers, multiple indicators point to the need to focus on recruitment and induction of highly effective teachers.

Each year MCS hires approximately 700 new teachers. A Parthenon Group analysis of teacher applicant data for the district between 2003 and 2008 found that in 2008, there were only four eligible candidates per hire in Memphis City Schools. Through the efforts of MCS's partner, The New Teacher Project (TNTP), these eligible candidates were more likely than their 2003 counterparts to have a graduate degree and to be highly qualified to teach high-need subjects. However, still only half of the eligible applicants had GPAs above 3.0, most were graduates of colleges and universities with Praxis pass rates below the statewide pass rate, and only half of the teachers ultimately hired had any prior teaching experience. To aid our partners in the recruitment of teachers and to better serve our students whose achievement lags so far behind

state and national averages, MCS has included signing incentives in our request to the state for RTTT funding and has participated in numerous grant-writing efforts with postsecondary partners to enhance the teacher pipeline, particularly in hard-to-staff specialty areas. One outgrowth of these grant-writing efforts has been the Teacher Effectiveness Initiative (TEI). Through TEI, MCS has contracted with The New Teacher Project (TNTP) to manage teacher recruitment and hiring for the district. The TNTP's new MCS office - Strategic Teacher Recruitment and Staffing (STARS) – has placed a priority on staffing the SSZ's middle and high schools first. By the end of the school year 2009-10, all positions in these schools were filled for the 2010-11 school year, and the STARS office is now focusing on filling other positions across the district. The district is hopeful that this early focus on SSZ staffing can help turn around achievement in the SSZ schools.

While it is dramatic good news that all SSZ secondary schools have already been fully staffed with highly qualified teachers, more teachers who are highly effective are needed in these schools. For example, of the 127 National Board Certified teachers working in MCS, only seven currently work as classroom teachers in SSZ schools.

(ii) Difficulty in Retaining Highly Qualified or Effective Teachers and Principals.

Like many other urban school districts, Memphis City Schools has an acute problem with teacher retention. Too often, within MCS, tenure has been a game of attrition, with 93% of eligible teachers being awarded tenure. One in five new teachers leaves MCS after one year of teaching, and two out of five leave after three years of teaching, according to a Parthenon Group analysis of district data. Attrition is highest in the district's high schools (52%) and among the district's alternatively licensed teachers (50%). A high percentage of the district's high schools – educating 30% of the district's high school students – are schools within the Striving School

Zone and thus target schools within this TIF3 project. Among alternatively licensed teachers – most of whom work in hard-to-staff specialty areas – less than a third receive their teaching certificate within the required three years. High attrition has also been linked to dissatisfaction with the school principal.

This pressing concern with retention has been a driving reason behind MCS’s Teacher Effectiveness Initiative. As described in the Project Design (page 14), the district has a parallel concern for the recruitment, development, and retention of principals. In 2010-11, 13 of the 28 SSZ schools will be led by principals new to their schools. The SSZ has identified a critical need to cultivate exceptional leaders within the Striving School Zone and to leverage those leaders as mentors and examples to other principals in SSZ schools.

Table 1. “In the Zone” High-Need Schools, with State and Comparison School Data.

| Elem School | ADM | Grade Level | % F/RL | % Minority | % Overage (Comp – 14.0%) | Math (State – 50 Comp – 49) | Read/LA (State – 50 Comp – 45) |
|------------------|------|-------------|--------|------------|--------------------------|-------------------------------|----------------------------------|
| Alcy | 264 | PreK-5 | >95% | 100.0% | 13.6% | 37 | 34 |
| Cherokee | 429 | PreK-5 | >95% | 100.0% | 15.4% | 29 | 28 |
| Dunbar | 258 | PreK-5 | >95% | 99.7% | 16.4% | 36 | 33 |
| Egypt | 745 | PreK-5 | >95% | 98.2% | 19.1% | 36 | 36 |
| Evans | 612 | PreK-5 | >95% | 99.4% | 14.5% | 41 | 40 |
| Fairley | 350 | PreK-5 | >95% | 100.0% | 12.1% | 36 | 33 |
| Georgia Ave | 463 | PreK-5 | >95% | 99.9% | 23.2% | 34 | 32 |
| Georgian Hills | 397 | PreK-6 | >95% | 98.4% | 20.4% | 32 | 33 |
| Getwell | 665 | PreK-5 | >95% | 99.0% | 12.0% | 41 | 38 |
| Guthrie/Caldwell | 521 | PreK-5 | >95% | 100.0% | 14.7% | 29/38 | 29/35 |
| Lester | 657 | PreK-8 | >95% | 99.6% | 27.5% | 31 | 37 |
| Ross | 1019 | PreK-5 | 88.7% | 99.4% | 12.7% | 39 | 28 |
| Vollentine | 411 | PreK-5 | >95% | 100.1% | 12.6% | 37 | 40 |

Sources: In 2010-11, Caldwell students will attend Guthrie. State Report Card 2009 for all data except overage (MCS records 6/2010)

Table 1, Cont. “In the Zone” High-Need Schools, with State and Comparison School Data.

| Middle School | ADM | Grade Level | % F/RL | % Minority | % Overage (Comp – 14.6%) | Math (State – 50 Comp – 44) | Read/LA (State – 50 Comp – 44) |
|---------------|-----|-------------|--------|------------|--------------------------|-------------------------------|----------------------------------|
| Cypress | 370 | 6-8 | >95% | 99.9% | 33.3% | 34 | 29 |
| Fairview | 298 | 6-8 | >95% | 97.8% | 31.0% | 34 | 35 |
| Hamilton | 441 | 6-8 | >95% | 99.6% | 21.7% | 36 | 35 |
| Lester | 657 | PreK-8 | >95% | 99.6% | 31.7% | 31 | 37 |
| Raleigh-Egypt | 823 | 6-8 | >95% | 98.6% | 26.1% | 33 | 32 |

Sources: State Report Card 2009 for all data except overage (MCS records 6/2010)

Table 1, Cont. “In the Zone” High-Need Schools, with State and Comparison School Data.

| High School | ADM | Grade Level | % F/RL | % Minority | % Dropout (State – 10.4%) (Comp – 14.4%) | ACT Composite (State – 20.6) (Comp – 18.5) | On-time Graduation (State – 83.2%) (Comp – 75.3%) |
|--------------------|------------|--------------------|---------------|-------------------|---|---|--|
| B. T. W. | 627 | 9-12 | >95% | 100.0% | 27.8% | 14.6 | 60.4% |
| Craigmont | 1120 | 9-12 | 83.6% | 96.5% | 18.3% | 16.6 | 78.7% |
| Frayser | 915 | 9-12 | 90.0% | 99.1% | 27.8% | 15.6 | 56.3% |
| Hamilton | 1255 | 9-12 | 85.3% | 100.0% | 50.7% | 15.3 | 46.4% |
| Hillcrest | 802 | 9-12 | 93.6% | 99.8% | 19.2% | 15.6 | 58.6% |
| Kingsbury | 921 | 9-12 | 85.6% | 80.2% | 29.8% | 16.4 | 53.1% |
| Manassas | 569 | 9-12 | 94.8% | 99.7% | 29.3% | 14.5 | 54.8% |
| Northside | 672 | 9-12 | >95% | 99.7% | 29.5% | 15.0 | 44.2% |
| Sheffield | 800 | 9-12 | 90.7% | 99.5% | 46.7% | 15.1 | 47.3% |
| Trezevant | 922 | 9-12 | 92.2% | 99.2% | 34.9% | 14.7 | 52.4% |
| Wooddale | 1433 | 9-12 | 83.5% | 99.3% | 21.1% | 16.2 | 64.2% |

Source: State Report Card 2009

2. Low Student Achievement

Memphis City Schools has an aggressive reform agenda to dramatically improve student achievement. While many poor and minority youth achieve at the very highest academic levels, the achievement gap – and its impact – is real. This gap (currently narrowing much too slowly) must be closed. Of course, this achievement gap is a matter of access and experience – not ability. We envision every child being taught by an effective teacher every day, every year. With such access to high quality learning experiences, our students’ lives can be changed, and our city can be transformed. Table 1 (page 9) presents key student achievement data, compared to state data and a comparable school within the LEA serving those same grade levels. Comparable schools are listed in Table 2 (page 13).

A 2003 analysis by Mid-continent Research for Education and Learning of 70 studies found that teachers can have a tremendous impact on student achievement. One study revealed a 39-percentage-point difference in student achievement between students with “most effective” and “least effective” teachers. This analysis also found that the difference between an average and above-average principal can impact individual student achievement by as much as 20 percentage points, with even higher gains under an exceptional leader. As noted in the Project Design (page 14), MCS firmly believes that low achievement in SSZ schools is a call for immediate and aggressive action to recruit, support and retain effective teachers and leaders.

3. Comparable Schools

Currently our highest achieving schools, based on state assessments under the ESEA, are magnet schools that have admission criteria linked to students’ achievement on the state assessments. Often students in these schools are demographically and economically very similar to the students in SSZ schools. However, MCS recognizes that while these schools play a

valuable role within our district, they are not ideal “comparable” schools for this study. The district recently divided all non-SSZ schools into two categories – Breakthrough Schools (N=130) and Paragon Schools (N=52). Criteria for consideration included student proficiency on state assessments (a minimum of 90% for consideration as a Paragon School), student growth and school leadership. Included among the Paragon Schools are some schools with strong student growth and school leadership but with student achievement that falls far short of state benchmarks and the standards that lead to college readiness. Across the district only 6% of ACT takers are considered college ready in all four tested areas, and our vision for all of our schools is higher student achievement.

Thus, in identifying appropriate comparable schools, MCS has reviewed the Paragon School list and selected an elementary, middle, and high school which have high student achievement and which meet the following criteria: (a) did not use student achievement data as eligibility for admission to the school in 2008-09; (b) has a Free/Reduced Price lunch participation percentage that makes it eligible as a high-need school; (c) has a minority population percentage that is within the range of SSZ schools; and (d) has an Average Daily Membership that is within the range of SSZ schools. Table 2 below presents comparable schools.

Table 2. Comparable Schools.

| School | Grade Level | ADM | F/RL Percentage | Minority Percentage |
|---------------------|---------------|-------|-----------------|---------------------|
| Oakshire Elementary | PreK-5 (Elem) | 497 | >95% | 99% |
| Ridgeway Middle | 6-8 (Middle) | 983 | 77.8% | 96.5% |
| Overton High | 9-12 (High) | 1,265 | 70.4% | 91.3% |

Source: State Report Card.

B. PROJECT DESIGN

The project design outlined below and summarized in Table 3 incorporates all five core elements of TIF3 and leverages resources made available through the Teacher Effectiveness Initiative, the SSZ and the existing EPIC Memphis project funded by TIF.

Table 3. “In the Zone” Goals and Objectives.

| Goals | Objectives |
|---|--|
| <p>1. The PBCS developed through this project will build a strong district-wide strategy for rewarding personnel in high-needs schools for their effectiveness in improving student achievement.</p> | <p>1.1. By June 2011 (Year 1), have a district-wide policy in place for determining teacher effectiveness that uses valid and reliable measures including measures of student achievement.</p> |
| | <p>1.2. In Years 2-5, evaluate 100% of teachers and principals in TIF3 schools according to the methodology established by district policy and the principal effectiveness measure adopted by the project with input from the project’s advisory group.</p> |
| | <p>1.3. In Years 2-5, make awards of [REDACTED] (principals), [REDACTED] (assistant principals), [REDACTED] (teachers), and [REDACTED] (other personnel) in schools where student growth benchmarks have been met.</p> |
| | <p>1.4. By June 2011 (Year 1), have a district-wide policy in place that clearly communicates the teacher effectiveness measure to the public.</p> |
| | <p>1.5. By June 2011 (Year 1), develop a document for use in SSZ schools showing the relationship between TIF3 award eligibility and preparation to qualify for differentiated pay under developing district initiatives.</p> |

| Goals | Objectives |
|---|---|
| <p>2. The PBCS will reflect involvement and support of teachers, principals, and other personnel.</p> | <p>2.1. In Years 1-5, convene an “In the Zone” Advisory Group and Work Groups, including a representative of the MEA and other representatives of school personnel, which will review and advise the district regarding all policies and procedures related to the PBCS.</p> |
| <p>3. The PBCS will offer rigorous, transparent, and fair evaluation systems.</p> | <p>3.1. By June 2011 (Year 1), document the evidence basis for the evaluation systems and demonstrate their inter-rater reliability.</p> <p>3.2. In Years 2-5, provide specialized training to individuals conducting evaluations.</p> <p>3.3. In Years 2-5, conduct at least two observations for each teacher and principal.</p> <p>3.4. In Years 2-5, deploy desktop access to evaluation results (data dashboards) for all teachers and principals.</p> |
| <p>4. The PBCS will include a data management system linking effectiveness results to human resources and payroll systems.</p> | <p>4.1. In Years 1-5, include representatives of MCS’s Human Resources, Financial Services, and Information Technology within the “In the Zone” Work Groups.</p> <p>4.2. In Years 2-5, deliver awards to eligible personnel according to the timeline outlined in the adopted procedures.</p> |
| <p>5. The PBCS will include a plan for</p> | <p>5.1. In Years 1-5, include representatives of MCS’s Professional Development, TEI and SSZ within the “In the Zone” Management</p> |

| Goals | Objectives |
|--|--|
| <p>delivery of professional development linking effectiveness measures to improvements in practice.</p> | <p>Team.</p> <p>5.2. In Years 1-5, deliver PD to teachers and principals which explains the PBCS and its components.</p> <p>5.3. In Years 2-5, deliver individualized PD planning tools as part of the desktop access to evaluation results.</p> <p>5.4. In Years 2-5, utilize effective teachers and principals as deliverers of PD regarding effective practices.</p> |

1. LEA Strategies

The PBCS to be developed and utilized in this TIF3 project is closely aligned with MCS and Tennessee strategies. Group awards will be made based on the student-growth model in use in the current TIF/EPIC grant. The district’s Teacher Effectiveness Measure (TEM), currently being developed through the district’s Teacher Effectiveness Initiative (TEI), also uses the TIF/EPIC student-growth model as one of its resources, and will be a resource for TIF3 in making individual awards linked to additional responsibilities and professional development. TEI has strong support from the state Board of Education. In his letter of support for the district’s TEI application, Dr. Gary Nixon summarized the strong connections between TEM/TEI and statewide strategies:

I am writing on behalf of the Tennessee State Board of Education in my role as executive director. With this letter, the board wishes to express its deep support for Memphis City Schools being selected as one of the school systems to participate in the foundation’s Teacher Effectiveness Initiative.

While I am sure there are many districts where this work could be fruitful, we believe the current atmosphere in Tennessee generally and in Memphis City Schools particularly offers a rich environment in which this work can be maximized. The educational public policy landscape in Tennessee is at its most promising point in many years.

The state is blessed with a wealth of longitudinal data via the Tennessee Value Added Assessment System (TVAAS) which enables a true picture of teacher effectiveness based on the academic growth of students. The state board, in conjunction with the governor's office, launched the Tennessee Diploma Project to bring heightened standards to Tennessee's schools. This effort, part of Achieve Inc.'s national Diploma Project work, will require more effective instruction in our classrooms.

Related to that, the state board has been at the forefront nationally in re-creating the teacher preparation landscape. The board took action to break the regulatory monopoly of higher education institutions' teacher preparation by authorizing non-higher ed entities to license teachers. This major change is creating an environment in which non-higher ed based programs (e.g., Teach for America, urban residency programs) can flourish and be an important tool in boosting teacher effectiveness.

In the legislative arena, our General Assembly has mandated that each district develop differentiated and performance pay salary structures. While implementation has been delayed due to fiscal limitations, this requirement will hopefully be funded soon. Lastly, there is clear cohesion among political leaders, policy makers, business leaders, and the philanthropic community around true, systemic educational reform. Nowhere is this effort more focused than in Memphis. In addition, due to its large enrollment Memphis City Schools offers an

“economy of scale” where significant teacher quality improvements can significantly inform and impact statewide performance.

The state’s RTTT application further elaborates on MCS’s key role in state effectiveness initiatives: “Informed by the Memphis strategy, Tennessee will work with and provide support for its LEAs to create clear, differentiated career paths for teachers and principals, based on their performance levels using the new evaluation system” (page 70) and “our state consortium of five large urban districts, which collectively educate more than one-third of the state’s K-12 population, have signed a letter of intent to adopt new compensation, promotion and career path opportunity models, largely based upon the Memphis model” (page 91).

MCS’s request to the state for RTTT funding includes a description of our intent to further build on the TEM to develop a leadership effectiveness measure: “To this end, MCS will work collaboratively with the State, leveraging our TEI experience, to develop a new leadership evaluation tool and process” (page 17).

(i) Methodology for Determining Effectiveness. Group awards will be made based on a ranking of one-year value-added measurements of student achievement. While value-added data are imperfect measures of achievement gains, they offer a valuable approximation of student learning. The methodology used will be that developed by Mathematica Policy Research for use in TIF/EPIC. Based on MCS’s experience with TIF/EPIC, the number of schools which meet Mathematica criteria varies from year to year. For budgeting purposes, the TIF3 project has assumed that teachers, principals and other personnel in as many as 40% of SSZ schools may qualify for “In the Zone” awards. The actual percentages – and trends in those percentages – will be tracked as part of the project evaluation and as part of the reporting of GPRA measures for TIF.

As the centerpiece of our TEI, and as our mechanism to comply with the state’s new differentiated compensation requirements, the district is currently developing the TEM to be used districtwide for teacher evaluation beginning in the 2011-12 school year. We are working alongside our local teachers union, the Memphis Education Association (MEA), to develop a rigorous, trusted, objective, fair and meaningful teacher evaluation process. As noted above, the principal evaluation process will accordingly be updated to incorporate components parallel to the TEM for teachers. A planning year for TIF3 has been requested so that the TIF3’s PBCS can be situated within these larger district efforts.

Under TEI, the principal will retain formal responsibility for finalizing a teacher’s evaluation. However, the principal will be required to base his/her assessment on the TEM. This new teacher evaluation tool will communicate a teacher’s effectiveness in absolute and relative terms, will include differentiate levels of performance with multiple rating categories and will support principals in drafting commentary to explain where the teacher stands relative to MCS expectations and promotion thresholds. Additionally, the evaluation tool will identify areas for professional growth and will direct the teacher to corresponding individualized professional development opportunities. The TEM will be based on the following four components:

a. ***Growth in student learning (weighted 35%)***

MCS begins from a position of tremendous strength with respect to value-added data. We will leverage two existing sources of value-added data for core subject areas—TVAAS and Mathematica. TVAAS (Tennessee Value Added Assessment System) is the innovative value-added model that since 1991 has linked students’ state assessment scores to individual teachers, enabling us to precisely identify the extent to which individual students exceed or under-shoot their expected performance and,

thus, providing critical teacher effectiveness data. Because TVAAS creates expected performance based on statewide data, it is recognized as a leading value-added model and offers an exciting opportunity to measure teacher effectiveness in MCS alongside an established state-wide comparison group. We anticipate utilizing TVAAS as the main value-added measurement for the district. We will use Mathematica as necessitated by current restrictions on TVAAS (i.e., a state law requiring three years of TVAAS data before use in teacher evaluation). We will create assessments and alternative measures as needed in order to obtain value-added data for additional high impact subjects. For teachers who continue to lack value-added scores, we will increase the weights of the other three TEM components proportionally.

b. ***Observation of teachers' practice (weighed 35%):***

Through TEI and the Gates Foundation's multi-site MET research project (Measures of Effective Teaching, described in greater detail below), we are currently piloting multiple methods for conducting classroom observations, including video reviews and classroom visits by professional, trained evaluative observers such as principals and peers. Our goal is to determine the observation method(s) and rubric(s) most closely correlated with the other three metrics of TEM and include them in the final version of TEM. While growth in student learning is the ultimate desired outcome, our TEM will also consider the most significant school-level input: the quality of daily classroom instruction. Professional, trained observers are field testing one locally-developed and two other observation rubrics from the field that a working group of teachers and administrators have identified as exemplary. We have employed rubrics that emphasize student engagement and effort rather than simply a checklist of

preferred teacher behaviors. We will select a single rubric for use beginning in 2010-11. We anticipate piloting multiple methods to conduct these classroom observations, including video reviews, enhanced use of the standardized rubric by the school principal and wide-scale deployment of evaluative observers, including peers and colleagues. As we learn over time, we will refine the observation methods and expand those that to be the most effective and cost efficient.

c. ***Stakeholder perceptions (weighted 15%):***

We will survey students, parents and colleagues in order to learn important insights about critical teacher characteristics, such as effort, professionalism, citizenship, teamwork and academic and non-academic care for students. The unique perspectives of students, parents and colleagues will provide insights about various aspects of a teacher's performance – both inside and outside of the classroom. While the data collection process will be discussed collaboratively with teachers, we are initially most interested in perceptions about teachers' effort, professionalism and academic and non-academic care for students. Measurement of stakeholder perception will be survey-driven and standardized across stakeholder groups. Refining the district's existing student, parent and teacher climate surveys to focus on teacher-specific behaviors and practices is a logical next step in the development of our mature measurement system. Such refinement will likely require both internal and external resources. For example, we will leverage the promising TRIPOD project student survey, which is a part of the MET project.

d. ***Teacher content knowledge (weighted 15%)***

We will ascertain how well our teachers understand their subject area content and

pedagogy. A teacher's subject area mastery is a critical foundation for effective teaching. Thus, we need to know how deeply our teachers understand the content that they teach to their students. Existing and newly developed instruments will be used for teachers in all subject areas. Assessments such as the Mathematical Knowledge for Teaching (MKT) test, developed at the University of Michigan, provide a great start on tools for assessing teacher knowledge. We anticipate that scores from prior Praxis exams and other standardized tests (e.g., SAT, ACT, and GRE) will provide extant evidence for teachers with not more than three years of experience. Periodic assessments of teacher knowledge will help to determine whether a teacher's mastery of his/her content area improves, remains steady or worsens throughout the teaching career. Through our participation in the MET research project and through our own experience in the early years of TEI, we will learn how tests of content knowledge should be best incorporated into the TEM, particularly with respect to its effect on the overall effectiveness score (i.e. whether it is a threshold or drives magnitude) and the necessary frequency of assessment throughout a teacher's career.

(ii) Performance Awards. During the planning year, MCS will finalize procedures for performance awards. Budgeted within this proposed project are group awards for principals of [REDACTED] + benefits (6.8% of the average principal's salary), awards for assistant principals of [REDACTED] + benefits (7.3% of the average assistant principal's salary), awards for teachers of [REDACTED] + benefits (5.8% of the average teacher's salary), and awards for other personnel of [REDACTED] + benefits. Within this project, teachers are defined as classroom teachers, and other personnel are all other non-administrative personnel in the school, including support teachers, teaching assistants, building engineers, clerical staff and cafeteria workers. These award amounts

are aligned with amounts recommended by the state of Tennessee as awards that are substantial and expected to be meaningful. During the planning year, the Project Director and the Project Coordinator will meet regularly with the “In the Zone” Management Team, the Advisory Group, and Work Groups (see the Management Plan, page 41) to maximize the likelihood that these group awards will affect the decisions of teachers, principals and other personnel as to whether to go to, or remain working in, high-need schools.

Individual awards will also be made available to personnel whose effectiveness is demonstrated by students’ academic growth as well as observed effectiveness. Individual awards of \$500 will be linked to willingness to take on additional professional development or leadership roles. For budgeting purposes, it has been estimated that approximately seven personnel per school will be designated for individual awards. As noted below, the methodology for making these awards will not be finalized until the end of Year 1.

(iii) Process for Identifying Effective Personnel. Existing procedures from the TIF/EPIC project will be used to identify schools which meet eligibility for group awards. As noted above, the Mathematica model uses year-to-year value-added scores on state assessments. Where possible, the model incorporates information on student background, such as immigration status, race, gender, LEP, and socio-economic status – factors that have been found to be strongly associated with student achievement (Logerfo et al. 2006).

By the end of Year 1, the “In the Zone” Advisory Group will review and advise project staff on the district’s proposed policy and procedure for the Teacher Effectiveness Measure, which will allow for effectiveness measurement of individual teachers, including teachers whose content areas are not tested on the state assessments. No later than June 30, 2011, the Board of Commissioners of Memphis City Schools will adopt this policy which will clearly communicate

the process for identifying effective teachers. The policy will be published on the district’s web site and will be publicized through a communication plan developed by TIF3 staff in consultation with the advisory group.

While the process for identifying individual awardees will not be finalized until the end of Year 1, the process will draw from lessons learned in the current TIF/EPIC project. TIF/EPIC uses multiple observations and rubrics as a secondary measure of teacher effectiveness.

Project staff will work closely with SSZ staff to fully communicate to all personnel in SSZ schools the policies and procedures governing the TIF3 “In the Zone” PBCS and its relationship to the TEI. Strong communication has been the hallmark of the SSZ and its successes. Existing communication pathways include weekly meetings with principals and weekly electronic newsletters distributed to SSZ school staff and archived on the SSZ web site.

2. Involvement and Support of Teachers, Principals and Other Personnel

We know that only the combined strengths, skills and commitment of MCS and our strategic partners will transform our low performing schools and ensure that all of our students have every opportunity to meet and exceed the rigors of the new Common Core Standards set forward by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). For this reason, multiple representatives of key constituent groups will be part of the support network surrounding this project. A representative of the local teachers union will be part of the “In the Zone” Involvement Work Group, and a principal and a teacher from a SSZ school will be part of the Advisory Group.

The local teachers union, Memphis Education Association (MEA), has been a longstanding supporter of TIF in Memphis. The MEA’s executive director has submitted letters of support for both this proposal and the 2006 TIF/EPIC proposal, noting that “Our aim is to

ensure that principals and teachers are provided the support and opportunities necessary to develop as principals” and that the TIF Memphis projects share that aim with their focus on sharing knowledge of effective practice among members.

Similarly, school leaders’ enthusiasm for TIF is well documented by the positive responses submitted by principals as part of the annual evaluation of TIF/EPIC. Below are sample responses to the question “Did you find the effective practice process to be valuable?”:

- “The effective practice process allowed me the opportunity to dig deeper when analyzing my instructional decisions. I was able to look at the instructional structures that were created to support my instructional decisions and through that analysis, I discovered some gaps in my support systems that must be modified. In addition, I came to realize that my current document used for capturing some of the students' data was missing key elements and the process used in capturing this data had to be revisited for modifications.”
- “The effective practice process forced [School Name] to face some of its barriers to academic success while engaging in open dialogue about its progress. At first this was uncomfortable for many staff members and me; however, we realized that the only way we could improve our practices for even more success was through courageous conversations about where we were, how we arrived at that point, and what instructional pieces were really effective. Some things we thought were working really had no significant impact based on the data and rich dialogue.”
- “Yes. The process was indeed valuable. While the moment was surreal for the entire school, it allowed us to truly reflect on the actual strategies that WORKED. This enabled us to rid ourselves or tweak those ineffective strategies and build from what

we deemed successful. It also resurged and rejuvenated a true embracing of effective pedagogy.”

- “Yes, the experience was valuable. It was a validation that our teachers were finally recognized for their outstanding work in the classrooms. Our student body, community and stakeholders celebrated our success. We moved from the state's High Priority List to Good Standing in 2 consecutive years. Our enrollment has increased over 300 students since the EPIC award. Furthermore, when an assistant principal spot came open, we had 27 applicants that was a true turn around when we had only 5 applicants 3 years ago.”

Teachers, principals and the MEA have also been vitally important to our recent efforts to operationalize our ambitious human capital plan that is so interwoven in this TIF3 project. The core team that developed the district’s human capital plan included teacher, administrator and community representatives who continue to participate in ongoing meetings and working groups and to serve on the management team and executive committee for the district’s TEI initiative. These stakeholders are firmly supportive of the district’s TIF3 application for our Striving Schools Zone.

Recognizing that bold education reform requires strong governance, the MCS Board of Commissioners has demonstrated strong support by approving the policy changes needed for us to implement our vision to improve PreK-12 education in Memphis. MCS policy adjustments related to teacher and leadership effectiveness, internal accountability, data dashboards and educator staff professional development harmonize with recent Tennessee State education-related statutory changes and will create the appropriate context within which to implement reform related to human capital.

The Memphis philanthropic community has joined the district's reform effort around human capital, as well. The newly-formed MCS Foundation is spearheading local philanthropic efforts, with a goal to secure more than ██████████ over the next seven years to support TEI, which will in turn support many of the goals embodied in RTTT and the Tennessee legislation that paved the way for the state's RTTT application. Beyond the current private major gifts campaign, which has already achieved over ██████████ in commitments for support, the MCS Foundation plans to launch a broad public community campaign for TEI during the summer to increase participation from across the greater Memphis community. Additionally, prominent city leaders have joined the district's TEI Advisory Board to help provide guidance to TEI.

Likewise, community engagement and advocacy are absolutely critical to the success of our human capital plan. Therefore, we have been aggressive in garnering support and raising expectations in the community by establishing a very strong TEI Advisory Board. We will also continue to deepen our collaboration with Stand for Children, a grassroots community advocacy group in Memphis, to promote strong community engagement and to ensure that we do everything possible to strengthen the connection between MCS, our parents, businesses and non-profit organizations across the city, and all other Memphians.

Generous and strategic philanthropic support from the Bill and Melinda Gates Foundation, the Hyde Family Foundations, The Poplar Foundation, FedEx and other organizations and individuals will continue to bolster efforts related to our reform strategies. Partnerships like these, the deep collaboration with our partners in the MEA, the Efficacy Institute, SAS®, SCORE, the Broad Foundation, Teach for America, Memphis Teacher Residency, The New Teacher Project, and New Leaders for New Schools, the United Way and Teach Plus are critical to our district's success in enhancing our human capital. Our membership

in the Tennessee Coalition of Large School Systems (CLASS) and the Aspen Institute’s Urban Superintendents Network also provides an important connection to statewide and national expertise that informs our district improvement strategies.

As we entered into our broad human capital-focused work, including the development of our TEM and the updated evaluation system, we knew that many teachers and principals would be anxious about the changes. To ensure the TEM’s credibility among teachers and principals, we have invested in a new Office of Teacher Effectiveness Measure, within the well-established department of Research, Evaluation, and Assessment, staffed with analysts and research assistants. We are also seeking external communications expertise to assist in developing and executing on a comprehensive communications plan. Additionally, we will continue our strong engagement with the MEA’s leadership, and we will create a collaborative MEA-MCS Teacher Center partnership.

The “In the Zone” support network (see Management Plan, page 41, for a full list of members) will include many of the same players as the TEI advisory group – most notably, TEI and MEA – but it will include additional individuals who will contribute input from teachers, principals and other personnel in the target SSZ schools. The TIF3 project – with its focus on principal effectiveness as well as teacher effectiveness – will draw from those who have experience connecting the two through professional development. For example, the current TIF/EPIC project has produced a protocol for training principals to recognize effective practice and a video library of those practices. The insights of TIF/EPIC staff as members of the “In the Zone” Advisory Group will inform the TIF3 principal effectiveness measure and professional development plan and will also advance the development of the district-wide principal effectiveness measure to be finalized in Year 2 of the TIF3 project.

3. Rigorous, Transparent, and Fair Evaluation Systems

Rigor and Fairness. As noted above, an important contributor to the district’s work on each of the four components of the TEM is our participation in the Gates Foundation’s research project, known as The Measures of Effective Teaching (MET) project. This two-year research is being led by Dr. Tom Kane, Deputy Director of Research and Data for the Foundation and professor of education and economics at Harvard University. The MET is focused on developing a set of measures that provides complete information on how a teacher influences student achievement.

Through MET, MCS and the MEA are collaborating with the Gates Foundation’s research team to study measures of teacher effectiveness that are fair and valid. Results from the MET project will support the work of the larger TEI, and in turn the Leadership Effectiveness Initiative (LEI) and the TIF3 project, by providing evidence about what measures say are the most important indicators of effective teaching.

Four hundred forty-seven MCS teachers in reading/language arts and mathematics in grades 4-8 and selected high school subjects (Algebra I, Biology, and English 9) across 61 schools have volunteered for the MET project. In Year 1 of the MET study (just completed), videos of the participating teachers instructing in the classroom were captured and analyzed by project researchers, and the researchers reviewed student test scores of participating teachers, asked these teachers questions about how they score students’ homework and tests, and asked students questions about school and classroom climate. Ultimately, the researchers will aggregate and analyze the resulting data to develop indicators of effective teaching that will inform the implementation of PBCSs in the district. Results of the MET research study –

including documentation of high inter-rater reliability of the observation methods ultimately selected for the TEM – will be presented to the “In the Zone” Advisory Group.

In Year 1 of the TIF3 project, the components of the new TEM must be field-tested to ensure validation and reliability. Because high stakes decisions will be made utilizing the TEM, in order to ensure buy-in and confidence in the model, the TEM components will be field-tested and analyzed prior to full implementation. Because of this need to validate the TEM, Year 1 of the TIF3 project will be planning in order to allow time to build and validate the TEM. The TEM components, including the selected observation method will be field-tested in a variety of settings during this first year. For example, observed instruction will be videorecorded and used in training of TEM observers. High inter-rater reliability will be established before the final TEM is rolled out in Year 2 of the TIF3 project. Other components will be tested in a similar fashion. For example, the stakeholder perceptions instrument will be piloted followed by analyses of results in order to identify those behaviors and perceptions that are related to high student outcomes. This will ensure that the TEM rolled out in Year 2 of the project is measuring those specific teacher behaviors and actions proven to yield high student outcomes.

Transparency. MCS’s planned Enterprise Resource Planning (ERP) system – targeted for completion in August 2011 – will interface with our existing data warehouse to integrate data from disparate sources and capture TVAAS data, teacher and principal evaluation reports and permit enhanced analytics on student and school achievement at the individual, classroom, school and district levels.

Teachers, administrators and district personnel will have access to this information, as appropriate, to inform their work, permitting the accurate, efficient and sustainable management of the district’s PBCS and the more efficient management of the TIF3 PBCS. The ERP system,

built around an eScholar data warehouse, will deliver function-specific and cross-functional reports and analyses to end-users to promote better organization-wide transparency and accountability. By integrating these data, the district will be able to make fully-informed human capital decisions that will promote improved student achievement. In addition to providing required tools for the PBCS, the ERP will provide tools needed to recognize and rewarding outstanding performance, place highly effective teachers where they are most needed, design professional development programs and increase turnover of the district’s most ineffective teachers. Importantly, decision-makers will be included in the design of reports to ensure maximum utility and benefit, and the systems will be flexible enough to fully interface with State Longitudinal Student Data System components when they become available for district use. By permitting the district’s operating units to better leverage current and future resources, the comprehensive data warehouse and ERP systems will help us become leaner and more efficient while also increasing our capacity to deliver outstanding service and drive improved student achievement.

The “In the Zone” Advisory Group will provide feedback to the district on the ERP dashboard’s user-friendliness. That feedback will be used to enhance the dashboard and to develop professional development topics and newsletter items for dissemination to personnel in the target SSZ schools.

4. Data-Management System

The Striving Schools Zone’s prior experience in administering state-funded incentives to personnel in Striving Schools which made AYP will provide a foundation for the TIF3 data management system linking effectiveness to the district’s human resources and financial services. SSZ staff’s input on the “In the Zone” Data Management Work Group will be

complemented by team members bringing human resources, payroll and IT perspectives. Human resources representation will include both the district’s Human Resources, which manages principal recruitment and hiring, and The New Teacher Project (TNTP), which through TEI has been contracted to manage teacher recruitment and hiring.

As in the current TIF/EPIC project, the TIF3 Data Specialist will have near-real-time access to school data on a wide range of measures. A statistical package will be used to house, manage and analyze these data to rank schools for eligibility for group awards. However, as described below, new data warehousing and accessing resources will facilitate the collection of those data.

As in all of the district’s implementation efforts related to RTTT, data – analyzed and communicated in useful reporting formats – will undergird the district’s implementation efforts related to our PBCS. Accordingly, MCS’s planned Enterprise Resource Planning (ERP) system – targeted for completion in August 2011 – will interface with our existing data warehouse that is supported by eScholar, a strategic partner of the district. The ERP will integrate data from disparate sources and capture TVAAS data and teacher and principal evaluation reports, as well as analytics on student and school achievement at the individual, classroom, school and district levels. Teachers, administrators and district personnel will have access to this information, as appropriate, to inform their work.

Clear data ownership and structures to ensure data accuracy and high-quality management are critical to the data-driven nature of our overall human capital strategy, including our PBCS. To ensure effective data capture and use, the district is forming a Data Advisory Council to include senior leaders from all of the district’s functional areas (Academic Operations, Human Resources, Finance, Policy, etc.). This cross-functional council will be

responsible for updating and maintaining MCS data governance and management policies; will identify data capture, management and use priorities; and will set overall strategy related to data use in the district. TIF3 staff will have representation on this council through the participation of several “In the Zone” Management Team members.

The district’s data warehouse system, supported by our strategic partner eScholar, permits us to extract achievement data and to analyze it at the school, classroom and student levels to determine exemplary practitioners. Much of the student- and school-level data are entered into Chancery SMS at the schools and transmitted to a central repository. These data – for example, student enrollment, attendance, conduct, special education and LEP – are available in near-real-time. The data feed into a highly-disaggregated relational database managed with a Microsoft SQL Server. As described below, these data have been incorporated into the district’s new data warehouse. MCS also maintains current and historical student assessment data, including results for state tests, Advanced Placement, TAP exams and ACT exams as well as locally administered formative assessments. Legacy data are housed on an IBM mainframe computer for students, teachers, and other district personnel – which will soon be replaced by a new mainframe. Other electronically available data resources include an annual districtwide school climate survey administered to students (TRIPOD) and climate surveys administered to parents, teachers and principals.

5. High-Quality Professional Development Activities

Research shows that frequent observations and reflection improve teacher effectiveness and that the use of rubrics and protocols improves effectiveness by helping teachers internalize a reflective mindset. The observations conducted by professional development consultants as part of the current TIF/EPIC project and the rubrics developed by those consultants are considered a

key to that project’s success. Thus, in this TIF3 project funding has been set aside to contract with external professional development consultants who will provide embedded professional development to classroom teachers, principals and other personnel in the SSZ schools, helping them recognize and foster effective practices. The professional development consultants will also be key members of the Professional Development Work Group, led by the district’s Associate Superintendent of Professional Development and Staff In-Service.

Those personnel who receive individual awards will sign an “additional responsibilities and leadership roles” agreement which identifies how they have met or will meet those expectations. As part of the TIF3 Professional Development Plan finalized in Year 1, the Professional Development Work Group will articulate what those responsibilities and roles may encompass. These individual awardees may mentor peers, agree to have effective or exemplary lessons videorecorded and archived for use in professional development, or deliver professional development to peers during the summer professional development offered by the district for principals and teachers.

The goal of all professional development included in the TIF3 Professional Development Plan will be to complement and enhance existing professional development resources in the district and to meet TIF guidelines for professional development:

- a. Be based on needs assessed in the SSZ schools;
- b. Be targeted to individual teachers’ and principals’ needs as identified in the evaluation process;
- c. Provide those teachers and principals in participating SSZ schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools

- and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement;
- d. Provide those SSZ teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement, and (2) successfully assume additional responsibilities and leadership roles;
 - e. Support SSZ teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement; and
 - f. Include a process for regularly assessing the effectiveness of this professional development in improving SSZ teacher and leadership practice to increase student achievement and making modifications necessary to improve its effectiveness.

MCS's goal of Academic Achievement Number 1, and MCS strongly believes that recruiting, hiring, and retaining highly qualified staff is critical to achievement of this goal. It is our belief that professional development for all staff must be driven by student achievement results. According to MCS's districtwide Professional Development Plan, the training program for instructional staff is focused on continuous improvement of instructional strategies and is designed to provide teachers with the tools and knowledge needed to teach the curriculum. Staff development should:

- a. use data to improve teaching/learning processes;
- b. understand the classroom/school/district as a system;
- c. understand the role as managers of their system;
- d. obtain/provide mentoring and coaching;

- e. receive job-embedded opportunities for learning with follow-up and support;
- f. share ideas and strategies;
- g. develop the belief that improving and learning are professional expectations; and
- h. use research-based training opportunities in the design and delivery of curriculum.

Therefore, the finalized TIF3 Professional Development Plan will incorporate the following training activities for professional development:

- Principals and teachers will receive comprehensive training in analyzing data points for their school.
- Principals and teachers will receive comprehensive training on implementing data dashboards and will use the data to see the classroom and the school as one entity.
- Principals and teachers will understand their role as managers of their system by using classroom dashboards to understand and analyze classroom and school data.
- Principals and leadership teams will receive comprehensive training on mentoring and coaching teachers.
- Principals and teachers will receive job embedded opportunities for learning and follow-up support will continue throughout the year.
- Principals and teachers will be divided into cohort groups to share best practice ideas and strategies.
- Principals and teachers will be encouraged to continue developing the belief that improving and learning are professional expectations.
- Research based training opportunities will be used in the design and delivery of the MCS Curriculum.

MCS recognizes that our current MCS Professional Development Framework – essentially a sit-and-get model where the participants are self-selected – is not meeting the needs of our current principals nor the teachers, and thus we are eager to build on more innovative professional development models within the district such as that embedded in the TIF/EPIC project and that which will be developed for this TIF3 project.

The current framework is built around three major focus areas – Content, Process and Context. Course offerings tend to be tailored for teachers with little experience and are often too generic to be useful for more experienced teachers. Based on the views of teachers and administrators, there is a significant opportunity to more closely tie professional support to individually identified teacher needs. The district’s professional development for principals is occurring on a limited basis through the district’s Urban Education Center and via monthly principal and regional meetings. Some online professional development is also available to principals to strengthen their knowledge of data and how to conduct effective teacher evaluations.

Future trends for MCS professional development are closely aligned with TIF3 guidelines for professional development.

Future Professional Development Framework for Teachers in Memphis City Schools. Our district’s reform agenda, which has driven our request to the state for RTTT funding as well as other funding requests, links professional development to the improved teacher evaluation process. As noted elsewhere in this proposal, within MCS our teacher evaluation process will be driven by the new Teacher Effectiveness Measure (TEM) beginning in 2011-12. This new teacher evaluation tool will communicate a teacher’s effectiveness in absolute and relative terms and support principals in drafting commentary to explain where the teacher

stands relative to MCS expectations and promotion thresholds. Additionally, the evaluation tool will identify areas for professional growth and direct the teacher to corresponding individualized professional development opportunities. The immediate result of an improved teacher evaluation process will be the opportunity to tailor individualized professional development and support plans to individual teacher needs. All Master teachers (and select Professional teachers) identified through the TEM process will provide significant support to their teaching peers through frequent formative observations based on the same rubric used in evaluative observations.

Future Professional Development Framework for Principals in Memphis City

Schools. Because human capacity is so crucial, MCS wants every principal and assistant principal to be supported with professional development that improves transparency regarding the teacher evaluation process. We recognize the crucial importance of principals and district leadership in supporting our teachers and radically improving the achievement of our students. Thus the district plans to develop a Leadership Effectiveness Initiative (LEI). In large measure, the Leadership Effectiveness Initiative parallels for principals and district level leaders the comprehensive approach that the district through TEI is taking with teachers.

We believe the principal's role is best defined as the instructional leader of a school. In our SSZ schools, the principals' role is expanded to be the academic and organizational change agent for reform. To meet these high standards for our leaders, MCS will launch a multi-prong recruitment strategy that includes targeted external recruitment for SSZ schools, district leadership training on effective principal recruitment strategies and a turnaround principal residency program. Monitoring quality and supporting our principals and district leaders is crucial. MCS will work collaboratively with the State of Tennessee Department of Education

along with TEI/LEI to develop a new leadership evaluation tool and process. Our most effective leaders will receive performance-based compensation, and all leaders will receive innovative professional development and support.

National studies report principals' building management responsibilities limit their capacity for instructional leadership (Turnbull & Haslam & et al, 2009). For this reason, the district will launch a school-site leadership team redesign initiative to study and implement strategies and structures to maximize the principal's focus on teacher development and student achievement.

Listed below are planned activities for targeting effective principal professional development and support within MCS:

- Develop a principal and leadership evaluation process and tool, based on a new Principal Effectiveness Measure, which is objective, meaningful, and useful.
- Provide principal performance stipends to principals whose schools demonstrate exemplary student growth and mastery under their watch.
- Provide stipends to top district leadership as determined by leaders' success in meeting performance targets. Stipends will be apportioned across 3 years, and the leader will forfeit the unpaid portion of the bonus if s/he leaves the district before the three-year period.
- Connect professional support opportunities to individual principal needs by linking professional development directly to evaluation outcomes.
- Connect professional support opportunities to individual principal needs by linking professional development directly to evaluation outcomes.

- Sponsor principals to be placed in short-term externships in high- performing schools within and outside of MCS.
- Sponsor new district leadership to receive executive training.
- Sponsor district leaders to receive Critical Friend Mentoring.
- Contract with a vendor to analyze and restructure the organizational design of the school-site leadership team.
- Purchase systems to automate administrative transactional activities that are not related to instruction in order to reduce the overall administrative burden on the school leadership team.
- Recruit talented principals and teachers to SSZ schools through efforts including stipends, external recruitment and a turnaround residency program which will prepare ten principals per year for service in high-need schools.
- Issue an RFP to select a vendor to provide recruitment services to build a staff of highly effective principals (30) and executive leaders (5) within the district for placement in SSZ schools.

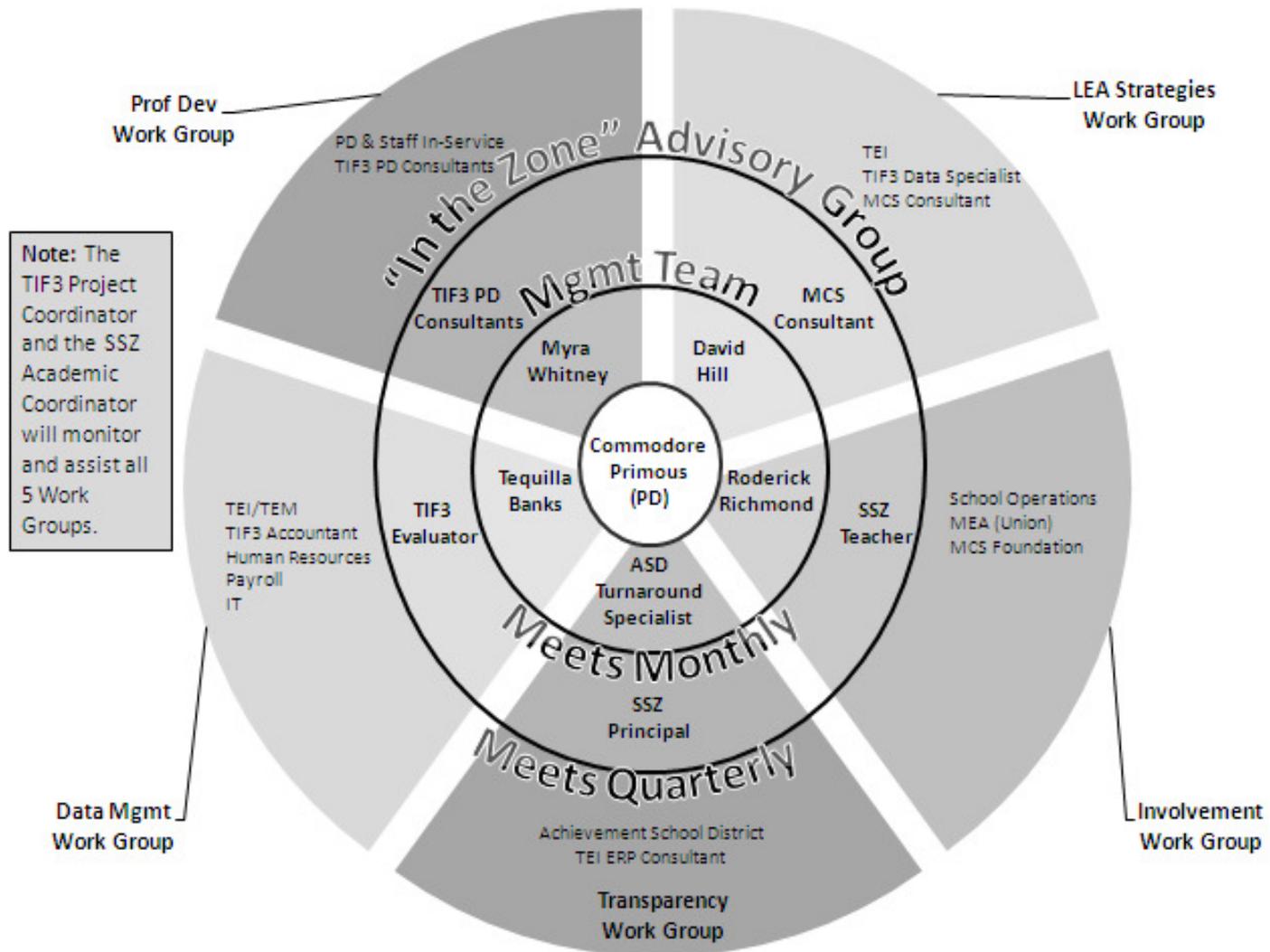
ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

1. Management Plan

The proposed project will be led by an experienced TIF grant administrator whose position within the district is in proximity to but outside of the key areas which will be pulled together to form the “In the Zone” Advisory Group. This positioning will facilitate the project’s success in both drawing from the district’s effectiveness and professional development initiatives and maintaining its uniqueness as an incentive program for quick turn-around in schools which have been designated as the lowest achieving in the district – i.e., the Striving Schools Zone. The Project Director – who is also the district’s primary contact for TIF/EPIC – reports to the Deputy Superintendent of Academic Operations, Technology and Innovation (AOTI) and thus is within the same division of MCS as School Operations (which encompasses the SSZ and the Achievement School District), Professional Development and School In-service, and the TEI.

As demonstrated in Figure 1 below, “In the Zone” will draw support and expertise from a range of areas both inside and outside the district. Its three-tiered meeting structure will facilitate project tasks’ being completed on time and on budget. The project will be supported by five Work Groups – each correlating to one of the five core elements of TIF3 (LEA Strategies, Involvement, Transparency, Data Management and Professional Development). Each Work Group will be led by an “In the Zone” Management Team member. The five-person management team will meet monthly to guide project development and will also meet on a quarterly basis or as needed with the “In the Zone” Advisory Group. The advisory group’s role will be to review pertinent new information, to offer input on all proposed policy related to LEA strategies for PBCSs and to receive formative evaluation results for the project.

Figure 1. “In the Zone” Advisory Structure.



The timeline presented in Table 4 below gives an overview of project tasks, their target dates, responsible parties and milestones.

Table 4. “In the Zone” TIF3 Project Timeline.

| Task | Target Date | Responsible Party | Milestone |
|---|--------------------|--------------------------------|---|
| Year 1 staff hired | 11/2010 | Project Director (PD) | Project Coordinator (PC) and Data Specialist (DS) |
| External evaluator contracted | 12/2010 | PD | Signed contract |
| Broad governance and management for TIF3 PBCS established | 12/2010 | PD | Formation of Advisory Group |
| Group Award thresholds determined | 02/2011 | Evaluator, DS | Group Award rubric |
| TIF3 procedures finalized | 05/2011 | PD, PC | Completed procedures |
| TEM policy finalized | 05/2011 | TEI, LEA Strategies Work Group | Approved policy |
| TIF3 principal evaluation procedures finalized | 05/2011 | PC, LEA Strategies Work Group | Completed procedures |
| PD consultants contracted | 05/2011 | PC | Signed contracts |
| TIF3 PD procedures finalized | 08/2011 | PC, Prof Dev Work Group | Completed procedures |

| Task | Target Date | Responsible Party | Milestone |
|--|--------------------|--|--|
| TIF3 rollout plan finalized | 08/2011 | PC, Involvement Work Group | Completed rollout plan |
| ERP data dashboard introduced | 08/2011 | TEI | SSZ communication records |
| Classrooms observed and schools visited | 08/2011, ongoing | TEI, PD Consultants | TEI status reports, PD consultant logs |
| Embedded professional development | 08/2011, ongoing | PD Consultants | PD consultant logs |
| ERP data dashboard reviewed | 10/2011, annual | PC, Transparency Work Group | TIF3 recommendations report |
| Year 2 staff hired | 10/2011 | PC | Accountant, Special Project Assistant |
| Group awards made | 02/2012, annual | PC, Data Mgmt Work Group | SSZ communication records |
| Individual awards made | 04/2012, annual | PC, Transparency and Data Mgmt Work Groups | SSZ communication records |
| Individual awardees' PD/mentorship plans finalized | 05/2012, annual | PC, Prof Dev Work Group | PD/mentorship plans |

| Task | Target Date | Responsible Party | Milestone |
|---|--------------------|--|---|
| Summer professional development offered | 06/2012, annual | Prof Dev Work Group, Individual Awardees | Attendance logs and participant surveys |
| Evaluation Report submitted | 07/2012, annual | Evaluator | Evaluation report |
| Modifications to model made | 08/2012, ongoing | Advisory Group | Revised procedures as needed |
| Advisory Board meetings held | Quarterly | PD, PC | Agendas and attendance logs |
| Federal reporting requirements met | Ongoing | PD, PC | Submitted reports |

2. Project Director and Other Key Personnel

Commodore C. Primous, Sr., will serve as TIF3 **Project Director** and Convener of the “In the Zone” Advisory Group (10% FTE, in-kind) during the first two years of the grant project. As Project Manager for the district’s current TIF/EPIC project which is funded through June 2012, Mr. Primous will bring strong experience in the administration of TIF programs and will be able to facilitate the integration of the new TIF3 project with the current TIF/EPIC project. Mr. Primous, together with the Assistant Project Manager for EPIC, **Trikelle Otkins-Salvant**, will meet regularly with the Project Coordinator for the new TIF3 project to ensure that both projects meet program requirements and that sustainability of the projects’ goals and objectives is maximized. A graduate of one of the high schools that will be a focus of this project, Mr.

Primous has over 30 years' experience as a MCS principal and was instrumental in the crafting of the MCS EPIC project. During his tenure as principal, he served as a mentor for the Center for Urban Leadership and New Leaders for New Schools, as a member of the district's Principal Recruitment Committee and as a panel member for *The Commercial Appeal's* "Educational Challenges in Memphis City Schools" forum. After the completion of the EPIC project, MCS will assign the TIF3 project to a senior administrator with strong relevant experience and the capacity to supervise grant projects. Mr. Primous will continue to serve on the "In the Zone" Advisory Group throughout the duration of the project, transitioning from his role as Convener to other roles as needed. Mr. Primous' and Ms. Salvant's resumes are appended to the application, along with job descriptions of key personnel and bios of Management Team Members who will also serve on the advisory group.

The "**In the Zone**" **Project Coordinator** (1 FTE, beginning in Year 1) hired through this TIF3 project will bring masters-level expertise in an education-related field and strong relevant experience in administering projects. The Project Coordinator will manage the day-to-day operation of the project, supporting all five Work Groups. The Project Coordinator will be the primary contact for all subcontractors including the evaluator and will have primary responsibility for preparing all project reports.

The "**In the Zone**" **Data Specialist** (1 FTE, beginning in Year 1) will be hired through this project to prepare school reports of value added school achievement data, to aid in the presentation of observation data for individual teachers and principals, and to support the integration of TIF3 with the district's developing TEI and LEI initiatives. The Data Specialist will also provide district support to the external evaluator of this project and thus will report to the district's Office of Evaluation. The Data Specialist will work closely with the LEA Strategies

Work Group and other Work Groups as needed.

The “**In the Zone**” **Accountant** (1 FTE, beginning in Year 2) will coordinate awarding of the group and individual stipends and will work with the Project Coordinator to ensure that sound financial practices are followed in the administration of the TIF3 project. The Accountant will work closely with the Data Management Work Group and other Work Groups as needed.

Dr. Roderick Richmond, Chief of School Operations, has overseen the Striving Schools Zone since its inception in 2007. In his role as head of the SSZ, he will be a core member of the “In the Zone” Advisory Group, heading up the **Involvement Work Group**. His assistant in coordinating the SSZ is **Jada Askew**, Academic Coordinator for the Striving Schools Zone, who will also play a key role in the TIF3 project. She will monitor the work of all five Work Groups to make sure they are aligned with other related initiatives in the SSZ schools.

Myra I. Whitney, Associate Superintendent of Professional Development and Staff In-Service, has responsibility for overseeing all of the district’s professional development activities, including the Urban Education Center (UEC) Executive Leadership Program, and will be a core member of the “In the Zone” Advisory Group. In this role she will convene the **Professional Development Work Group**.

Dr. David Hill, Executive Director of the Teacher Effectiveness Initiative, will be a core member of the “In the Zone” Advisory Group and will head up the **LEA Strategies Work Group**.

The lead developer of the Teacher Effectiveness Measure which is part of TEI is **Tequilla Banks**. She will be a core member of the “In the Zone” Advisory Group and will head up the **Data Management Work Group**.

To ensure that the SSZ schools which are also in the state’s Achievement School District

remain closely connected to the project, the local lead for the ASD will also be a core member of the “In the Zone” Advisory Group, heading up the **Transparency Work Group**. In 2010-11, that local lead will be the **ASD Turnaround Specialist**, who will work under Dr. Richmond.

3. Other Resources

MCS and SSZ have identified many strategies and resources to support the SSZ schools – not only RTTT-funded interventions for high-need students and TEI strategies to encourage highly effective teachers to work in SSZ schools, but also other interventions funded through ESEA and innovative Human Resource practices for hard-to-staff areas and specialty areas.

Within the budget narrative, MCS has documented its plan for shouldering an increasing responsibility for incentives over the course of the project. In Year 2, MCS requests 100% funding for group incentives to teachers, principals, and other personnel. In Year 3, MCS requests 90% funding for teacher and principal incentives, with the teacher match drawn from the district’s other resources including TEI and with the principal match drawn from the district’s RTTT funding. District plans, as outlined in the district’s request for RTTT funds, are to award principal effectiveness stipends “based on student achievement, AYP status, and personal goal-setting completed with Regional Superintendents in order to set reasonable and realistic targets for the year” (p. 17). In Year 4, 80% of funding is requested, and in Year 5, 70% of funding is requested.

4. Sufficiency and Reasonableness of Requested Amount

MCS’s vision is that within the five years of this project, the 28 schools currently in the SSZ will be able to establish a record of Adequate Yearly Progress and will no longer be considered Striving Schools. More importantly, our vision is that the gap between student achievement in these schools and student achievement in our comparative Paragon schools will

be significantly lessened and that teachers and principals will be well positioned to participate successfully in the Teacher Effectiveness Initiative and the Leadership Effectiveness Initiative, making themselves eligible for differentiated pay. Thus, MCS anticipates that the work of TIF3 can be sustained by the districtwide TEI in the years following the completion of TIF3.

QUALITY OF LOCAL EVALUATION

Memphis City Schools will contract with an experienced and objective third-party evaluator to develop and conduct an evaluation of the work supported by this project. MCS will carefully recruit, screen and select the evaluator according to the district's Policy 2806. MCS's Procurement office will coordinate the district's RFP process. References for all prospective external providers will be carefully checked to determine the provider's reliability and dependability, delivery of promised services, excellent customer service, timely response to calls and requests, adequate staffing, overall level of service and adherence to pricing in the contract. MCS's Research, Evaluation and Assessment (REA) office will score respondents to the RFP. If a clear best candidate is not evident, REA will then request that the front runners make presentations so that the scoring team may review, question and exam the service/product more closely. The team will reach a decision based on the best match for the needs of the district and schools.

1. Performance Objectives

The evaluation will be guided by two overall sets of research questions:

Principal, Teacher and Other Incentive Impacts. What impacts do the incentives implemented as part of the TIF3 project, when combined into a single intervention, have on student achievement and staff behaviors, including personnel retention, recruitment and willingness to share effective practice? How has the impact of the TIF3 intervention differed from the intervention of TIF/EPIC? Do these impacts vary by student, school or teacher characteristics? How successfully were these components implemented?

Promising Practices Description. How does MCS identify and disseminate promising

practices? How are the practices used? What are the outcomes for principals, teachers, other personnel and students in participating schools? Has MCS been able to implement these components of its project as planned? How has TIF3 contributed to the district’s larger Teacher Effectiveness Initiative and Leadership Effectiveness Initiative?

All goals and objectives listed in Table 3 (page 14) will also be evaluated, using multiple data sources when possible. Specific data sources are noted below.

2. Quantitative and Qualitative Data

The basic elements of the evaluation include (a) the use of administrative data on students and staff and staff surveys to estimate impacts of the incentive components of the intervention and (b) case studies and staff surveys to discern how MCS identifies and disseminates promising practices and outcomes.

- Administrative data (student achievement, teacher recruitment and retention) – rigorously evaluated using an appropriate quantitative research design recommended by the evaluator, possibly involving the comparative schools cited in the Table 2;
- Principal and teacher surveys on staff motivation, practice and collaboration – developed by the evaluator to allow comparisons between TIF3 and TIF/EPIC and analyzed quantitatively to understand implementation and impact of incentives and dissemination and outcome of practices;
- Site visits with observations of the “In the Zone” Advisory Group and its Work Groups in action – analyzed qualitatively using case study methods to identify promising practices; and
- Focus group and individual interviews – analyzed qualitatively using case study methods to identify promising practices.

The proposed TIF3 project does far more than just provide incentives. Modeled after the TIF/EPIC, it also includes a number of components designed to identify and disseminate promising practices. Also, it provides an example of a targeted award system within the context of a larger human capital reform agenda. Consequently it is important to understand more about how these components of the project work, both as they relate to other schools and districts whose human capital plans will be impacted by MCS's TEI and as they relate to the promising practices work currently being conducted by the U.S. Department of Education. For this reason, the evaluator will conduct not only case studies but also surveys of school staff.

Based on ongoing TIF/EPIC evaluation results, it is anticipated that the recently revised state achievement tests in use in Tennessee will be valid and reliable in terms of their alignment with state curriculum. Sufficient reliability of value-added data is also probable but will be confirmed at the school level for measures of effectiveness. For teacher-level effectiveness, multiple measures embedded in the final TEM will be used, and if necessary will be augmented by additional observational and other qualitative data gathered by the evaluator or the professional development contractors hired through this project.

3. Feedback and Continuous Improvement

The evaluator will attend meetings of the full "In the Zone" Advisory Group to gather information about the project's success in meeting goals and objectives and also to provide feedback as requested for continuous improvement.

The evaluator, with the help of the TIF3 Data Specialist and SSZ staff, will develop a monitoring tool for reporting schools' progress in meeting annual value-added student achievement goals and to position themselves for group awards. The goal of this process will be to complement and not duplicate other feedback efforts underway in the schools – for example,

the formative evaluation process in schools receiving Title I School Improvement Grants which includes reporting of formative assessment data (Discovery Learning and Learning Express Folio) aligned with state achievement tests, ACT/Explore/PLAN data trends, and school attendance and conduct trends.

The evaluator will also carefully monitor TIF3 staff’s progress in meeting other objectives. On a monthly basis the Project Coordinator will submit cumulative totals and percentages, representing progress in meeting yearly objective benchmarks. In cases where corrective action may be needed, the evaluator will provide data to the Management Team from other data sources within the scope of this evaluation.

The evaluator’s annual evaluation report to the “In the Zone” Advisory Group will also include a discussion of the two GPRA measures:

- a. Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness; and
- b. Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of an LEA’s personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **MCS TIF 2010 High Need Pages: 1** Uploaded File: **G:\takehome\tif\MCS_TIF_2010_High_Need.pdf**

High-Need Documentation

| School | % F/RL Report Card 2009* | % F/RL Title I Application 2010-11** |
|---------------------------|-------------------------------------|---|
| 1. Alcy Elementary | >95% | 96.23% |
| 2. B. T. W. High | >95% | 96.18% |
| 3. Cherokee Elementary | >95% | 96.76% |
| 4. Craigmont High | 83.6% | 76.28% |
| 5. Cypress Middle | >95% | 97.23% |
| 6. Dunbar Elementary | >95% | 96.94% |
| 7. Egypt Elementary | >95% | 97.21% |
| 8. Evans Elementary | >95% | 95.92% |
| 9. Fairley Elementary | >95% | 98.56% |
| 10. Fairview Middle | >95% | 94.83% |
| 11. Frayser High | 90.0% | 88.23% |
| 12. Georgia Ave Elem | >95% | 98.91% |
| 13. Georgian Hills Elem | >95% | 94.15% |
| 14. Getwell Elementary | >95% | 97.50% |
| 15. Guthrie Elem*** | >95% | 97.91% |
| 16. Hamilton High | 85.3% | 92.42% |
| 17. Hamilton Middle | >95% | 95.89% |
| 18. Hillcrest High | 93.6% | 93.25% |
| 19. Kingsbury High | 85.6% | 78.39% |
| 20. Lester (PreK-8) | >95% | 95.51% |
| 21. Manassas High | 94.8% | 94.98% |
| 22. Northside High | >95% | 93.87% |
| 23. Raleigh-Egypt Middle | >95% | 96.23% |
| 24. Ross Elementary | 88.7% | 82.83% |
| 25. Sheffield High | 90.7% | 89.76% |
| 26. Trezevant High | 92.2% | 95.03% |
| 27. Vollentine Elementary | >95% | 96.24% |
| 28. Wooddale High | 83.5% | 87.47% |

* Report Card 2009 figures are the most recent published Free/Reduced Lunch figures for schools: <http://www.tennessee.gov/education/reportcard/>

** Free/Reduced Lunch figures gathered in February 2010 were used in setting Title I funding levels for the 2010-11 school year. The district's Consolidated Application has now been approved by the state based on these figures.

*** In 2010-11, Caldwell Elementary will be closed and its students will be absorbed into Guthrie Elementary. The Title I F/RL calculation reflects economic disadvantage in both schools in February 2010.

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **MCS TIF 2010 Letters** Pages: **3** Uploaded File: **G:\takehome\tif\MCS_TIF_2010_Letters.pdf**



**MEMPHIS
EDUCATION
ASSOCIATION**

126 Flicker Street • Memphis, TN 38104-5989
Phone 901/454-0966 • Fax 901/454-9979

EXECUTIVE DIRECTOR

July 1, 2010

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Executive Director of the Memphis Education Association, I am writing to express my support for the "In the Zone" proposal submitted by Memphis City Schools in response to the Federal Teacher Incentive Fund RFP.

The Memphis Education Association represents over 9000 principals, assistant principals, supervisors, teachers, teacher assistants and other school employees who work each and every day on behalf of the children of Memphis. We understand it takes the school's administrative team, teachers and staff to have a profound impact on student achievement. Our goal, as an Association, is to ensure that all members have the support and opportunity to develop as professionals. This initiative does that by providing:

- A clear definition and measure of effective teaching
- Compensation based upon performance
- A connection of professional support opportunities to individual need

We look forward to partnering closely with the District during the planning period to ensure that together we create a sustainable method of better supporting, utilizing, and compensating the members we represent.

Respectfully


Ken Foster

cc: Keith Williams



BILL & MELINDA
GATES foundation

July 4, 2010

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The Bill & Melinda Gates Foundation is pleased to submit this letter of support on behalf of Memphis City Schools' application for the Federal Teacher Incentive Fund (TIF3) program.

The foundation currently partners with Memphis City Schools (MCS) on their Teacher Effectiveness Initiative (TEI), a bold and comprehensive plan that will dramatically improve student achievement by increasing the number of students with effective teachers (especially in the highest needs schools). The TEI focuses on the following key areas (all of which align with the TIF3 goals):

- Increasing the rigor of teacher evaluation by creating a common, agreed-upon definition of effective teaching that will include growth in student learning, observation of practice, stakeholder perception, and content knowledge; these multiple measures will continue to be informed by MCS' participation in the national Measures of Effective Teaching (MET) research study
- Making smarter decisions about who teaches MCS students through strategic recruitment and staffing, a raised bar for tenure, increased retention of effective teachers, increased turnover of the most ineffective teachers
- Improving the support for and utilization of teachers through individualized, targeted professional development and providing differentiated career paths and compensation based on effectiveness and accomplishment
- Creating the right conditions and context to foster effective teaching, particularly by improving school culture and principal leadership capacity, and developing new technology systems that will enable real-time queries of human capital data linked to student achievement and budget information

In addition, Tennessee's recent First to the Top legislation and Race to the Top award will allow Memphis to broaden their scope of work to include a complementary Leadership Effectiveness Initiative (LEI) and to prioritize the implementation of the core strategies to their *Striving School Zone*, the 28 highest needs schools in the district. The Teacher Incentive Fund is an additional resource that will help with this comprehensive approach. We are excited to be partnering with Memphis City Schools on this important work and fully support the use of our grant funds as a matching requirement.

Please give strong consideration to the Memphis City Schools proposal. If you have further questions about our partnership with Memphis City Schools, please do not hesitate to contact me.

Sincerely,



Colleen Oliver
Senior Program Officer
US Program - Education



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Ken Foster
Executive Director, MEA

Vince McCaskill
Memphis City Schools Foundation Executive Director

June 25, 2010

Arne Duncan, Secretary of Education
United States Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary Duncan:

As the Chair of the Board for the Memphis City Schools Foundation, I am writing to express the Foundation's support for the Teacher Incentive Fund (TIF) grant proposal developed by Memphis City Schools.

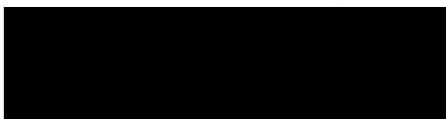
The Memphis City Schools Foundation serves as the local education fund that raises money to support a wide range of school system initiatives that directly impact student achievement. Our foundation is currently engaged in the Teacher Effectiveness Initiative work alongside the Bill & Melinda Gates Foundation. We strongly believe this work is extremely important as we work with the Memphis City Schools system to transform public education.

If awarded the funds to support the proposal, we believe the grant activities will improve the way MCS serve students by: i) better supporting, utilizing, and compensating instructional personnel, ii) making better decisions around instructional programs using value-added data, iii) sharing effective practices that elevates students achievement. The overall goal of the proposed project is to develop and implement a Performance-Based Compensation System in the Striving School Zone that will consider gains in student achievement. Based on the direction the school system is going surrounding these matters, it is our belief that additional resources from the TIF grant will provide the necessary support to accelerate this work.

We look forward to partnering closely with the district during the planning and implementation phases of this project to ensure that together we create a sustainable method of identifying, supporting and sharing best practices with others around the United States.

We appreciate your consideration of this proposal.

Sincerely,



Kim Wirth, Chair of the Board

Project Narrative

Other Attachments

Attachment 1:

Title: **MCS TIF 2010 Other** Pages: **11** Uploaded File: **MCS_TIF_2010_Other.pdf**

References

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Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning. Available online: <http://www.mcrel.org>

RESUME (Project Director)

Commodore C. Primous, Sr.

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

EDUCATIONAL BACKGROUND:

Booker T. Washington High School
Memphis, TN
1956 – 1959

Langston University
Langston, OK
B.S. Elementary School
Minor in Social Studies
1959 – 1963

Emory University
Atlanta, GA
Mathematics Institute
Summer, 1968

Memphis State University
Memphis, TN
Graduate Study – 1970
M. Ed. In School Administration and Supervision
Post-Graduate Study – Memphis State University and University of Tennessee

PROFESSIONAL EXPERIENCE:

| | |
|----------------|---|
| 1963 – 1968 | Teacher, Georgia Avenue Elementary |
| 1968 – 1970 | Teacher, Adult Education |
| 1968 – 1969 | Administrative Assistant, Georgia Avenue Elementary |
| 1971 – 1972 | Principal, Oakville Elementary |
| 1972 – 2001 | Principal, Graves Elementary School |
| 2001- 2007 | Principal, Robert R. Church Elementary |
| 2007 – Present | EPIC Project Manager |

CAREER HIGHLIGHTS, SPECIAL AWARDS and HONORS:

- First school to adopt student uniforms.
- One of the first schools to implement a school reform mode.
- Recognized by the superintendent for the development and implementation of an outstanding parent involvement program (SPIP).

Resume – Commodore C. Primous, Sr. (page 2)

- Selected in 2000 by the superintendent to attend the Harvard University Principal’s Center
- Received two (2) Goals 2000 Grants exceeding \$100,000.00 to implement the Lightspan Achieve Now Program.
- Received the *Outstanding Service in Education Award/Olivet Fellowship Baptist Church*, (2003).
- Recipient of the *Tennessee State Senate Resolution Commendation for Outstanding Service in Education*, 2002.
- Presented the *Hats Off to Educators* Award, (1990).

PROFESSIONAL APPOINTMENTS and COMMITTEES:

- Member of the Academic Superintendent/Area 3 Advisory Council.
- NASSP Trained Assessor of Potential Principals.
- Mentor for The Center for Urban Leadership
- Mentor for The New Leaders New Schools Program
- Panel Member/Commercial Appeal, “*Educational Challenges in Memphis City Schools*”, (2003)
- Member of the Principal Recruitment Team
- Guest Columnist/Commercial Appeal, “*Education Must Be a Cooperative Effort, 24/7*”, (2003)

PROFESSIONAL AFFILIATIONS:

Memphis Public School Principals Association
National Association of Elementary School Principals
Memphis Area Alliance of Black School Educators
National Alliance of Black School Educators
International Reading Association
National Education Association
Tennessee Education Association
Memphis Education Association

COMMUNITY SERVICE

Omega Psi Phi Fraternity, Inc.
Langston University Alumni Association
NAACP, Life Member
Pan-Hellenic Council, “Greek of the Year”
Habitat for Humanity, “*Outstanding Service Award*”
Deacon/Trustee, Beulah Baptist Church

PERSONAL:

Married, Two (2) Adult Children, Three (3) Grandchildren

Trikelle M. Otkins-Salvant (Peer Advisor to Project Coordinator)



Professional Outcomes

Leadership/Management

- ❖ Coordinated the efforts of all individuals and schools involved with the Memphis City School Effective Practice Incentive Community Program (EPIC).
- ❖ Managed day-to-day operation of the EPIC grant implementation.
- ❖ Monitored accountability processes such as monthly financial reports, annual program summaries, and the allocation of funds from several budgets
- ❖ Confers with project personnel to provide technical advice and resolve problems
- ❖ Effectively communicate relevant information to all stakeholders involved
- ❖ Assisted and supported the development, implementation, and monitoring of the school’s improvement plan

Program Development

- ❖ Assisted with reviewing grant proposal to determine goals, time frame, funding limitations, procedures for accomplishing project requirements and allotment of resources.
- ❖ Established standards and procedures for project reporting, documentation, and distribution of incentive awards.
- ❖ Coordinated the afterschool extended learning program for low achieving students.
- ❖ Coordinated and monitored the delivery of academic intervention programs

School Leadership

- ❖ Provided and created professional development opportunities for all stakeholders involved.
- ❖ Responsible for school being in compliance with the Title I No Child Left Behind Federal Law by providing, sustaining, and presenting documentation for internal Federal monitoring.
- ❖ Analyze student results and achievement data for instructional focus and decision making to help attain academic goals.
- ❖ Collaborated with principal, school leadership team, parents, community and other stakeholders to meet district and state goals.
- ❖ Provided coaching and mentoring to all tenured, new and alternatively licensed teachers
- ❖ Researched, identified and modeled best practices in a variety of teaching methods, staff development and teaching skills for continuous school improvement

Professional Experience

Assistant Project Manager
 Effective Practice Incentive Community
 Memphis City Schools

Jul 07- Present

Memphis, Tn

| | | |
|--|-----------------|-----------------------|
| Professional Development School Compliance Coach | | Aug 06- Jun 07 |
| Robert R. Church Elementary School | | |
| Memphis City Schools | Memphis, Tn | |
| Teacher | | Aug 97- Aug 06 |
| Memphis City Schools | Memphis, Tn | |
| Director | | July 01- May03 |
| Success Express After-School Rdg and Math Intervention Program | | |
| Winchester Elementary School | | |
| Memphis City Schools | Memphis, Tn | |
| Teacher | | Aug 95-May 97 |
| East Baton Rouge Parish School System | Baton Rouge, La | |

Education

| | | |
|------------------------------------|---------------|------------------|
| Educational Specialist | Ed. S. | June 2002 |
| Union University | | |
| Educational Administration | MAE | July 1995 |
| University of Northern Iowa | | |
| Elementary Education | BA | May 1994 |
| Southern University at New Orleans | | |

Professional Affiliation

- ❖ Memphis Alliance of Black School Educators
- ❖ National Staff Development Council
- ❖ Phi Delta Kappa

Community Service

- ❖ Alpha Kappa Alpha Sorority, Inc.
- ❖ Southern University Alumni Association
- ❖ National Association for the Advancement of Colored People
- ❖ Brown Missionary Baptist Church

Dr. Roderick Richmond has served as Chief of School Operations for Memphis City Schools since 2008 and as Academic Superintendent of MCS’s Striving School Zone since 2007. Prior to that, he was the inaugural principal of Ridgeway Middle School (2004-2007) and the principal of Evans Elementary School (1999-2004). Dr. Richmond earned his Ed.D. in Educational Leadership from Union University, in addition to his Educational Specialist degree in Curriculum and Supervision. He holds a Master of Education degree in Educational Leadership from the University of Mississippi and a Bachelor of Science in English from Tennessee State University, and has participated in the Public Education Leadership Project at Harvard University. Dr. Richmond will serve on the “In the Zone” Management Team, leading the Involvement Work Group.

Jada Askew, Academic Coordinator for the Striving School Zone, has led a team of professional support since 2008 to monitor the implementations and initiatives in SSZ classrooms and schools. Among her duties is close coordination with SSZ principals and professional development coordinators. Her previous positions in the district include Secondary Literacy Specialist (2005-2008), Middle School Reading Specialist (2000-2005), and Special Education Teacher. Ms. Askew is a candidate for an Ed.D. in Educational Leadership. She has an M.A. in Education from Cumberland University, and she holds teaching certificates in special education and reading. She will monitor the activities of all five Work Groups to ensure alignment with SSZ initiatives.

Dr. David Hill, Executive Director of MCS’s Teacher Effectiveness Institute, provides leadership to this bold and transformative new reform effort in significant partnership with the Bill & Melinda Gates Foundation. Previously he was MCS’s Coordinator for Strategic Planning and Accountability and the founding principal of Soulsville Charter School, which is a charter school authorized by Memphis City Schools’ Board of Commissioners. He is a graduate of Princeton University’s Program in Teacher Preparation. Dr. Hill will serve on the “In the Zone” Management Team, leading the LEA Strategies Work Group.

Myra Whitney has enjoyed a life-long career with Memphis City Schools. She has served as special education teacher, elementary teacher, gifted education teacher, assistant principal and principal. After serving 13 years as principal, Ms. Whitney moved to central administration, serving as Academic Superintendent for elementary schools and District Cluster Leader before assuming her current position as Associate Superintendent of Professional Development and Staff In-Service in 2006. She holds a Masters in Education from the University of Memphis and has participated in Harvard University’s Public Education and Leadership Program (PELP), the 1996 Principals Center at Harvard University and the National Staff Development Council Academy. Ms. Whitney will serve on the “In the Zone” Management Team, leading the Professional Development Work Group.

Tequilla Banks’ current position within the district is Coordinator of the Office of Teacher Effectiveness Measurement (TEM). She was previously the Coordinator of the district’s Office of Evaluation. She brings a wide variety of previous evaluation experience in the fields of education, health science, and social services. Ms. Banks holds social science degrees from Yale University and the University of Tennessee Knoxville. She will serve on the “In the Zone” Management Team, leading the Data Management Work Group.

Memphis City Schools - Position Description

Position: **“In the Zone” Project Coordinator (based on the Coordinator II job description, Salary Grade 130) (1 FTE)**

Department: “In the Zone” Project (Academic Operations, Technology and Innovation)

Reports to: “In the Zone” Project Director

PRINCIPAL DUTIES AND RESPONSIBILITIES:

- Consult with the “In the Zone” Project Director to review grant proposal to determine goals, funding limitations, procedures for accomplishing project requirements and allotment of resources
- Implement “In the Zone” project plans, specifying goals, strategy, staffing, scheduling and allocation of available resources
- Formulate and define technical scope and objective of the project
- Identify and schedule project deliverables, milestones and required tasks
- Establish standards and procedures for project reporting and documentation
- Supervise staff, including selecting or recommending selection, training, assigning and evaluation work, counseling, disciplining, and terminating or recommending for termination
- Oversee, review and approve expenditures for the area of responsibility and provide fiscal data for preparation of the annual budget
- Prepare Teacher Incentive Fund (TIF) grant documentation and reports as required
- Ensure compliance with all pertinent policies and procedures, laws and regulations, codes and ordinances, and standards of quality and safety
- Collaborate with the “In the Zone” Project Director and other MCS staff to develop short- and long-range plans for Performance Based Compensation Systems, develop policies and procedures in consultation with senior administrators to ensure efficient and economical operations, evaluate results to ensure compliance and to identify deficiencies
- Research and explore feasibility of implementing new methods, technologies or programs to increase the efficiency, effectiveness and accountability of the “In the Zone” project
- Work with the external evaluator to develop, schedule, implement, monitor and evaluate all operations in the “In the Zone” project, ensuring the project is managed in the best interest of MCS, its employees, students and the community at large
- Coordinate assigned activities with those of other departments, agencies, consultants, contractors, outside professionals and service providers, community resources and others as necessary
- Attend, represent MCS and the department, and give presentations at Board meetings, special task force or committee meetings, community/civic/professional meetings, parent meetings and other functions to address the project and concerns as required
- Promote cooperation and good will between the community and MCS
- Interpret “In the Zone” and related policies to the general public
- Supervise the researching and compiling of data and preparation of various statistical, administrative and/or financial reports as required by individual schools, MCS and/or other agencies
- Analyze data and prepare recommendations for executive-level decision making

- Prepare, edit and/or proofread various other documents, which may include letters of correspondence, agreements, press releases and other promotional materials, manuals, specifications, purchase orders and others
- Supervise other general administrative/clerical tasks as required, including but not limited to entering and retrieving computer data, copying and filing documents, receiving and responding to e-mails and faxes, ordering supplies and materials
- Receive and respond to inquiries, concerns and complaints regarding issues, policies, and procedures in areas of responsibility
- Attend meetings, trainings, seminars and conferences as appropriate to enhance job knowledge and skills and read professional journals to maintain knowledge of current trends and legislation affecting areas of responsibility

SUPERVISORY RESPONSIBILITIES:

- Supervise the Accountant and the Special Project Assistant

HOURS AND WORKING CONDITIONS:

- Normally works a forty (40) hour week
- Some evening and weekend work required within and outside the district
- Grant funded position

QUALIFICATIONS AND TRAINING:

- A minimum of a Bachelor's degree in an appropriate field of study, Masters preferred
- Certification or licensure preferred
- At least six years of progressively responsible professional experience in the areas of Performance Based Compensation Systems, professional development, and/or grants management
- Must be able to demonstrate knowledge of theories, procedures, practices, materials, methods, and regulations and/or legislation related to the Teacher Incentive Fund (TIF)
- Must be able to manage and supervise project activities and personnel
- Knowledge of school organization and mission
- Skill in personnel, financial and administrative management

Memphis City Schools - Position Description

Position: **“In the Zone” Data Specialist (based on the Evaluator job description, Salary Grade 120) (1 FTE)**
Department: Office of Evaluation
Reports to: Coordinator of Evaluation

PRINCIPAL DUTIES AND RESPONSIBILITIES:

- Assist the evaluator for the “In the Zone” TIF project by developing research designs, applying appropriate methodology, developing valid data collection instruments, collecting and analyzing data, measuring attainment of program objectives, and reporting results to applicable audiences
- Develop and/or access databases used for analysis
- Review evaluation reports and other reports prior to publication to ensure accuracy
- Disseminate data reports to the “In the Zone” Advisory Group and Management Team to provide them with data-driven, evidence-based recommendations for expansion, continuation, modification or termination of activities or policies in MCS
- Make oral and written presentations to school staffs, parent groups, the board of education, district staff and other stakeholders regarding data activities related to “In the Zone”
- Collaborate as needed with appropriate district departments and divisions and federal agencies in the collection, provision and/or dissemination of data
- Plan and conduct workshops for district and school staff related to evaluation activities and student outcomes
- Ensure appropriate confidentiality of evaluation results and related information is maintained
- Perform other duties as assigned or necessary

SUPERVISORY RESPONSIBILITIES:

- May, on occasion, indirectly supervise research assistants, clerical staff, and seasonal temporary employees, depending on project assignments

HOURS AND WORKING CONDITIONS:

- Normally works a forty (40) hour week
- Some evening and weekend work required within and outside the district
- Grant funded position

QUALIFICATIONS AND TRAINING:

- A minimum of a Master’s degree in a related field
- Must possess experience in applied educational, social or behavioral research and evaluation, or content-related fields of inquiry
- Must be able to interpret, summarize, and explain evaluation results in a manner which guide instructional practice and improve the learning environment
- Must be skilled in planning and organizing large-scale projects
- Must be able to manage multiple assignments in a dynamic, time-sensitive work environment

- Experience in a school setting preferred
- Must have experience with or demonstrate aptitude for using leading statistical or database management software applications
- Must be proficient in the use of word processing and spreadsheet software applications
- Must be team oriented and able to work effectively with diverse groups of people
- Must possess excellent written and oral communications skills
- Must have good human-relations skills and be able to contribute to a positive work environment

CERTIFICATION

I certify as the responsible official of Memphis City School System that the information contained herein has been prepared in accordance with instructions issued by the Tennessee Department of Education and is correct to the best of my knowledge and belief. No costs other than those incurred have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form are actual costs and supporting documents have been maintained for audit availability. Full responsibility is hereby assumed by the Memphis City School System for settlement of any audit questions arising as a result of the information herein submitted.

The Non-Restricted rate is to be used for all Food Service purposes. An Indirect Cost Rate of:

21.66% Non-Restricted Programs

4.48% Restricted Programs

is proposed for use during fiscal year ending June 30, 2011.



Superintendent, LEA

3-24-10

Date

DECLARATION OF NEGATIVE INTENT
TO DEVELOP AN INDIRECT COST PROPOSAL

I hereby declare as the responsible official of Memphis City School System that we do not intend to develop an indirect cost proposal for the fiscal year ending June 30, 2011.

Superintendent, LEA

Date

ACCEPTED AND APPROVED BY TENNESSEE DEPARTMENT OF EDUCATION

Director, Local Finance

Date

Budget Narrative

Budget Narrative

Attachment 1:

Title: **MCS TIF 2010 Budget Narrative** Pages: **5** Uploaded File: **G:\takehome\tif\MCS_TIF_2010_Budget.pdf**

Budget Narrative

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|---|------|------|------|------|------|-------|
| 1. PERSONNEL | | | | | | |
| Project Coordinator (1 FTE) - based on Salary Grade 130, Step 3 | | | | | | |
| Data Specialist (1 FTE) - based on Salary Grade 120, Step 3 | | | | | | |
| Accountant (1 FTE in Years 2-5) - based on Salary Grade 110, Step 3 | | | | | | |
| Special Project Assistant (1 FTE in Years 2-5) - based on Salary Grade 100, Step 3 | | | | | | |
| Principals and Assistant Principals – 33.6 incentives per year (██████████0 for differentiated performance in 40% of schools) | | | | | | |
| Teachers – 369.6 incentives per year (██████████ for differentiated performance in 40% of schools) | | | | | | |
| Other Personnel – 168 incentives per year (██████████ for differentiated performance in 40% of schools) | | | | | | |
| Instructional Personnel – 140 stipends per year for provision of PD/Leadership (estimated 5 staff per school) | | | | | | |
| Other Personnel – 56 stipends for provision of PD/Leadership (estimated 2 staff per school) | | | | | | |
| TOTAL PERSONNEL | | | | | | |

Two full-time staff will be hired to support the TIF3 project in its planning year. Salaries in Years 2-5 reflect a 2% cost-of-living adjustment:

- Project Coordinator – This position will be responsible for day-to-day management and operation of the project. As outlined in the job description, the person filling this position must have at least 6 years of leadership experience. This position is a peer position to the Assistant Manager position for the district’s current TIF/EPIC grant project.
- Data Specialist – This position will prepare data for use by the external evaluator, will assist the evaluator as need, and will aid in aligning the PBCS with district PBCS planning. The person filling this position will have a Masters-level education in a related field and relevant experience.

In Year 2, two additional full-time staff will be hired, with 2% cost-of-living adjustments reflected in the budget for Years 3-5:

- Accountant – This position will be responsible for fiscal operation of the project, including paying of incentives to eligible participants, tracking of all match calculations, and completing of APR fiscal components.
- Special Project Assistant – This position will provide clerical support for the project.

Through district resources, including the Gates-funded Teacher Effectiveness Initiative, MCS will supplement this staff with in-kind support (Year 1 part-time clerical and accounting support, .1 FTE Project Director, 1 FTE Office of Teacher Effectiveness administrator, and 4 trained High Quality Classroom Observers), valued over the five years of the grant at [REDACTED].

Incentives and stipends for effective teachers, principals, and other personnel in Years 2-5 comprise more than two-thirds of the total budget:

- Group Award Incentives for principals and assistant principals are budgeted at an annual cost of [REDACTED]. This is based on an incentive of [REDACTED] per principal and [REDACTED] per assistant principal and an estimate that 40% of the participating schools will qualify for group awards and that each school will have one principal and two assistant principals. As required by TIF, the district will assume an increasing role in funding these incentives in Years 3-5 of the project. In Year 3 the district will cover 10% of the incentives through RTTT funding or other district resources. In Year 4 MCS will cover 20%, and in Year 5 MCS will cover 30%. The total value of this match is estimated at [REDACTED].
- Group Award Incentives for classroom teachers are budgeted at an annual cost of [REDACTED]0. This is based on an incentive of [REDACTED] and an estimate that 40% of the participating schools will qualify for group awards and that each school will have 33 classroom teachers. As required by TIF, the district will assume an increasing role in funding these incentives in Years 3-5 of the project. In Year 3 the district will cover 10% of the incentives through TEI funding or other district resources. In Year 4 MCS will cover 20%, and in Year 5 MCS will cover 30%. The total value of this match is estimated at [REDACTED].
- Group Award Incentives for other personnel are budgeted at an annual cost of [REDACTED]. This is based on an incentive of [REDACTED] and an estimate that 40% of the participating schools will qualify for group awards and that each school will have 15 other personnel.
- Individual Award Stipends for instructional personnel are budgeted at an annual cost of [REDACTED]. This is based on a stipend of [REDACTED] and an estimate that five effective individuals who are classroom teachers, assistant principals, or principals will be identified in each school to receive these stipends. As a stipulation for this stipend, awardees will make a commitment to provide leadership or professional development. This professional development will be supplemented by TEI-funded professional development in Years 1 and 2 of the project, valued at [REDACTED]0 per year.
- Individual Award Stipends for other personnel are budgeted at an annual cost of [REDACTED]. This is based on a stipend of [REDACTED] and an estimate that two effective individuals who are other personnel will be identified in each school to receive these stipends. As a stipulation for this stipend, awardees will make a commitment to provide leadership or professional development. This professional development will be supplemented by TEI-funded professional development in Years 1 and 2 of the project, valued at [REDACTED] per year.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|---|------------|------|------|------|------|-------|
| 2. FRINGES | | | | | | |
| F/T Staff - 7.65% FICA + 9.74% Retirement + Family Health [REDACTED] + .634% Life + \$59 Unemp | [REDACTED] | | | | | |
| Instructional Personnel Receiving Incentives/Stipends – 7.65% FICA + 9.05% Retirement | [REDACTED] | | | | | |
| Other Personnel Receiving Incentives/Stipends - 7.65% FICA + 9.74% Retirement | [REDACTED] | | | | | |
| TOTAL FRINGES | [REDACTED] | | | | | |

Fringes are based on MCS’s actual benefits packages. Certificated personnel in the district receive 9.05% of their salaries as a retirement benefit, whereas non-certified personnel receive 9.74% of their salaries as a retirement benefit. The benefits for in-kind personnel costs over the five years of the project total [REDACTED] and the benefits for matched incentives/stipends total [REDACTED].

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|---|------------|------|------|------|------|-------|
| 3. TRAVEL | | | | | | |
| TIF Grantee Meeting (1.5 days x 3 participants) - as specified in the RFP | [REDACTED] | | | | | |
| TIF Topical Meeting (1.5 days x 2 participants) - as specified in the RFP | [REDACTED] | | | | | |
| Local Travel | [REDACTED] | | | | | |
| TOTAL TRAVEL | [REDACTED] | | | | | |

Out-of-town costs for each participant are budgeted assuming [REDACTED] airfare, [REDACTED] per night lodging for the maximum allotted nights, [REDACTED] diem for food, and [REDACTED] ground transportation. Local travel is budgeted assuming a monthly cost of [REDACTED]. Actual local mileage will be reimbursed at the district’s approved rate, currently [REDACTED] per mile.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|-----------------------------|------------|------|------|------|------|-------|
| 4. EQUIPMENT | | | | | | |
| Desktop or laptop computers | [REDACTED] | | | | | |
| Networked printer | [REDACTED] | | | | | |
| TOTAL EQUIPMENT | [REDACTED] | | | | | |

New staff will receive a desktop or laptop computer. A networked printer will be accessible to all four staff.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|---|------|------|------|------|------|-------|
| 5. SUPPLIES | | | | | | |
| General Office Supplies - including equipment under [REDACTED] per unit price (projectors, fax machine) | | | | | | |
| TOTAL SUPPLIES | | | | | | |

Years 1 and 2 reflect a slightly higher budgeted amount for supplies so that equipment items under [REDACTED] can be purchased for project start-up.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|----------------------------|------|------|------|------|------|-------|
| 6. CONTRACTUAL | | | | | | |
| Communications | | | | | | |
| Professional Development 1 | | | | | | |
| Professional Development 2 | | | | | | |
| External Evaluator | | | | | | |
| TOTAL CONTRACTUAL | | | | | | |

Communications and Professional Development costs are based on TIF/EPIC costs. The external evaluator is budgeted at approximately 5% of the total cost of the budget, at the lower end of the 5-10% range typically set aside in MCS budgets for evaluation.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|----------------------|------|------|------|------|------|-------|
| 8. OTHER | | | | | | |
| Postage | | | | | | |
| Printing and Copying | | | | | | |
| TOTAL OTHER | | | | | | |

Postage is based on an estimate of two mailings per year at [REDACTED] per mailing. Printing and copying is based on an estimate of \$300 per month.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|----------------------------------|------|------|------|------|------|-------|
| 10. INDIRECT COST | | | | | | |
| 4.48% of eligible indirect costs | | | | | | |
| TOTAL INDIRECT COST | | | | | | |

MCS has a negotiated indirect cost rate through the Tennessee State Department of Education. The indirect cost has been calculated based on non-equipment direct costs and the first [REDACTED] of contracted services. Indirect cost on in-kind and matched support is estimated at [REDACTED]

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | TOTAL |
|-----------------------|------------|------------|------------|------------|------------|------------|
| 10. TOTAL COST | | | | | | |
| TOTAL COST | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

Total in-kind support over the five years is \$2,008,861. Total match for incentives over the five years is \$1,135,534.