

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**TIF General Competition**

**CFDA # 84.374A**

**PR/Award # S374A120059**

**Grants.gov Tracking#: GRANT11189440**

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Harrison School District Two

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

84-6001175

\* c. Organizational DUNS:

0919118260000

**d. Address:**

\* Street1:

1060 Harrison Road

Street2:

\* City:

Colorado Springs

County/Parish:

El Paso

\* State:

CO: Colorado

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

80905-3543

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

Mrs.

\* First Name:

Aljean

Middle Name:

\* Last Name:

Tucker

Suffix:

Title: Assistant Superintendent

Organizational Affiliation:

\* Telephone Number:

719-579-2064

Fax Number:

719-579-2019

\* Email:

atucker@hsd2.org

**Application for Federal Assistance SF-424**

**\* 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:**

84.374

CFDA Title:

Teacher Incentive Fund

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

ED-GRANTS-061412-001

\* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

**13. Competition Identification Number:**

84-374A2012-1

Title:

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

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

Harrison School District Two - Effectiveness and Results: Pay for Performance Plan

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="10,781,017.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- 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 in attachment.)**

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Morgan Kibby</p>	<p>* TITLE</p> <p>Assistant Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Harrison School District Two</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Harrison School District 2

\* Street 1: 1060 Harrison Road    \* Street 2: \_\_\_\_\_

\* City: Colorado Springs    \* State: CO: Colorado    \* Zip: 80905

Congressional District, if known: 05

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Teacher Incentive Fund CFDA Number, if applicable: 84.374
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

**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 the 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.

\* Signature: Morgan Kibby

\* Name: Prefix Mrs. \* First Name Aljean Middle Name \_\_\_\_\_  
\* Last Name Tucker Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 07/27/2012

**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.

**Optional - You may attach 1 file to this page.**

General Education Provisions Act.pdf		Delete Attachment	View Attachment
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## **General Education Provisions Act (GEPA) Section 427**

The Harrison School District is committed to giving all students access to a high-quality education. In addition, Harrison encourages the hiring of the most qualified applicant for positions in our schools, regardless of gender, race, ethnicity, or age. Despite this, others may perceive some barriers to inclusion within the Effectiveness and Results pay-for-performance plan we are implementing. The district is committed to overcoming these barriers and ensuring all students and faculty are treated fairly and equally.

Since the Effectiveness and Results plan eliminates step advancements in salary for years of service, many see this as a barrier for veteran teachers. While they no longer receive the 3% step each year, teachers are now eligible for significant pay increases based on their performance in the classroom. Harrison believes that more experience as a teacher should contribute to higher student achievement. Additionally, the E&R rubrics take into account such measurements as contributions to the profession and evidence that the teacher is a “lifelong learner.” These weights, as well as performance in the classroom and data, should be heavily in favor of veteran teachers. On the flip side, new teachers have the ability to reach much higher levels of compensation in a much shorter period of time. Also, through increased observations, administrators are better able to tailor professional development opportunities to teacher needs which will increase performance for all teachers.

On the student side, many pay-for-performance plans exclude Special Education and English Language Development teachers or hold them to a lower standard. Harrison’s Effectiveness and Results plan requires all teachers to reach high levels of academic proficiency for all of their students, or to at least show high growth towards getting their students to proficiency. This means that Special Education teachers will receive the same amount of

supports and feedback as a 5<sup>th</sup> grade teacher would. This also means that we have high requirements for all Special Education and English Language Development students, which we will help them to meet by ensuring they have highly-effective teachers.

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## 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 an 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 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 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**

Harrison School District Two

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mrs. \* First Name: Aljean Middle Name:

\* Last Name: Tucker Suffix:

\* Title: Assistant Superintendent

**\* SIGNATURE:** Morgan Kibby

**\* DATE:** 07/27/2012

---

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Aljean		Tucker	

Address:

* Street1:	1060 Harrison Road
Street2:	
* City:	Colorado Springs
County:	El Paso
* State:	CO: Colorado
* Zip Code:	80905
* Country:	USA: UNITED STATES

\* Phone Number (give area code)    Fax Number (give area code)

719-579-2064	719-579-2019
--------------	--------------

Email Address:

atucker@hsd2.org
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**2. Applicant Experience:**

Novice Applicant     Yes     No     Not applicable to this program

**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:**

--	--	--

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

Harrison School District 2 is applying for funding through the General TIF Competition. The district is submitting this application as a single applicant, classified as a Local Education Agency. Harrison is located in Colorado Springs, CO and encompasses 25 schools, 20 of which are considered high-need, based on their Free and Reduced Lunch rate, and will be participating in the TIF-funded program.

Harrison has embarked on the most rigorous pay for performance plan in the nation and will now pay licensed staff and school based administrators on their effectiveness and the results they achieve. This plan, called the Harrison School District Effectiveness and Results Plan (E&R) develops systems to fairly assess staff based on 50% performance on the job and 50% student achievement. All licensed staff – including classroom teachers of all content and special service providers – are included in this pay for performance plan. The district will develop measurement tools to track an employee's impact on the achievement of students assigned to them or their schools in the case of an administrator. Through the TIF grant, Harrison would expand professional development in the area of rigor as well as specific teacher instructional and leadership needs in order to build the effectiveness of the entire teaching corps. Additionally funds would be used to purchase equipment to standardized the assessment process and create effective and reliable student data for teachers and administrators.

As a result of this project, Harrison plans to accomplish a number of outcomes: (1) increase student achievement of all students regardless of background or current proficiency level, (2) increase effectiveness of teachers and administrators, and (3) retain proficient staff to best serve the needs of our students.

Harrison School District 2 will also be applying for Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness. Effectiveness and Results is not an

incentive pay plan, but a true reform of the teacher and administrator salary scales. Educators are now paid based on the results they achieve in the classroom and their instructional practices. Additionally, they receive points on the evaluation rubric for being a lifelong learner, contributing to their profession, and holding a leadership role within the district and their school. While this method does mean that educators do not receive a raise every year, it also greatly increases their earning potential over their career and allows them to earn significant raises when they move to the next effectiveness level.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

**TABLE OF CONTENTS**

*A. A Coherent and Comprehensive Human Capital Management System*

- a. Aligned with the district’s vision of instruction improvement 3
- b. Likely to increase the number of effective educators in the district 5

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- a. High-quality evaluation rubric with at least three performance levels 8
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- f. Principal evaluation system details 19

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**PROJECT NARRATIVE**

In the 2010-2011 school year, Harrison School District 2 in Colorado Springs began the implementation of the most rigorous pay-for-performance plan in the entire nation, “Effectiveness and Results” (E&R). Ahead of legislation in Colorado that ties teacher evaluations to student achievement results (SB 191), Harrison evaluated 81% of all of its teachers using multiple measures of student achievement. As of the 2012-2013 school year, all licensed staff will be on the E&R pay scale.

A district could implement a rigorous teacher evaluation system without having a pay-for-performance plan. However, it is unlikely to be able to implement an effective pay-for-performance plan without a fair, accurate, and rigorous evaluation system that emphasizes good classroom instruction tied to student achievement. Harrison decided to take the next step and tie compensation to the evaluation system. District leaders doubted that it could maximize the effectiveness of its employees if the compensation system were disconnected from what the organization values most: good classroom instruction tied to student achievement results.

Upon the implementation of the E&R plan, the District eliminated the traditional salary schedule. Thus teachers are no longer paid for years of experience or college degrees and credits. The District replaced the traditional salary schedule with nine effectiveness levels. Each effectiveness level is earned by an equal weight of teacher performance and their students’ achievement. The teacher receives the salary associated with the relevant effectiveness level for both their instructional practice and their student achievement results.

Novice	Progressing		Proficient			Exemplary		Master
	I	II	I	II	III	I	II	
35	38	40/ 44	48	54	60	70	80	90

***in thousands of dollars***

These salaries are significantly higher than the ones in other local districts. Moreover, the real benefit with regard to compensation is the earning potential over several years. For example, in the Colorado Springs area it takes a new teacher approximately 12 years to earn a salary of \$48,000. In Harrison, a new teacher can begin earning that amount after three years.

Compensation is now tied entirely to performance and achievement results. Teachers receive very little other money – there are generally no bonuses, stipends, extra-duty pay or pay for additional hours of work, except in the case of our summer school program.

The basic concept in Harrison is to pay an effective teacher a significantly higher salary (than his peers in other districts) and set higher expectations for professional behavior and practice. In a professional organization, leaders and team members mentor “the new guy” in order to improve the organization’s chances of meeting its goals. In a professional organization, people take the initiative to lead and move the organization forward. This notion of professionalism has been a huge culture-shift for Harrison, but is being realized and is fairly pervasive at this time.

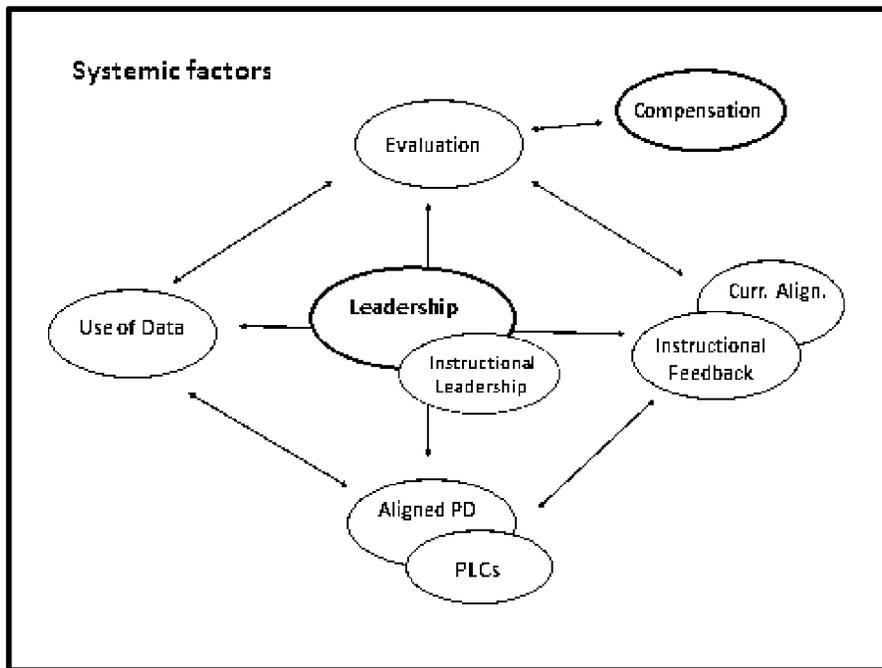
Since the inception two years ago of the pay-for-performance plan, the district state assessment or TCAP scores have increased in our district. This year the third grade reading scores jumped 6 points which is almost unheard of for a district. This third grade assessment is given earlier than the other grade levels and content areas but has always been indicative of scores to come. We anticipate similar results on the other assessments. Our systemic approach including the pay-for-performance component is doing exactly what was planned—increased student achievement.

**A. A Coherent and Comprehensive Human Capital Management System**

*a. Aligned with the district’s vision of instruction improvement*

When Harrison began considering tying teacher evaluations to student achievement results, the District first considered whether or not the organization was already working systemically. Did instructional leaders, for example, provide effective instructional feedback to teachers and is feedback aligned with an evaluation instrument that clearly differentiates levels of effective teaching? Imagine trying to assess teacher performance without evaluators who understand what great teaching looks like.

While assessing teacher performance can be done fairly and accurately, it requires continual observation, feedback, coaching, and professional development. Any vision for improving teacher performance and classroom instruction requires administrators to be instructional leaders and for the school and the district to have an evaluation system that aligns instructional feedback with academic priorities, classroom observations, the evaluation instrument, resources, and professional development (see diagram below).



Any significant reform has to be systemic. Changing the teacher salary schedule will likewise need to be systemic. At least five other key areas need to be addressed in order to have a teacher

compensation system based on teacher effectiveness (instruction) and student outcomes. Reformed systems that understand good instructional practice is the main focus of that reform, would include the following:

1. School leaders who understand what good instruction looks like and who are held accountable for improving the quality of instruction of their teachers,
2. A culture of instructional feedback in which classroom instruction is observed and effective feedback is given regularly and consistently,
3. Evaluation instruments that focus on the quality of instruction, differentiate teacher effectiveness, and include measurable and observable outputs/criteria of teacher effectiveness,
4. Processes to collect and analyze student achievement data and teachers who use those data to improve instruction,
5. Significant support and professional development that helps both administrators and teachers improve instruction,
6. An aligned curriculum and a pervasive understanding of how to implement a standards-based curriculum.

Any attempt to implement a pay-for-performance system without first laying the groundwork for the areas listed above will probably result in teachers feeling that the compensation system is arbitrary or biased. For example, if teachers are not observed regularly and given effective feedback often, they could justifiably argue that the one-time-in-a-year evaluation does not accurately assess their performance.

Also, if the reform is not systemic, school leaders will be unprepared to assess teacher effectiveness or will continue to assess them in a perfunctory way.<sup>1</sup> This could result in an inflated compensation system in which teacher compensation grows without concomitant increases in teacher effectiveness or student achievement.

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<sup>1</sup> This appears to be already happening in some school districts. If districts jump into pay-for-performance without laying the proper foundation, “good” pay-for-performance plans will fail before they have a chance to work.

Because of the interconnectedness of the various parts of any educational system, simply initiating a pay-for-performance plan will not turn an ineffective or non-aligned organization into an effective one. Conversely, an effective school will be made even more effective if the teacher compensation system is aligned with the other parts of the system. Alignment of all major parts of any system is required for the organization to maximize its effectiveness.

Harrison spent three years getting its system aligned before developing the specific pay-for-performance plan. Once such a foundation was laid, the District could move quickly, going from concept to implementation in one year.

*b. Likely to increase the number of effective educators in the district*

In a traditional system in which teachers are rewarded based on years of service and education, advancement with regard to compensation is automatic and made with little regard to teacher performance and student outcomes. In such a system, teacher evaluations have very little meaning apart from removing the one teacher out of a hundred who is the poorest performer. The teacher salary schedule at its core is not designed to promote teacher competency or to support student academic proficiency, but to provide for automatic salary increases and to reward longevity in the system.

A well-designed pay-for-performance system would clearly outline for the employees what the organization values and incentivize behaviors that would help the organization accomplish its primary goals of good instruction and student achievement. Inextricably linked to the evaluation system, an effective pay-for-performance system would support the evaluation system's focus on effective teacher performance. It would also tie compensation to student achievement results.

Tied to decisions of hiring and keeping teachers is the District's belief that all students can learn if given a proficient teacher and enough time. The interview process not only entails the traditional interview but a performance task in which a candidate teaches a lesson that is scored using the district spot observation form that is based on the teacher evaluation rubric. Inherent in this process then, is the high probability of hiring a teacher who has the potential of meeting the district criteria for good teaching. The actual teaching performance weighs heavily on the decision to hire.

Effectiveness and Results: Pay for Performance Plan

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The decisions to continue employment of a teacher is also based on the continuing observation, feedback, and development of an individual teacher. Our data indicates that probationary teachers who do not show growth in their first few years are non-renewed. Our data also shows that we continue to maintain those teachers who are proficient or above.

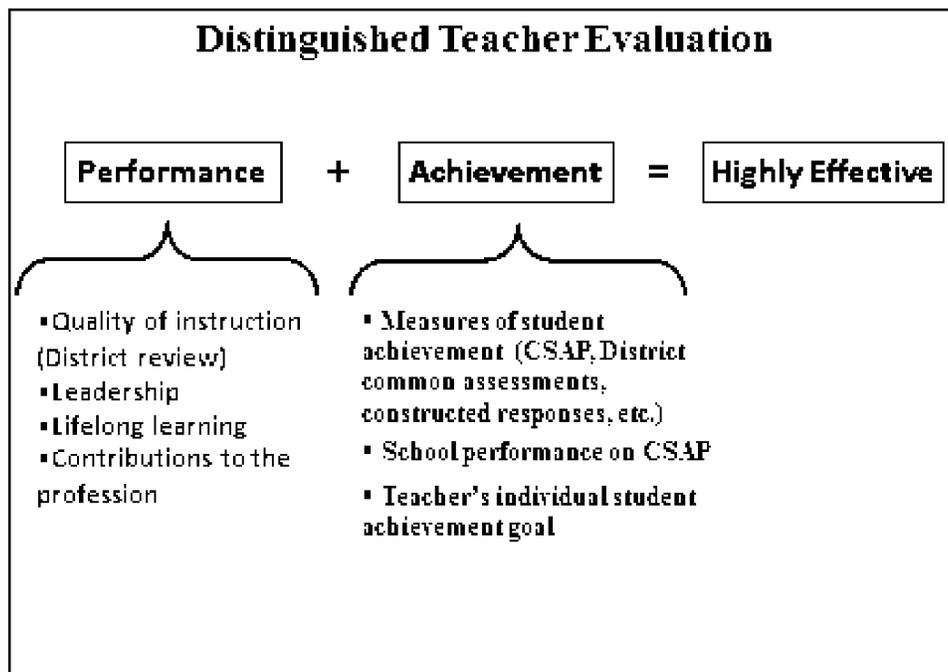
**Returning Teachers on E&R (562/685 = 82%)**

Status	Number		Avg. Yrs. In District
<b>Returning</b>	<b>562</b>		<b>6.4</b>
	Unsat	3	11.7
	Novice	4	1
	Prog I	62	4.6
	Prog IIa	129	4.6
	Prog IIb	44	5.5
	Prof I	255	7.5
	Prof II	39	8
	Prof III	17	5.8
	Exem	9	13.1

**Teachers on E&R Not Returning (118/685 = 17%)**

Status	Number		Avg. Yrs. In District
<b>Non-renew</b>	<b>48</b>		<b>1.75</b>
	Unsat	23	
	Prog I	19	
	Prog IIa	5	
	Prof I	1	
<b>Resigning</b>	<b>59</b>		<b>5.1</b>
	Unsat	6	
	Prog I	19	
	Prog IIa	23	
	Prof I	8	
	Prof II	3	
<b>Retiring</b>	<b>11</b>		<b>21.8</b>
	Prog IIa	2	
	Prof I	6	
	Prof II	3	

The District’s process of identifying and then compensating Distinguished Teachers (those teachers who could move to Proficient II or above) is also a factor in promoting and retaining teachers with effective instructional practice. The equation for attaining the distinguished levels is still based on performance and achievement. Just as with other teachers, achievement counts for 50% and is calculated using the same achievement templates. However, on the performance side of the equation, distinguished teachers have to meet additional criteria.



First, a principal follows the same performance procedures as with all of the other teachers. In other words, the principal uses the spot observations and the teacher evaluation rubric to assess and rate the teacher’s performance. If the teacher scores at least 25 points on the performance evaluation and at least 18 points on the achievement template and the combination of the performance evaluation score and the achievement template score would place the teacher at the distinguished levels (is at least 58 points), the teacher is *eligible* for a Distinguished Teacher Evaluation (DTE) review. The District conducts the DTE review based on the distinguished teacher evaluation rubrics, the team weighs “actual instruction” and “leadership” and then calculates the new performance evaluation score.

A teacher who receives an Exemplary II rating from the DTE review team and whose achievement template results in an Exemplary rating is placed at the Exemplary II effectiveness salary level.

A licensed staff member will be considered a “Master” teacher if she has been rated at the Exemplary II level for at least two years in a row and has earned the National Board Certification or has successfully taught at least five months in an impoverished school or district as determined by the District.

As indicated previously, salaries are significantly higher than those in local districts and the earning potential over time is the real benefit.

Our pay-for-performance model is in its third year. The District has maintained building leadership during the last three years with no principal voluntarily resigning which shows maximum support for the system. Since building administrators are key to teacher effectiveness, the retention of these leaders and their work to implement all components of the system shows the commitment present in our District.

## **B. Rigorous, Valid, and Reliable Educator Evaluation Systems**

### *a. A high-quality evaluation rubric with at least three performance levels*

An entire year of study and reflection went into the development of the rubric used for evaluation of teacher performance. The rubric is based primarily on the work of Charlotte Danielson, a national expert and author on evaluating the professional practice of teachers. The rubric, as previously stated, is comprehensive and weighs heavily in the area of instructional practice which is equated to high student achievement.

The components of the Performance Evaluation Process include:

- Informal Meetings
- Professional Growth Plan and Goal Setting
- Spot Observations

- Information Observations
- The Formal Evaluation Process
- The Written Summative Evaluation
- District Distinguished Teacher Evaluation Process (this piece of the evaluation process is for those teachers moving beyond Proficient I and is done by the District)

The evaluation rubric which is the foundation of the evaluation process is 50% of the teacher evaluation system and has nine levels of effectiveness that include Novice for first year teachers, Progressing I, II, Proficient I, II, III, Exemplary I, II, and Master. Educators move to the next grade (level) if they meet the criteria for performance *and* student achievement results. Each succeeding level requires a higher degree of performance and demonstrated student achievement results. Expectations become more rigorous as the educator increases proficiency.

Calibration of expectations plays a primary role in the process of evaluation. Since both building and district leaders perform spot observations for teachers, attention is given to develop calibrated observations across the District. Not only is training given to leaders that help in the understanding of expectations for teacher performance but leaders also go together and do spot observations. They then calibrate their observations through discussion and further visits to classrooms. This process is also used when evaluating school administrators by the District. Each principal is assigned to Directors, Assistant Superintendents, or the Superintendent for supervision, coaching and evaluation. The district evaluators also calibrate their observations and expectations. This process ensures inter-rater reliability during the performance evaluation process.

*b. A clear rationale for and evidence supporting the level of student growth used*

Harrison incorporates the Colorado Department of Education (CDE) Growth Model in all of the evaluations of student achievement for licensed staff. The CDE growth model is based on research by Damian Betebenner, conducted for the National Center for the Improvement of Educational Assessment.<sup>2</sup> The growth model imposes a normative foundation on the growth-to-standard approach. It shows growth on the Transitional Colorado Assessment Program (TCAP), formerly known as the Colorado State Assessment Program (CSAP), from summative to summative assessment. Students are normed to their academic peers in determining growth from year to year. Student growth percentiles are assigned to each student based on their ranking within their academic peer group. This measure is a more accurate metric for demonstrating student growth between comparable assessments. It allows each student to show growth based on their ability level in the prior year.

*c. A high-quality plan for multiple teacher and principal observations*

Harrison provides at least one “proof point” that a rigorous pay-for-performance plan can be implemented in a way that is both fair to educators and holds them accountable for high quality instruction and increasing student achievement. This assessment of educator performance requires that continual observation, feedback, coaching, accountability, and professional development be an integral part of the evaluation process. Through the E&R plan, the District has created a culture rich in feedback, teacher accountability, and professional development, while also ensuring that evaluation instruments include measurable and observable outputs/criteria for effective performance and results.

Teachers receive up to 50 points for “performance”, which is heavily weighted in instructional practice, as assessed by the evaluator (principal or assistant principal) using the

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<sup>2</sup> Reference *Norm- and Criterion-Referenced Student Growth*, Betebenner, 2008

teacher evaluation rubric. The teacher evaluation rubric was developed by the District and includes seven performance areas:

- Preparation for instruction
- Use of data to inform instruction
- Delivers quality instruction
- Intervention to meet diverse needs
- Classroom environment
- Leadership
- Professionalism

Building leaders conduct two formal observations and a written summative on every non-tenured teacher each year. They conduct one formal observation and a written summative for every tenured teacher. Building leaders also conduct eight spot observations (or walkthroughs) per semester for each non-tenured teacher and four each semester for tenured teachers. These 10- to 15-minute observations result in a written “spot observation form,” through which the principal provides effective instructional feedback to the teacher. Information from the spot observations contributes to the summative performance evaluation.

Example of the teacher performance evaluation summary sheet:

<b>Standard 1. Preparation for Instruction</b>						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)
<b>Standard 2. Use of Data to Inform Instruction</b>						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)
<b>Standard 3. Delivers Quality Instruction</b>						

**Effectiveness and Results: Pay for Performance Plan**

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)
<b>Standard 4. Interventions to Meet Diverse Needs</b>						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)
<b>Standard 5. Classroom Environment</b>						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)
<b>Standard 6. Leadership</b>						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)
<b>Standard 7. Professionalism</b>						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)

**Subtotal + one point = performance evaluation score**

Each of the seven performance areas is worth up to seven points for a subtotal of 49 points.<sup>3</sup> The District gives the teacher one point, bringing the total possible points to 50.

This teacher’s performance evaluation score is then added to the student achievement data score. The student data score per teacher is a composite score that totals up to 50 points.

The total points (out of 100 points) determine the evaluation rating.

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<sup>3</sup> A teacher with two or more unsatisfactory ratings in any standard would receive an overall rating of Unsatisfactory with a score of 7 points. A teacher with one unsatisfactory rating in any standard would receive an overall rating of Progressing I with a score of 11 points.

*d. The district's experience measuring student growth and implementation of the evaluation system*

Assessment Construction: HSD2 has been administering common district assessments district-wide since 2007-2008. After years of administering common district assessments HSD2 began using the assessments as one of the multiple measures in the pay-for-performance plan to assess student growth to standard. The district assessment process is coordinated by the Curriculum and Assessment Department which oversees all aspects of the “results” component of the pay-for-performance plan. Assessments are currently administered quarterly to all students in a standardized administration model. At the end of quarter 1 and quarter 3 interim assessments are administered. HSD2 identifies these interim assessments as Assessment Sets. At the end of quarter 2 and quarter 4, semester summative assessments are administered. These semester assessments are identified as Curriculum-Based Measures (CBMs). Both the Assessment Sets and CBMs are curriculum based measures and are aligned to the common curriculum taught during the prior instructional block(s).

HSD2 has experience verifying the content validity of the Assessment Sets and CBMs. The items are written by licensed staff members from the content areas within the District and also by content experts hired as consultants from outside the District. The item writers make use of the curriculum pacing guide and item framework descriptions to guide the test development. Upon completion of each item, the item writers document the alignment of each item to the standard or framework, as well as the proficiency level of each item.

The questions are then edited for clarity by the district assessment coordinators and teachers on special assignment (TOSA) with content knowledge in the tested areas. These edited items go into the final assessment and into item banks. Upon completion of each assessment

instrument, it is put through a content review process consisting of independent reviewers looking for violations of validity, such as:

- Appropriate length
- Correctness of answer
- Alignment to appropriate standard/framework
- Bias
- Alignments to curriculum pacing guide for that assessment period
- Ample spacing for answers
- Avoidance of absolutes (“all”, “none”, “always”, “never”)

The assessment is then reviewed by text editors for grammar, spelling, punctuation, readability, and clarity of graphics. The assessment is also reviewed by English Language Development staff who modify the assessment for the English Language Learner population. Each question is reviewed to verify that language is not a barrier to ensure that all students can be properly assessed.

The test is administered in a standardized manner as scripted in the District Test Proctors Manual. In addition to the standardized administration guidelines provided to all schools, and district school assessment coordinators (D-SACs), each teacher administering the assessment follows a scripted test administration manual that is assessment dependent.

The administration and scoring process is standardized across the District. All schools follow a district mandated assessment administration calendar. Staff are trained on the administration, scoring rubrics, and scoring process. All test administration and scoring is monitored by licensed staff and district personnel coordinated by the Curriculum and Assessment Department. Several assessments are administered online and plans are to continuously add the

necessary hardware in schools so that all assessments will be administered online. This would better ensure standardized testing practices which is important in this system.

Post-administration, district assessment coordinators analyze the results of each item’s administration. Each item is evaluated using Kuder Richardson’s reliability coefficient, the discrimination index, and the p-value. These metrics are reviewed and used as a guide to inform the District if an item should be further reviewed for content validity. If an item is encountered during the scoring or item analysis process that is a poorly constructed item, it is eliminated.

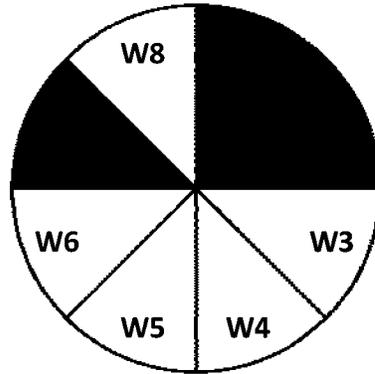
Accountability: The teacher’s student achievement data score includes individual accountability, focuses on results, counts for 50% of the total evaluation, and is equally rigorous across grades, disciplines, and student populations.

A teacher’s achievement score comprises multiple measures of student achievement. In order to keep the assessment of achievement comparable across disciplines, every teacher’s achievement score consists of eight parts or “weights.” Harrison uses W1 through W8 to identify each part. These eight weights or parts represent multiple measures of student achievement. Each part is worth six points for a subtotal of 48 points. The District gives the teacher two points, bringing the total possible points for achievement to 50.

<b>Achievement Score</b>						
<b>Unsatisfactory</b>	<b>Progressing I</b>	<b>Progressing II</b>	<b>Proficient I</b>	<b>Proficient II</b>	<b>Proficient III</b>	<b>Exemplary</b>
<b>2-8</b>	<b>9-11</b>	<b>12-17</b>	<b>18-25</b>	<b>26-33</b>	<b>34-41</b>	<b>42-50</b>

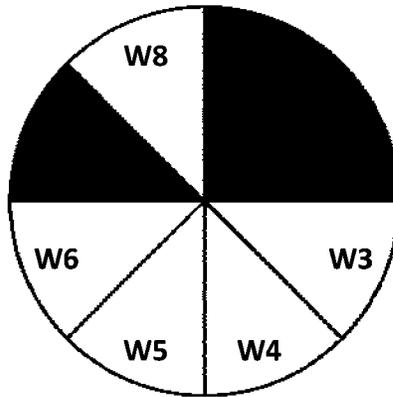
The following pie charts provide a quick overview of the multiple measures of student achievement included in the achievement scores of teachers in different disciplines or grades:

### 4th and 5th Grade Teachers



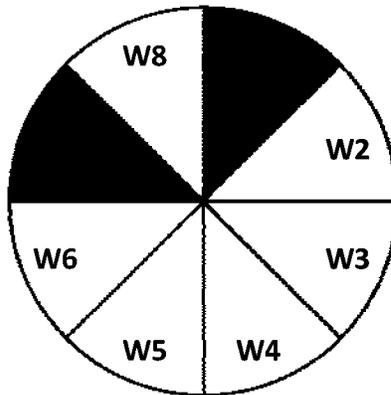
- State test
- District CBMs
- Assessment Sets
- School state test results
- Individual goal

### Elementary Art Teachers



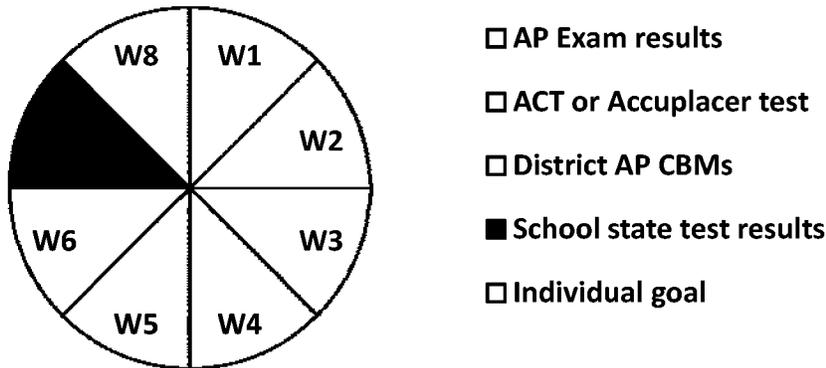
- District Art Project
- District Art CBMs
- District Art Assessment Set
- Mid-sem. Performance tasks
- School state test results
- Individual goal

### MS ELD Teachers



- State test
- CO Eng. Lang. Acquisition Exam
- District CBMs
- Assessment Sets
- School state test results

## HS Advanced Placement Teachers



The central feature of the achievement part of the evaluation is the student achievement data template (achievement template) for each teacher. The achievement template describes in detail the multiple measures that are used to assess the teacher's effectiveness in improving student academic proficiency. The template also outlines the cut-points that are used to determine a teacher's score for each part or weight.

Every teacher has an achievement template. There are 22 different achievement templates at the elementary level, 20 middle school templates, and 46 high school templates. There are more at the secondary level because of the number of different subjects taught. This coming year all licensed staff will be on the E&R plan including counselors, psychologists, social workers, and the remaining elective teachers not on the plan.

Each achievement template has eight parts or weights; however, six of the weights are different depending on the grade, discipline, or specialty. For example, multiple measurements for a fourth grade teacher include the state assessment results for his class of students, results of the two district curriculum based measurements (CBMs which are similar to semester exams), and results of the district common progress-monitoring assessment sets (AS1 and AS2). The measurements for an elementary art teacher include her students' performance on the spring art

project, results of the two district art CBMs, and two art assessments sets, which include performance tasks.

Every teacher has one part (W7) that is tied to the school's state assessment results. In this way, every teacher is partly accountable for his school's high-stakes test and accreditation. This measurement also supports collaboration among core and non-core teachers. Every achievement template also includes one part (W8) that is based on the teacher's accomplishment of his individual student achievement goal. This goal is established at the beginning of the year with the approval of the principal and is assessed using a specific rubric.

*e. Teacher evaluation system details*

As part of the E&R evaluation process, every teacher has an achievement template that describes in detail the multiple measures that are used to assess the teacher's effectiveness in improving student academic proficiency. The achievement templates are specific to the subject area and/or special population and grade level taught by the teacher. The multiple measures of student achievement included in the various achievement templates are tied predominantly to student growth or norm-referenced measurements although "status," which is the percentage of students who scored proficient or advanced on an exam is also used. The Harrison plan was designed to reward significant academic growth by a student even if the student is not yet proficient. As with many aspects of the E&R plan, the achievement templates are the result of an incredible amount of collaboration and feedback from focus groups consisting of teachers in those specific subject areas and grade levels. In order for the District to evaluate teachers based on student achievement results and to hold teachers individually accountable for higher proficiency levels in each grade and discipline, the District had to develop common assessments in both the core and non-core areas. Students in every grade, subject, and discipline, take four

district-developed common assessments each year, which amounts to approximately one exam each quarter for each subject. The District has approximately 175 different common assessments, and these assessments account for approximately half of a teacher's student achievement data score.

The District has created specialized documents for general education, special education, and English language educator's student achievement templates which comprise the teachers' student achievement data score. The District has 19 differentiated student achievement templates for ELD for both center-based staff and non-center based staff. There are 13 SPED differentiated student achievement templates that include moderate needs, affective needs and significant support needs teachers. For SPED teachers, there is an inclusion of separate IEP goal accomplishment rubric in addition to the standard teacher's student achievement goal.

*f. Principal evaluation system details*

In addition to the E&R plan for teachers, the District is embarking on a new pay-for-performance plan for principals and assistant principals to take effect with the 2012-2013 school year. In accordance with SB 191, Harrison's evaluation of principals will rely on a combination of performance measurements and student achievement results. The conceptual framework comes directly from teacher E&R so the annual evaluation rating for principals and assistant principals will consist of two parts: 1) performance, and 2) student achievement. Each part is worth 50 points or half of the total 100 points. Like the teacher salary scale, the administrator's salary scale is significantly higher with earning power over time as a huge benefit.

Fifty percent of a principal's evaluation is tied to multiple measures of student achievement. These include state assessment (TCAP) results, district common assessment (CBM) results, state accreditation rating, graduation rate (for high schools only), exit proficiency

rates for 5<sup>th</sup> grade students and 8<sup>th</sup> grade students, and the accomplishment of a school-specific achievement goal.

<b>Achievement (50%)</b>		State assessments	18
		District assessments	12
		School specific goals	5
		Graduation rate or proficiency rate of 5 <sup>th</sup> or 8 <sup>th</sup> graders	5
		Accreditation	10

- State assessments (TCAP) (18 pts.).** State TCAP results account for 18 of the total 50 points for student achievement. [That means TCAP results account for 18% of a principal’s overall effectiveness rating.] Within this metric, the District further breaks down the results into three parts: TCAP status (overall proficiency), median growth percentile (norm-referenced longitudinal growth), and Real AYP (criterion-referenced growth).

The first part compares the school’s TCAP scores with those in the State. The goal is to beat the State average on each of the TCAP exams. The principal receives one point for every TCAP exam result that matches or exceeds the State average.

<b>Elementary and Middle</b>	<b>High Schools</b>	<b>Score</b>
<b>No. of TCAP exams at or above the State avg. (out of 10)</b>	<b>No. of TCAP exams at or above the State avg. (out of 7)</b>	
<b>6 TCAP exams</b>	<b>5 TCAP exams</b>	<b>6</b>
<b>5 TCAP exams</b>	<b>4 TCAP exams</b>	<b>5</b>
<b>4 TCAP exams</b>	<b>3 TCAP exams</b>	<b>4</b>
<b>3 TCAP exams</b>	<b>2 TCAP exams</b>	<b>3</b>
<b>2 TCAP exams</b>	<b>1 TCAP exams</b>	<b>2</b>
<b>1 TCAP exams</b>	<b>NA</b>	<b>1</b>

The other two parts of the TCAP metric are related to academic growth. The principal receives up to 12 points for either median growth percentile scores or Real AYP scores. The District chooses the better of the two scores. The median growth percentile scores are provided by the State and are based on the State’s longitudinal growth model. Real AYP is calculated by the District and is based on the growth of TCAP proficiency levels.

<b>Median Growth Percentile<sup>4</sup></b>	<b>Score</b>
<b>MGP ≥ 55 and at least 70% of students have a growth percentile of 40+</b>	<b>12</b>
<b>MGP≥52 and at least 65% of students have a growth percentile of 40+</b>	<b>10</b>
<b>MGP≥50 and at least 60% of students have a growth percentile of 40+</b>	<b>8</b>
<b>MGP≥48 and at least 55% of students have a growth percentile of 40+</b>	<b>6</b>
<b>MGP≥46 and at least 50% of students have a growth percentile of 40+</b>	<b>4</b>
<b>OR</b>	
<b>Combined Real AYP<sup>5</sup></b>	<b>Score</b>
<b>Real AYP≥ 1.10 and at least 80% of students have a Real AYP of 1.0+</b>	<b>12</b>
<b>Real AYP ≥ 1.07 and at least 75% of students have a Real AYP of 1.0+</b>	<b>10</b>
<b>Real AYP ≥ 1.04 and at least 70% of students have a Real AYP of 1.0+</b>	<b>8</b>
<b>Real AYP ≥ 1.00 and at least 60% of students have a Real AYP of 1.0+</b>	<b>6</b>
<b>Real AYP ≥ .97 and at least 55% of students have a Real AYP of 1.0+</b>	<b>4</b>

- **District common assessments (12 pts.).** The District administers common assessments at every grade level and for 95% of all subjects and courses. For this metric, however, the District will consider only the semester exams (CBMs) administered in RWC (reading,

<sup>4</sup> The median growth percentile metric consists of two parts: the actual percentage and the percentage of student receiving a growth percentile of at least 40. This allows for numerous combinations. The District takes the score at the level for which both criteria are met.

<sup>5</sup> The Real AYP metric consists of two parts: the actual combined Real AYP and the percentage of student receiving Real AYP growth of at least 1.0. This allows for numerous combinations. The District takes the score at the level for which both criteria are met.

writing, and communicating), math, and science courses. Part of the score is related to student proficiency (status) or curriculum based growth. Up to six points is awarded for the percentage of student scores that are proficient or advanced. The second part is related to “peer group medians.” For the second part, students are placed in peer group “buckets” based on their reading level. A student’s result on the common assessment is compared with the median score of all the students in his bucket. The school’s score is based on the percentage of students scoring at or above the median.

<b>District CBMs – % Proficient or Advanced on CBM1 and CBM2</b>	<b>Score</b>
<b>Combined P/A % ≥ 68</b>	<b>12</b>
<b>68&gt; Combined P/A % ≥ 66</b>	<b>10</b>
<b>66&gt; Combined P/A % ≥ 64</b>	<b>8</b>
<b>64&gt; Combined P/A % ≥ 62</b>	<b>6</b>
<b>62&gt; Combined P/A % ≥ 60</b>	<b>4</b>
<b>60&gt; Combined P/A % ≥ 58</b>	<b>2</b>
<b>OR</b>	
<b>District CBMs -- % of scores above the median</b>	<b>Score</b>
<b>% above median ≥ 55</b>	<b>12</b>
<b>55 &gt; % above median ≥ 50</b>	<b>10</b>
<b>50 &gt; % above median ≥ 45</b>	<b>8</b>
<b>45 &gt; % above median ≥ 40</b>	<b>6</b>
<b>40 &gt; % above median ≥ 35</b>	<b>4</b>
<b>35 &gt; % above median ≥ 30</b>	<b>2</b>

For the 2011-2012, 2012-2013, and 2013-2014 school years, as the District is ramping up student proficiency, principals will receive 1 point for every 4 percentage points increase in CBM status.

- School-specific achievement goal (5 pts.).** This metric is similar to the teachers’ individual achievement goal for the E&R plan. Principals establish student achievement goals specific to their schools and their action plans. This metric is assessed using the school-specific achievement goal rubric (found in Attachment C).
- College and career ready graduation rate or proficiency rate of 5<sup>th</sup> or 8<sup>th</sup> graders (5 pts.).** The District’s goal is to graduate 90% of our students by the year 2016 with 70% of those graduating college and career ready.<sup>6</sup> High school principals are evaluated on the percentage of graduates who meet the criteria to receive a “college and career diploma” or an “honors” diploma. Similarly, the District plans to end social promotion by the year 2016. Elementary principals are evaluated on the percentage of 5<sup>th</sup> graders reading at grade level at the end of the year. Middle school principals are evaluated on the percentage of 8<sup>th</sup> graders reading at grade level at the end of the year.

<b>% of graduates who are college and career ready<sup>7</sup></b>	<b>Score</b>
<b>at least 60%</b>	<b>5</b>
<b>at least 55%</b>	<b>4</b>
<b>at least 50%</b>	<b>3</b>
<b>at least 45%</b>	<b>2</b>
<b>at least 40%</b>	<b>1</b>

<sup>6</sup> To be college and career ready, a student must have a GPA of at least 3.2 and a minimum composite ACT score of 21 or a minimum Accuplacer score of 80 in Reading, 95 in Sentence Skills, and 85 in Algebra. See Harrison’s *Destination 2016* plan for more information about specific goals and indicators of success.

<sup>7</sup> These are the metrics for the 2011-2012 school year. They will be raised annually until 2016.

<b>% of 5<sup>th</sup> or 8<sup>th</sup> graders reading at grade level<sup>8</sup></b>	<b>Score</b>
<b>at least 80%</b>	<b>5</b>
<b>at least 75%</b>	<b>4</b>
<b>at least 70%</b>	<b>3</b>
<b>at least 65%</b>	<b>2</b>
<b>at least 60%</b>	<b>1</b>

For the 2011-2012, 2012-2013, and 2013-2014 school years, as the District is ramping up student proficiency, principals will receive 1 point for every **3** percentage points increase (using normal rounding rules) in the % of graduates who are college and career ready, or the percentage of 5<sup>th</sup> or 8<sup>th</sup> graders reading at grade level.

- **Accreditation (10 pts.).** School accreditation ratings are determined by the Colorado Department of Education and come directly from the Department’s School Performance Frameworks. There are four categories: performance, improvement, priority improvement, and turnaround. This metric is based on the school’s accreditation category.

<b>Accreditation Category</b>	<b>Score</b>
<b>Performance</b>	<b>10</b>
<b>Improvement</b>	<b>7</b>
<b>Priority Improvement</b>	<b>3</b>
<b>Turnaround</b>	<b>0</b>

Also, if a school improves its accreditation status, the principal will receive an additional five points for moving up one level (10 points if the school advances two levels).

Principals are also accountable for the development of Professional Learning Communities in their schools to enhance the already present teacher template that has a weight

<sup>8</sup> These are the metrics for the 2011-2012 school year. They will be raised annually until 2016.

specifically designed to address the importance of collaboration. Ninety minutes of every week is designated as PLC time in which teams of teachers meet to analyze data and interpret results of district and classroom assessments. Instructional practice is driven by this process.

### **C. Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process**

#### *a. District's use of evaluation system data to identify professional development needs*

Through the District's research the most effective teaching practices were identified and became the basis of the Teacher Evaluation rubric as well as being identified in the yearly District Action Plan for professional development focus. District professional development is embedded within the Action Plan for building administrators (both principals and assistant principals) who are the instructional leaders of their school. They, in turn, embed this professional development within their school through their separate but aligned School Action Plan. The goal of the District is consistent implementation of district identified best instructional practices. This systemic approach ensures that all teachers will be trained on the most effective practices that will improve instruction and student achievement. There will also be common vocabulary and expectations of implementation for all schools. This systemic approach also makes it easier for the District to support schools and for schools to remain focused on their efforts as well in a commonality in data collection for informed continued professional development. The process of teacher evaluation and professional development is coordinated by the School Supervision and Leadership Department which oversees the "Effectiveness" component of the pay-for-performance plan.

The District identifies a district progress monitoring metric that is the indicator of success or proficiency of each identified instructional practice. Through district and building

administrator spot and formal observations data is kept in order to track progress on proficiency of any instructional practice as well as to identify any further professional development needs. For the last three years, engagement, clearly identified lesson objectives with an aligned student demonstration of learning (DOL), and multiple response strategies have been the focus. A district average score of “2” indicating proficient on 100 random spot observations done by the District was the metric goal for each of these strategies. Each school also kept their individual data on their teachers. Differentiated and embedded professional development, based on collected data, becomes the next steps for administrators.

*b. Professional development is timely*

These next steps then become each building’s Professional Development Calendar contained in their Action Plan for the year. This calendar identifies the school’s top priorities for professional development and maps out the timeline the school will take to train teachers effectively. The District works to ensure a common language around effective instruction among all schools while individual schools have the challenge of growing a whole staff comprised of teachers who perform at diverse levels of proficiency. Highly trained and focused school administrators develop their own school-based teacher leaders and with the specialized support from district Instructional Coordinators provide embedded and differentiated professional development.

*c. Professional development is school-based and job-embedded*

The average annual teacher turn-over rate of between 18% of licensed staff alone demands consistency and a systemic approach to professional development. This might mean that Instructional Coordinators, who support schools, might deliver targeted professional development, coach individual teachers, or model an instructional practice within the classroom

depending on identified needs of each school. In one school, with limited changes in staff, small groups of teachers would be trained on Lesson Objectives and engagement while another school with a higher staff turnover is developing capacity as a whole staff with writing aligned lesson plans and Demonstrations of Learning.

The District also provides its new teachers with three weeks of intensive training during New Staff Institute. During this time, new teachers are paired with a mentor teacher who is rated Proficient I or higher who works with them on using research-based instructional practices to support increased student achievement. New teachers observe their mentor teacher teaching summer school students and collaborate with them to plan and deliver quality lessons. New teachers have the opportunity to teach students and receive specific feedback from their mentors and building administration. These new teachers also receive specific training on the top priorities of the District to include writing aligned lesson objectives and DOLs, engagement, multiple response strategies and classroom management.

During the 2011-2012 school year, data indicated that our metric was met for the identified instructional strategies we have worked toward for the past three years. We will expand our strategies to include more rigor in our expectations of students with the first instructional practice revolving around the use of higher level questioning by teachers. By the very nature of these new instructional strategies, intensive professional development, including coaching and modeling, will need to be implemented. This new initiative will be more intensive for the School Supervision and Leadership Department who will oversee the implementation of these new instructional strategies.

*d. Professional development is likely to improve instructional and leadership practices*

In addition to ongoing professional development for all teachers based on spot and evaluation data, Harrison strives to increase leadership density among teachers and administration. Each year core district personnel provide leadership academies for teachers, assistant principals, and principals. During these academies targeted staff participate in differentiated professional development around a variety of topics including leadership, good first instruction, mentoring, coaching and conflict resolution. Each school is provided sub coverage for two teachers per year to attend. As a result of their learning and participating, teachers design and implement a follow up leadership project to support a top priority in their respective buildings. Principals and assistant principals also attend two days of additional leadership training to further develop their capabilities as building level instructional leaders. Together administration and teacher leaders then are able to provide professional development at the building level to support staff growth and increase student achievement. One important component of teachers moving to the next level on the salary scale and becoming a Distinguished Teacher is the leadership they show throughout their school and the district. These academies have been instrumental in teaching the skills they need to become an effective educational leader. As our distinguished teacher group increases, the need for these academies remains strong. A rigorous plan has also been developed to further the leadership skills of our school administrators with a more in-depth leadership training.

**D. Involvement of Educators**

*a. Educator involvement in the design of the system*

Teachers and principals have been involved in the development of their templates from the beginning. Each template is review annually by teachers and principals. Teachers and

principals are also involved in giving feedback on district assessments and the curriculum maps. Electronic feedback forms are used to communicate any feedback and the Curriculum and Assessment Department reviews each feedback form with changes or revisions made.

The E&R Focus Group has been critical to the success of Harrison’s pay-for-performance plan. It comprises two teachers and an administrator from each school. The group meets every month and is charged with disseminating information and bringing questions and concerns to the attention of the District. Most important, the E&R Focus Group is empowered to make key decisions affecting the implementation of Harrison’s plan. An outline of some of the more notable decisions follows:

#### 2011– 2012 Highlights

- “Status weight” postponed – “Status” is the percentage of students who are proficient or advanced. In every part of the E&R plan that includes a status measurement there is also a growth measurement, and teachers are given the better of the two scores. The original plan envisioned slowly adding status measurements. The plan was for one part (one eighth) of a teacher’s achievement template to be based on status beginning in 2011. The E&R Focus Group decided to postpone this requirement until CBM2 in May 2013.
- Habitually absent students – Students who are absent 25% or more of the eligibility window for each assessment will be deemed “habitually absent” and will not be accountable to the staff member’s student achievement results. This marked a change from the 10% threshold the previous year.
- Final evaluation rating based on total points – The original plan added the level of performance and the level of student achievement to come up with the overall evaluation rating (for example, Proficient I + Progressing IIa = Progressing IIa). Beginning in 2011, the

final evaluation rating is calculated by adding the total points from performance and the total points from the achievement template.

- Changing the compensation scale – The E&R Focus Group will make a recommendation to the CDMT in the 2012-2013 school year on changes to the compensation scale.
- School W7 accountability – Staff that have moved schools will be accountable for the results of W7 from their previous school. [A school’s TCAP results (W7) is counted in the following year’s evaluation.]

#### 2010 – 2011 Highlights

- Eliminated two-tiered plan – The first major decision of the E&R Focus Group actually occurred before the start of the 2010-2011 school year. An early version of the E&R plan presented to the group had two tiers and two separate effectiveness scales – one for teachers of the core subjects and one for teachers of the non-core subjects. The non-core subjects would take fewer assessments and be held less accountable for measurements like the TCAP. The E&R Focus Group quickly and flat-out rejected the proposition, insisting on one effectiveness scale.
- Academic zeros – No academic zeros are assigned to a student who is absent. Academic zeros can only be assigned when a misadministration occurs.
- ELD reading and writing accountability – Elementary ELD non-center based staff will only be accountable for reading and writing contents on TCAP and district assessments (not math or science).
- Chronically absent students – The scores of students who are absent more than 10% of the available days in the eligibility window will not be counted for or against the teacher. [In the fall of 2011, the E&R Focus Group changed the percentage to 25%].

- Progressing IIa to Proficient I – Progressing IIb is a level of compensation on the pay scale. It does not represent an additional performance level. Progressing IIb is more teacher recruitment incentive for new hires who become teachers in the District. Thus, Progressing IIa teachers will advance to Proficient I. They will not move from Progressing IIa to Progressing IIb.
- Elimination of prior years' scores on achievement templates – All criteria on the achievement templates listing a requirement for prior years (i.e., two out of the last three years), in order to score at the Proficient II or higher level, will be waived for the 2010-2011 school year.
- Staff eligibility criteria – In the original plan, staff members could not receive credit for their students' achievement and then be advanced to the next level if they took more than 40 annual leave days during the school year (such as for workman's compensation or maternity leave). Now the number of absences is not considered. A staff member may still have a valid evaluation rating for purposes of advancement as long as they were present for the nine weeks prior to one of the two Assessment Sets and twelve weeks prior to one of the two CBMs.
- 3<sup>rd</sup> Grade TCAP data included in weight seven (W7) – W7, the school's state test results, did not originally include 3<sup>rd</sup> grade test results because the District did not have any longitudinal growth data for third grades (since there is no second grade test). Beginning in the 2011-2012 school year, 3<sup>rd</sup> grade test results are included in the "status" portion of W7.

*b. Evidence that educators support the elements of the system*

Per Board policy, the 2010-2011 Agreement of Trust and Understanding (ATU) was developed as a new document. This document outlines key understandings between the District and its employees. Harrison does not have a significant union presence and they are not the

exclusive representative of teacher or principals. The Superintendent and Collaborative Decision Making Team (CDMT) committee drafted the agreement, which included the new teacher compensation plan (the E&R plan). This agreement (ATU) was disseminated for a vote by the staff in May 2010. Seventy-six percent of the staff voted to approve the agreement; the School Board also accepted the agreement at their May 2010 school board meeting.

Three months after that Board meeting, in August 2010, the District began implementation of the E&R plan. The District had gone from concept to implementation in one year.

A top-down approach is not mutually exclusive when getting input from teachers. Shortly after the Board approved the initial concept in October 2009, the District convened numerous focus groups to flesh out the framework, craft additional parts of the plan, and to revise proposed parts of the plan. Focus groups were convened for every grade and subject area to learn about the plan and, more important, help decide on the make-up of the eight weights in the achievement templates.

In addition to the grade-level focus groups, the District created the E&R Focus Group comprising two teachers from each school. This group met monthly and turned out to be invaluable in making sense of some of the more complex parts of the plan to the other teachers, getting input and buy-in, making important revisions, and leading the charge for acceptance.

Additionally, the District uses surveys to gauge staff attitudes and perceptions. Harrison has bi-annual attitudinal surveys that are used to measure the attitude of staff in regards to the direction the District is moving. Staff members are able to rate the amount of support they receive from the building and district levels as well as their satisfaction with and belief in the District initiatives. In October 2012, staff members participated in an additional survey that focused

solely on E&R and its components. The following charts show that most educators are in support of the pay-for-performance plan and its implementation.

Q5. I support the Harrison Effectiveness and Results (E&R) plan:				
Responses	Count	%	Percentage of total respondents	
Strongly agree	77	15.9%		
Agree	194	40.1%		
Neutral	147	30.4%		
Disagree	50	10.3%		
Strongly disagree	16	3.3%		
<b>Total Responses</b>	<b>484</b>		20%	40%   60%   80%   100%

Q3. I believe licensed professionals should be compensated based on performance and student achievement results:				
Responses	Count	%	Percentage of total respondents	
Strongly agree	101	20.9%		
Agree	251	52.0%		
Neutral	84	17.4%		
Disagree	37	7.7%		
Strongly disagree	10	2.1%		
<b>Total Responses</b>	<b>483</b>		20%	40%   60%   80%   100%

Q13. The District teacher performance evaluation instrument helps improve job performance:				
Responses	Count	%	Percentage of total respondents	
Strongly agree	60	12.4%		
Agree	244	50.4%		
Neutral	109	22.5%		
Disagree	60	12.4%		
Strongly disagree	11	2.3%		
<b>Total Responses</b>	<b>484</b>		20%	40%   60%   80%   100%

## E. Project Management

### a. Key personnel

The District's *Interim Superintendent* is Dr. David MacKenzie. Dr. MacKenzie has over 30 years of experience in various educational settings throughout Missouri and Colorado and in

2011 earned his PhD in Educational Leadership, Research and Policy. Since 2006 he has served as the Executive Director of Human Resources – Licensed Staff and was an integral member of the team that transitioned the District to the E&R system. Dr. MacKenzie is fully supportive of the E&R program and will continue to lead Harrison towards higher student achievement and improved teacher quality.

Harrison's **Program Director** is Aljean Tucker. She is currently Assistant Superintendent of Curriculum and Assessment. Ms. Tucker is an educational leader with over 40 years of varied school experience. For the last eight years Ms. Tucker has worked for Harrison at the District Office. She has been the direct supervisor and evaluator of principals and the last several years has been involved as the Department Head for Curriculum and Assessment. This department has been instrumental to the development of the E&R plan and the pay-for-performance model. Ms. Tucker will provide direct oversight of the initiatives that directly impact the results side of this project including curriculum map development and revision, as well as the required assessments and data analysis and management. She will also work with an outside consultant to fully implement an electronic assessment system. Ms. Tucker will oversee the Program Manager.

Our **Program Manager** is TBD. A coordinator will be hired to manage the TIF funds received and ensure compliance with all rules and regulations. The qualifications required for this position include being highly organized, able to navigate multiple data management systems, proficient in tracking data, and be able to communicate well with a variety of stakeholders to ensure that all components of the TIF grant are implemented successfully. The TIF Program Manager will provide professional development for teachers and administrators on the various components within the TIF grant, track annual achievement data and be able to compile information for annual performance reports.

The ***Licensed Staff Director*** is Pam Aragon. Her background includes a Master's degree in Communications, and a Bachelor's in Journalism and Mass Communication. Ms. Aragon started her career in the media field, with one year as a reporter at a semi-weekly newspaper and two years in the advertising department of a local television and radio station. Ms. Aragon then joined the District's Communications Department where she spent six years supporting public relations functions for the District, including media relations, print and electronic publications, website design, and district and community events. Six years ago, Ms. Aragon moved into the Human Resources Department, where she currently manages activities related to the recruitment, employment, retention, evaluation and salary administration of all licensed staff. She will be responsible for providing performance evaluation data, overall effectiveness data and salary information.

Our ***Data and Accountability Officer*** is Margie Ruckstuhl. Her background includes a Masters degree in Measurement, Evaluation, Statistics and Assessment, and a Bachelor's in Computer Science. Margie's experiences are diverse including 6 years teaching Computer Science in post-secondary education; 7 years as a software engineer; 5 years conducting technology training for K-12 educators on the Microsoft Suite tools; development of private industry student data management system for 2 K-8 schools (comparable to SASI). During her seven years with Harrison, Ms. Ruckstuhl's role and responsibilities include coordinating all the data used to assess the teachers according to the rubrics, working directly with the data system team to ensure the build-up of the data system is rigorous and can compile all the data properly and timely. She will be responsible for providing all the data needed by the team for timely filing of our all required Federal Reporting.

The *Professional Development Director* is Tacy Killingsworth. Ms. Killingsworth has 19 years of experience in education in a variety of roles. This experience includes working with children with special needs as well as children from diverse backgrounds. As a preschool director, she led the implementation of curriculum and itinerant services to support students and their families. She has facilitated collaboration of teachers and parents in elementary school communities to promote a positive culture and increased student achievement. In addition, she has worked with building leadership teams to assess the instructional needs of staff and utilized teacher leaders to provide differentiated staff development. Ms. Killingsworth will provide direct oversight of the differentiated professional development across the District. This will include coordinating the work of instructional coordinators to support the varied needs of buildings within the District.

*b. Human resources*

Significant resources have been allocated to the implementation and creation of the E&R system, including personnel. In order to create the district assessments, and ensure their effectiveness, an additional Coordinator, three Teachers on Special Assignment, and numerous consultants have been employed by the Curriculum and Assessment Department. Two additional positions were added to deal with data collection and validation as well as the creation and maintenance of data collection software.

The School Supervision and Leadership Department oversees professional development for the District and currently employs two Directors of Instruction and three Instructional Coordinators. This department spends the majority of its time out in school buildings, working with teachers and principals on staff development and training. In addition to this department,

other Directors, Assistant Superintendents, and the Superintendent also supervise schools and work with principals to maximize the effectiveness of each building.

*c. Project objectives and performance measures*

Our current data shows impressive gains at all levels, but we still have much to do.... We still have a low graduation rate and many of the students who graduate are not college or career ready. Too many students still are socially promoted every year without the requisite level of proficiency that would allow them to be successful at the next grade level. And while we have raised the standards and expectations for the quality of our instruction and our professional practice, sometimes our expectations for the students are too low.

Given that a more global environment and flatter world require a higher level of education and rigorous, Year 2020 skills, we must expect more of our students and challenge ourselves to prepare them for post-secondary education and the Year 2020 workplace. We need to create a student and educator focus on high school graduation and a college-going mindset.

We need to expect our students to have the skills and proficiency needed to continue their education after high school. We need to convince our parents and community that college is within the reach of our students. We need to follow through on the notion that a student who can read, communicate well both verbally and in writing, do math, and demonstrate proficiency in Year 2020 skills such as working in teams, information literacy, and economics, will not only be better able to enter college, but, should the student choose not to go to college, be better able to enter the job market or participate in vocational trades. A “vocational education” program can no longer mean that a student does not attain proficiency in the core subjects and a Year 2020 curriculum or that a student chooses this path because he/she is not prepared academically.

Based on the Board's Coherent Governance Policy R-1, the District will continue to have improving student achievement as its main goal. Our 2016 goals will be an extension of those targets. By 2016,

- 90% of our students will graduate from high school (using CDE's definition and graduation rate criteria).
- 70% of the students graduating will be "college and career ready"
  - they will not need remediation and will be proficient in reading, writing, communicating, math, and science
  - proficiency will be measured by one of the following:
    - composite ACT of 21 or higher
    - success on the Accuplacer (a college placement exam)
      - Minimum reading composition score – 80
      - Minimum sentence skills score – 95
      - Minimum elementary algebra score -- 85
    - proficiency on 12<sup>th</sup> Grade District Proficiency Exam
- 70% of our students will enter a post-secondary institution or college, or the military, directly from high school

*d. Evaluation plan*

Summative Evaluation: The summative evaluation data will be contained in the annual report to be developed by the Project Director and approved by district leadership. This data will be supplied to the funding agency, the District Advisory Committee, the Board of Education, and will be summarized for the public in information made available through HSD2

Communications. The content of the summative evaluation related to outcome objectives will include:

- Student academic achievement gains in content areas of Reading and Math
- Data on recruitment and retention of professional staff in high-needs and hard-to-fill positions as well as recruitment and retention of teachers deemed “proficient” or above
- Increased student-teacher engagement and number of quality teachers in HSD2 classrooms

Internal Evaluation: In order to ensure feedback and continuous improvement in the operation of the performance-based incentive pay system, evaluation procedures include surveys administered to all stakeholders (e.g. parents, students, school professionals, school-and district-level administrators, support personnel, etc.) and to create an environment where all stakeholders are encouraged to discuss their values and philosophies, many of these surveys are currently in place; however, not all of these surveys have been developed. The survey process assess the following general areas:

- Are student achievement scores improving?
- Is HSD2 closing the achievement gap?
- Do users (school professionals and administrators) value the various components of the program?
- Do stakeholders believe the project components are valuable and effective?
- Do partners and Harrison community members believe that the project is effective and useful?
- Other areas will be investigated.

Committed to participating in a rigorous national evaluation that will provide a common design methodology, data collection instruments, and performance measures for all grantees funded under this competition, the Project Director in collaboration with district leadership will be responsible for analysis of the data and determining the discrepancies between intended outcomes and actual accomplishments. The analysis will include:

- Computing discrepancies between stated outcome objectives and actual measures
- Determining from survey data operation weakness with the organization structure
- Determining the overall efficacy of the various operation components
- Determining the overall efficacy of the services provided

Based upon the discrepancy analysis, the Project Director and district leadership will make recommendations for improvement to be included in subsequent year plans for the pay-for-performance system. The results of the discrepancy analysis will be included in the summative Annual Performance Report, along with any other data or information requested as part of national evaluation requirements.

External Evaluation: Following the 2013-2014 school year, a third party designated by the District through a Request for Proposals (RFP) process will conduct a comprehensive evaluation of the pay-for-performance program.

The primary goal of the program is to improve student academic achievement, improve teacher quality, and award those educators who are most effective. As such, when evaluating the effectiveness of the program, the following dimensions should be addressed:

- Student achievement impact: the evaluation should examine the relationships between systems changes (professional development, curricular and instructional supports, enhancements in data quality and access) and actual results in student achievement.

- Teacher impact: the evaluation should examine the relationship between the award program and alterations in employee retention, attendance, leadership, and instructional practices.
- School culture impact: the evaluation should examine the impact of the award program on broader school level factors such as discipline referrals, student satisfaction, participation in extracurricular activities and school level student achievement.
- Implementation fidelity and impact: the evaluation should examine the degree to which the program was implemented according to the proposed plan.
- Satisfaction: the evaluation should examine the relationship between the performance award plan and the opinions and perspectives of key stakeholders such as teachers, administrators, students, and community members.

The following research questions are examples of what the District may use to evaluate elements of the TIF program:

Student Achievement Impact:

- Did the program work to increase student achievement?
- Did program implementation improve the area(s) targeted in the plan?

Teacher Impact:

- To what extent has the program impacted teacher recruitment and retention?
- Has the program helped the District recruit and retain “effective” teachers?
- How can the program allow Harrison to identify the effectiveness of teachers with different training, background and experiences?
- How are the effective teachers who are identified through E&R different from other teachers?

- What happens to those teachers who do not receive increases? Is the new environment for those teachers better? Does the new environment make an impact?

School Culture Impact:

- Does the E&R program promote collaboration? If so, how?
- Does the program impact the District's climate? If so, how?

Implementation Fidelity and Impact:

- What kinds of variations are there in program design and award amounts? How does this variation impact the effectiveness of the program on student achievement, teacher recruitment/retention and other factors?
- What are the specific impacts of implementation of the program?

Satisfaction

- What percent of teachers and other staff members understand the plan?
- What is the public perception of the program? Do they understand how the new compensation system works?
- How is the program perceived by teachers outside of the district?

The evaluation of the Effectiveness & Results (E&R) will be conducted by an outside evaluator. The evaluation will be conducted after Year 1, Year 3, and Year 5. The evaluation will cover the following components:

- All essential components of the E&R plan have been met or are on target for completion by Year 5
- Report of components that are not are target for completion by Year 5

Effectiveness and Results: Pay for Performance Plan

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- Suggestions to HSD2 on how to re-align these components to achieve the targets by Year 5
- Report of effectiveness of the plan to include
  - Effectiveness of Proficient staff
  - Retention of Proficient staff
- Suggestion of mid-course changes to align all components for success
  - Analysis of costs to- date and sustainability projections
  - Survey results administered to stakeholders

*e. Timeline*

Activity	Start Date	Responsible Party	Completion Date
Hire a Grant Coordinator/Project Manager	October 2012	Aljean Tucker	November 2013
Hire two Instructional Coordinators for PD implementation	October 2012	Tacy Killingsworth	November 2013
Hire TOSA for ELD district assessment modification	October 2012	District ELD Coordinator	May 2015
Principals and Assistant Principals put on E&R salary scale	October 2012	Pam Aragon	June 2013
Remaining licensed staff put on E&R scale	October 2012	Pam Aragon	June 2013
Staff Differential for salary for staff identified as proficient and above	October 2012	Pam Aragon	End of Funding
Stipend for Teacher Leaders for Professional Development	October 2012	Tacy Killingsworth	End of Funding
Contract with outside trainer for quarterly trainings on rigor	October 2012	Tacy Killingsworth	May 2016
Travel for conferences	Spring of 2012 and Spring of 2015	Tacy Killingsworth	Spring of 2015
Computers and technology supplies for	October 2012	Aljean Tucker	August 2013

online assessment administration		Doug Larkey, Coordinator of Technology  Carolyn Dickerson, Director of Technology	
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**F. Sustainability**

*a. Non-TIF resources*

Harrison is committed to implementing E&R. The District allocated significant resources for training and professional development as well as for assessment creation, review, and standardization. Additionally, district staff and teachers have spent significant time creating curriculum pacing maps aligned to the new Colorado State Standards and the Common Core so that all teachers are aware of their expectations. For the non-grant funds; however, we will only focus on those resources the District uses for the specific projects mentioned in the Budget Narrative TIF funds section.

The District is requesting that TIF funds be used to pay for the initial increase in salary that teachers and administrators receive for being placed at or above “proficient” on the pay scale. Harrison will support these salaries after the initial increases as shown in the Budget Narrative. 2012-2013 has a higher amount of teacher salaries requested from the TIF grant because principals, assistant principals, counselors, and the remaining licensed staff are being moved onto the E&R pay scale. District funds are also used for the increases for other teachers moving up the pay scale.

Professional development is a major focus of the District as we aim to improve teacher quality through the E&R program. Instructional Coordinators provide direct, job-embedded professional development for teachers through spot observations and then coaching on identified

needs. Additionally, Coordinators can model lessons for teachers and assist principals in training staff on instructional practices. The District currently employs three Instructional Coaches; however, two of them are paid for out of ESEA Title IIA funds and are not included in the non-TIF funds in the Budget Narrative.

Another large portion of the E&R project, as mentioned above, is the creation, review, and standardization of the district assessments. It is very important that these assessments accurately determine whether or not students are proficient and whether or not they are improving academically. With the added element of contributing to teacher salary, these assessments are integral to the District's initiatives. The District contracts with consultants, many of whom are retired teachers, with expertise in the various content areas. These consultants review and score assessments and performances (for specials). They also assist with the revising of questions to ensure that each question is fair and pertains to the standard it is assessing. The District also pays for the printing of all assessments for all grade levels. Assembling and printing thousands of assessments is time consuming and costly. These expenses will decrease as the District is able to incorporate technology and transition to computerized assessments.

*b. Implementation and sustainability after grant period ends*

One of the largest concerns for any pay-for-performance plan is its sustainability. In order to successfully pay teachers for performance and achievement while keeping the District financially secure, the District had to take a fundamentally different approach to teacher compensation. The changed paradigm involved three key concepts:

1. **Basing compensation on performance and achievement results.** The District made tough (albeit research-based) decisions about what a district should compensate people for and what it shouldn't compensate people for. In this discussion, it erred on the side of

compensating for results and those factors that have been shown to be highly correlated to student success.

The key here was to ***stop compensating*** people for factors that make little difference in improving achievement even though most districts have been using those factors for decades. It is important to note the difference between a pay-for-performance plan and an incentive pay program. Incentive pay programs generally maintain some form of the traditional salary schedule (with credit for years of experience and college coursework). Teachers then receive additional compensation for various elements that the District values, such as working in a “hard to fill” area, working in a school with large numbers of at-risk students, or for achieving higher results. While these examples may be the “right” things to pay teachers for, the problem with most incentive pay programs is that most teachers are still compensated for the “wrong” things.

2. **Significantly differentiating salaries.** With an effective evaluation system, not all teachers are going to be evaluated as equally effective. Evaluations will be differentiated as will compensation. Indeed, a pay-for-performance system cannot be sustainable if the plan is designed simply to provide teachers with more money.

Teachers in the education profession are used to getting the same raises as everyone else in the school. It took a shift in culture to move to a system in which, in a given year, some teachers would receive a significant raise and others would receive no additional money.

3. **Receiving a significant raise when promoted, but not being promoted every year.** While this is common in other professions, not getting a raise or a step every year (except in particularly bad economic times) is a foreign concept to most teachers. The District made an early decision to truly differentiate salaries and to design a system that rewarded people handsomely (relative to their peers in education), but not every year. Under the Harrison

plan, in any given year, the District can give a significant increase (up to \$10,000) to a teacher who advances one effectiveness level because teachers are not getting an annual increase and, in a given year, the majority of teachers will not be advanced to the next level.

The plan is designed for teachers to move almost yearly until they reach the Proficient I level and then to be much harder to advance yearly through the other levels because teacher performance and student achievement expectations increase incrementally. Under the E&R plan, and not counting the novice or first year teachers (who are automatically moved to the next level if they are asked to return to the District for a second year), approximately 23% of the staff meet the criteria to move to the next effectiveness level.

The Harrison plan was designed with these three concepts in mind. As long as the plan stays rigorous, with no more than 20 to 25 percent of teachers promoted each year, the plan will be sustainable. Prior to the implementation of the pay-for-performance plan, the District spent approximately 47 percent of the general fund on classroom teacher salaries. In the first year of the E&R plan the District dispensed almost the same amount of funds. Because of budget cuts and the reduction in staff due to student population decreases made in the 2010-2011 school year, the percentage of the general fund used for classroom teacher salaries actually decreased while the average teacher salary climbed. The stability of the percentage of the general fund being used for classroom teacher salaries is an indication of the sustainability of the plan.

	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13*</b>
<b>% of general fund used for classroom teacher salaries</b>	<b>47.0%</b>	<b>47.0%</b>	<b>43.0%</b>	<b>44.1%</b>
<b>Average Teacher Salary</b>	<b>\$40,729</b>	<b>\$42,519</b>	<b>\$43,265</b>	<b>\$44,399</b>

\* Estimate

Still, over time, the District plans for the teaching staff's ability to get higher achievement results to improve significantly. This will mean that more teachers will attain the higher levels of effectiveness, and the District will be paying out more in salaries. Of course, paying out more in salaries can only happen when student achievement results significantly improve – a nice tradeoff to have to face. Using conservative predictions for the various funding variables that might impact pay-for-performance, Harrison estimates that it will be able to sustain the current pay-for-performance plan for at least the next eight years (until the 2020-2021 school year) without a significant increase in revenue.

After three years of the grant, the District will no longer need to employ an English Language Development Teacher on Special Assignment. This person will be integral in the first three years as we go through all content assessments and modify the assessments to ensure that language used is not a barrier for the English Language Learner population. Once all of the assessments have been modified, this position will go away. Additionally, the 2 Instructional Coordinators will no longer be necessary after the implementation of the “rigor” professional development program. Throughout the five years of the grant, these Coordinators will work alongside teachers to build their capacity and create teacher leaders throughout the district. Another goal of E&R is retention of proficient teachers so fewer and fewer teachers should require a high level of personalized professional development. The three district Instructional Coordinators will continue this work.

### **G. Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness**

The information regarding this Competitive Preference Priority is embedded throughout this document as the entire E&R plan is founded in the concept of paying teachers differentiated

salaries based on their levels of effectiveness. The following information summarizes what has already been shared and points to specific locations in the narrative to find additional information.

*a. How the district uses overall evaluation ratings to determine educator salaries.*

As mentioned throughout the application, the Effectiveness and Results Plan is a true pay-for-performance program. Teachers are evaluated based on their effectiveness in the classroom and the results that they achieve with their students. The outcome of these evaluations determines which of nine effectiveness levels the educator falls under and the salary the educator will earn. For additional information, please see pages 10-25 where the teacher and principal evaluation systems are described.

*b. How TIF funds support the salary structure.*

TIF funds will be used to support the initial increase educators receive when they move beyond “Proficient” on the pay scale. Additionally, these funds will support the addition of principals, assistant principals, counselors, and some special/elective content area teachers move onto the E&R plan. The District is also requesting TIF funds to implement important professional development initiatives to ensure all of our teachers are proficient and to work with teachers on specific, individualize areas.

*c. The feasibility of the program.*

Harrison has already implemented this program for all of the core classroom teachers and most electives/specials teachers in the district. As mentioned throughout pages 28-33, stakeholder involvement was key in introducing the program so quickly and seamlessly. Educators were involved in the creation of their evaluation metrics and continue to have a voice

as the system is refined. Additionally, pages 44-48 discuss the sustainability of the program and how Harrison can continue to differentiate educators' pay and reward great teachers.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

# Application Reference Charts

**Instructions:** These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

## Please indicate your eligibility classification

**Instructions:** Check the eligibility classification that applies to your application.

### Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

### Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

**Instructions**

**Instructions:** In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

**Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.**

**Absolute Priority 1**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Absolute Priority 1: HCMS</b> To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	A Coherent and Comprehensive Human Capital Management System	Pages 3-8	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Aligned with the district's vision of instructional improvement	Pages 3-5	
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;	Likely to increase the number of effective educators in the district	Pages 5-6	

(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	Likely to increase the number of effective educators in the district	Pages 6-8	
(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed PBCS in high-need schools begins no later than the third year of the grant’s project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u> .	A Coherent and Comprehensive Human Capital Management System	Pages 3-8	

**Absolute Priority 2**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Absolute Priority 2:</b> Educator Evaluation Systems To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-	Rigorous, Valid, and Reliable Educator Evaluation System	Pages 8-25	
(1) The frequency of evaluations, which must be at least annually;	A high quality plan for multiple teacher and principal observations	Pages 10-12	

(2) The evaluation rubric for educators that includes at least three performance levels and the following--	A high quality evaluation rubric with at least three performance levels	Page 8	
(i) Two or more observations during each evaluation period;	A high quality plan for multiple teacher and principal observations	Page 11	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	A clear rationale for and evidence supporting the level of student growth used  The district's experience measuring student growth and implementation of the evaluation system	Page 10  Pages 13-18	
(iii) Additional factors determined by the LEA;	A high quality evaluation rubric with at least three performance levels	Pages 8-9	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	A clear rationale for and evidence supporting the level of student growth used  The district's experience measuring student growth and implementation of the evaluation system	Page 10  Pages 13-18	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Rigorous, Valid, and Reliable Educator Evaluation System	Pages 8-25	

<b>Absolute Priority 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 3:</b> STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>	Not Applicable		
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p> <p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;  (ii) Are selected based on criteria that are predictive of the ability to lead other teachers;  (iii) Demonstrate effectiveness in one or more STEM subjects; and  (iv) Accept STEM-focused career ladder positions;</p>	Not Applicable		

(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	Not Applicable		
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	Not Applicable		
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	Not Applicable		
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	Not Applicable		
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	Not Applicable		

<b>Competitive Preference Priority 4</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Competitive Preference Priority 4:</b> New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			

(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	Not Applicable		
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	Not Applicable		

<b>Competitive Preference Priority 5</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 5:</b> An Educator Salary Structure Based on Effectiveness (if applicable)</p> <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	Rigorous, Valid, and Reliable Educator Evaluation Systems	Pages 8-25	
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	How the district uses overall evaluation ratings to determine educator salaries.	Page 49  Pages 10-25	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	How TIF funds support the salary structure.	Page 49	
(c) The extent to which the proposed	The feasibility of the	Page 49-50	

implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	program.	Pages 44-48	
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<b>Requirement 1</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 1:</b> Performance-Based Compensation for Teachers, Principals, and Other Personnel.</p> <p>In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.</p>	Rigorous, Valid, and Reliable Educator Evaluation Systems	Pages 8-25	
<ul style="list-style-type: none"> <li>Design Model 1 or 2</li> </ul>	<p>Intro</p> <p>Likely to increase the number of effective educators in the district</p>	<p>Pages 1-2</p> <p>Pages 7-8</p>	
<ul style="list-style-type: none"> <li>PBCS Optional Features</li> </ul>	Not Applicable		

<b>Requirement 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Requirement 2:</b> Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	Involvement of Educators	Pages 28-33	
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	Educator involvement in the design of the system	Pages 28-31	Educator Support
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	Evidence that educators support the elements of the system	Pages 31-32	

<b>Requirement 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Requirement 3:</b> Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-			High Need Documentation

<p>need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>			
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			<p>High Need Documentation</p>
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</p>			<p>High Need Documentation</p>
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>	<p>Not Applicable</p>		

**High Need Documentation**

The following table lists the high-need schools in Harrison School District 2 that will be included in the implementation of the Effectiveness and Results pay for performance program. The table also lists free and reduced price lunch information as of the last day of the 2011-2012 school year. The second and third page of this document is the official information from the district Nutrition Services document, including information on ineligible schools or schools that are not participating – these schools have been crossed out in red.

Location	Enrollment	Free and Reduced	Percent Free and Reduced
Bricker Elementary School	335	285	85.07%
Centennial Elementary School	427	383	89.70%
Giberson Elementary School	305	252	82.62%
Monterey Elementary School	384	350	91.15%
Mountain Vista Community School (K-8)	459	383	83.44%
Oak Creek Elementary School	308	238	77.27%
Otero Elementary School	392	237	60.46%
Pikes Peak Elementary School	392	360	91.84%
Sand Creek Elementary School	493	401	81.34%
Soaring Eagles Elementary School	559	327	58.50%
Stratmoor Hills Elementary School	275	229	83.27%
Stratton Meadows Elementary School	393	352	89.57%
Turman Elementary School	280	226	80.71%
Wildflower Elementary School	364	271	74.45%
Carmel Middle School	432	377	87.27%
Fox Meadow Elementary School	524	370	70.61%
High School Preparatory Academy	42	40	95.24%
Panorama Middle School	505	384	76.04%
Harrison High School	779	593	76.12%
Sierra High School	808	537	66.46%

**HARRISON SCHOOL DISTRICT #2  
NUTRITION SERVICES DEPARTMENT**

**Percent Of Enrollment**

All Active Students

\*\*\*\*\*CONFIDENTIAL INFORMATION\*\*\*\*\*

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	<u>ENROLLED</u>	<u>PAID</u>		<u>FREE</u>		<u>REDUCED</u>		<u>Free &amp; Reduced</u>	
(11) HARRISON HIGH SCHOOL	779	186	23.88%	519	66.62%	74	9.50%	593	76.12%
(14) SIERRA HIGH SCHOOL	808	271	33.54%	472	58.42%	65	8.04%	537	66.46%
(15) JAMES IRWIN CHARTER HIGH SCH	401	259	64.59%	102	25.44%	40	9.98%	142	35.41%
(17) NEW HORIZONS DAY SCHOOL	41	16	39.02%	22	53.66%	3	7.32%	25	60.98%
(21) GIBERSON ELEMENTARY SCHOOL	305	53	17.38%	229	75.08%	23	7.54%	252	82.62%
(23) PIKES PEAK ELEMENTARY SCHOOL	392	32	8.16%	343	87.50%	17	4.34%	360	91.84%
(24) STRATMOOR HILLS ELEMENTARY SCH	275	46	16.73%	208	75.64%	21	7.64%	229	83.27%
(25) STRATTON MEADOWS ELEMENTARY SC	393	41	10.43%	319	81.17%	33	8.40%	352	89.57%
(26) CENTENNIAL ELEMENTARY SCHOOL	427	44	10.30%	349	81.73%	34	7.96%	383	89.70%
(27) MONTEREY ELEMENTARY SCHOOL	384	34	8.85%	335	87.24%	15	3.91%	350	91.15%
(28) BRICKER ELEMENTARY SCHOOL	335	50	14.93%	267	79.70%	18	5.37%	285	85.07%
(29) OAK CREEK ELEMENTARY SCHOOL	308	70	22.73%	219	71.10%	19	6.17%	238	77.27%
(30) WILDFLOWER ELEMENTARY SCHOOL	364	93	25.55%	221	60.71%	50	13.74%	271	74.45%
(31) TURMAN ELEMENTARY SCHOOL	280	54	19.29%	185	66.07%	41	14.64%	226	80.71%
(32) OTERO ELEMENTARY SCHOOL	392	155	39.54%	170	43.37%	67	17.09%	237	60.46%
(33) SAND CREEK ELEMENTARY SCHOOL	493	92	18.66%	357	72.41%	44	8.92%	401	81.34%
(35) SOARING EAGLES ELEMENTARY SC	559	232	41.50%	265	47.41%	62	11.09%	327	58.50%
(36) MOUNTAIN VISTA COMMUNITY SCHOOL	459	76	16.56%	339	73.86%	44	9.59%	383	83.44%
(37) JAMES IRWIN ELEMENTARY SCHOOL	504	289	57.34%	169	33.53%	46	9.13%	215	42.66%
(61) PANORAMA MIDDLE SCHOOL	505	121	23.96%	348	68.91%	36	7.13%	384	76.04%
(62) JAMES IRWIN CHARTER MIDDLE SC	400	212	53.00%	157	39.25%	31	7.75%	188	47.00%
(63) ATLAS PREPARATORY	320	58	18.13%	224	70.00%	38	11.88%	262	81.88%

# Percent Of Enrollment

All Active Students

\*\*\*\*\*CONFIDENTIAL INFORMATION\*\*\*\*\*

NAMES MAY NOT BE PUBLISHED, POSTED OR ANNOUNCED (7CFR245.8)

	<u>ENROLLED</u>	<u>PAID</u>		<u>FREE</u>		<u>REDUCED</u>		<u>Free &amp; Reduced</u>	
(64) High School Preparatory Academy	42	2	4.76%	36	85.71%	4	9.52%	40	95.24%
(67) FOX MEADOW MIDDLE SCHOOL	524	154	29.39%	320	61.07%	50	9.54%	370	70.61%
(69) CARMEL MIDDLE SCHOOL	432	55	12.73%	341	78.94%	36	8.33%	377	87.27%
(99) MNT VISTA HOME SCHOOL ACADEMY	200	183	91.50%	14	7.00%	3	1.50%	17	8.50%

## TOTALS

<b>Paying / Denied =</b>	<b>2,878</b>
<b>Zero Income =</b>	<b>68</b>
<b>Direct Certification =</b>	<b>3,917</b>
<b>Free =</b>	<b>2,545</b>
<b>Total Free =</b>	<b>6,530</b>
<b>Total Reduced =</b>	<b>914</b>
<b>Total Free &amp; Reduced =</b>	<b>7,444</b>
<b>Total Enrollment =</b>	<b>10,322</b>

<b>Percent of Enrollment</b>	
Paying / Denied	<b>27.88%</b>
Zero Income	<b>0.66%</b>
Direct Cert	<b>37.95%</b>
Free	<b>24.66%</b>
Total Free	<b>63.26%</b>
Reduced	<b>8.85%</b>
Total Free & Red	<b>72.12%</b>

Excluded from this report are Schools : 77, 78

## **Educator Support**

The following two documents include survey results showing district employee responses to a variety of questions regarding school climate and building practices as well as results for a survey specifically around the Effectiveness and Results program.

April Building Staff Survey District Results (pages 2 – 9) includes answers to a variety of questions regarding building and district climate.

E&R Survey April 2012 shows results from the April survey specifically on E&R and a comparison of these results with those from a similar survey in 2010.

# **April Building Staff Survey District Results**

<b>Survey Title:</b> Building Level Survey April 2012
<b>Report Type:</b> Conditional
<b>Start Date:</b> 11-Apr-12
<b>End Date:</b> 26-Apr-12
<b>Completed Responses:</b> 762
<b>Filtered Responses:</b> 488

<b>Conditions Applied</b>		
	Q3. Which position do you hold?	is <b>Teacher or licensed staff</b>

<b>Q1. Where are you employed in the district?</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Bricker	24	4.92%
Centennial	19	3.89%
Giberson	19	3.89%
Monterey	17	3.48%
Mountain Vista	32	6.56%
Oak Creek	19	3.89%
Otero	22	4.51%
Pikes Peak	27	5.53%
Sand Creek	23	4.71%
Soaring Eagles	18	3.69%
Stratmoor Hills	23	4.71%
Stratton Meadows	20	4.10%
Turman	20	4.10%
Wildflower	24	4.92%
Carmel MS	25	5.12%
Fox Meadow MS	26	5.33%
Panorama MS	31	6.35%
Harrison HS	42	8.61%
Sierra HS	30	6.15%
New Horizons	4	0.82%
High School Prep	5	1.02%
Other	17	3.48%
Other (please specify)	1	0.20%
<b>Total Responses</b>	<b>488</b>	

<b>Q2. How many years have you been employed in the district?</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
0-3	242	49.59%
4-6	114	23.36%
7 or more	132	27.05%
<b>Total Responses</b>	<b>488</b>	

<b>Q3. Which position do you hold?</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Teacher or licensed staff	488	100.00%
School support staff- ESP	0	0%
District support staff- ESP	0	0%
Principal/Assistant Principal	0	0%
Other	0	0%
<b>Total Responses</b>	<b>488</b>	

<b>Q4. If you are a certified teacher, what is your employment status?</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
First year teacher	91	18.65%
First year teacher in this district (have taught elsewhere)	35	7.17%
Probationary, not first year	120	24.59%
Non-probationary	242	49.59%
<b>Total Responses</b>	<b>488</b>	

<b>Q5. The instructional feedback I get helps me improve the quality of instruction:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly agree	106	21.72%
Agree	257	52.66%
Neutral	82	16.80%
Disagree	33	6.76%
Strongly disagree	10	2.05%
<b>Total Responses</b>	<b>488</b>	

<b>Q8. Review your answers to two questions above. Rate the level of congruence between the two sets of answers.</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Great congruence	238	48.77%
Mostly congruent	126	25.82%
Somewhat congruent	73	14.96%
Not very congruent	41	8.40%
Definitely not congruent	10	2.05%
<b>Total Responses</b>	<b>488</b>	

<b>Q9. From the list below, select the 5 district core beliefs:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Our main purpose is to improve student academic achievement	461	94.47%

Children come first	11	2.25%
To educate each student to achieve his or her full academic potential	49	10.04%
Effective instruction makes the most difference in student academic performance	<b>465</b>	<b>95.29%</b>
Retain district students and attract choice students by promoting excellence	6	1.23%
Schools need to implement programs that develop the whole child	2	0.41%
There is no excuse for poor quality instruction	<b>484</b>	<b>99.18%</b>
We instill the ability in our students to share knowledge and participate as an engaged member of society	7	1.43%
With our help, at-risk students will achieve at the same rate as non-at risk students	<b>475</b>	<b>97.34%</b>
A child's home life has the most influence over his academic success	1	0.20%
Harrison is a place where all children and adults are valued and differences respected	8	1.64%
Staff members must have a commitment to children and a commitment to the pursuit of excellence	<b>458</b>	<b>93.85%</b>
Harrison strives to provide excellent educational experiences for student success	13	2.66%
<b>Total Responses</b>	<b>2440</b>	
participant may select more than one answer for this question.		

<b>Q10. To what extent do you agree with the school's Core Beliefs?</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
A Great Deal	<b>251</b>	<b>51.43%</b>
Mostly	<b>194</b>	<b>39.75%</b>
Neutral	31	6.35%
A Little	11	2.25%
Hardly at all	1	0.20%
<b>Total Responses</b>	<b>488</b>	

<b>Q11. My school operates in a manner that is consistent with the District's Core Beliefs:</b>	
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<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	249	51.02%
Agree	176	36.07%
Neutral	49	10.04%
Disagree	11	2.25%
Strongly Disagree	3	0.61%
<b>Total Responses</b>	<b>488</b>	

<b>Q12. The school climate is characterized by support and encouragement for high student achievement:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly agree	157	32.17%
Agree	226	46.31%
Neutral	64	13.11%
Disagree	29	5.94%
Strongly disagree	12	2.46%
<b>Total Responses</b>	<b>488</b>	

<b>Q13. I understand my role in implementing the school's key actions:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	201	41.19%
Agree	236	48.36%
Neutral	40	8.20%
Disagree	9	1.84%
Strongly Disagree	2	0.41%
<b>Total Responses</b>	<b>488</b>	

<b>Q14. I have the support I need from building leadership to do my job well:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly agree	159	32.58%
Agree	193	39.55%
Neutral	80	16.39%
Disagree	38	7.79%
Strongly disagree	18	3.69%
<b>Total Responses</b>	<b>488</b>	

<b>Q15. I have sufficient opportunities and encouragement to develop my leadership potential:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly agree	137	28.07%
Agree	197	40.37%

Neutral	102	20.90%
Disagree	28	5.74%
Strongly disagree	24	4.92%
<b>Total Responses</b>	<b>488</b>	

<b>Q16. My building leaders help me make sense of district policies and recent changes:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	139	28.48%
Agree	223	45.70%
Neutral	83	17.01%
Disagree	35	7.17%
Strongly Disagree	8	1.64%
<b>Total Responses</b>	<b>488</b>	

<b>Q17. During the last several years, the quality of my instruction has improved:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	192	39.34%
Agree	210	43.03%
Neutral	74	15.16%
Disagree	10	2.05%
Strongly Disagree	2	0.41%
<b>Total Responses</b>	<b>488</b>	

<b>Q18. My building leaders help me improve the quality of my instruction:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	124	25.41%
Agree	238	48.77%
Neutral	76	15.57%
Disagree	39	7.99%
Strongly Disagree	11	2.25%
<b>Total Responses</b>	<b>488</b>	

<b>Q19. Overall, is the school headed in the right direction?</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly agree	163	33.40%
Agree	203	41.60%
Neutral	80	16.39%
Disagree	23	4.71%
Strongly disagree	19	3.89%
<b>Total Responses</b>	<b>488</b>	

<b>Q20. My morale at this time is?</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Very high	56	11.48%
High	167	34.22%
Average	170	34.84%
Low	65	13.32%
Very low	30	6.15%
<b>Total Responses</b>	<b>488</b>	

<b>Q33. I believe I work in an environment of support and respect:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	138	28.28%
Agree	216	44.26%
Neutral	72	14.75%
Disagree	42	8.61%
Strongly Disagree	20	4.10%
<b>Total Responses</b>	<b>488</b>	

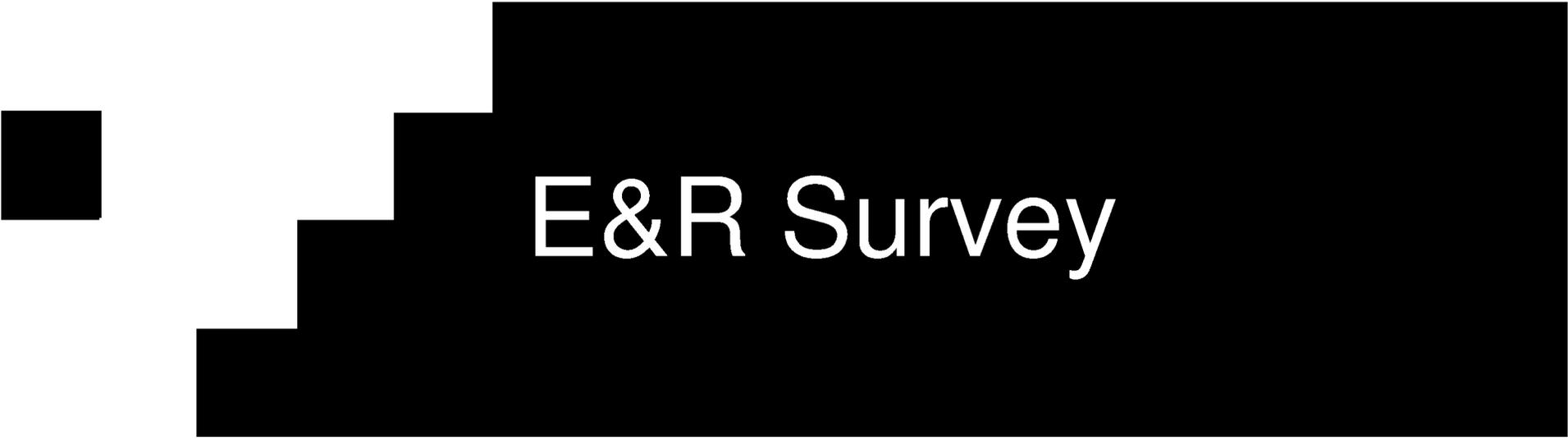
<b>Q34. Unruly students are not permitted to disrupt the learning environment:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	89	18.24%
Agree	212	43.44%
Neutral	88	18.03%
Disagree	72	14.75%
Strongly Disagree	27	5.53%
<b>Total Responses</b>	<b>488</b>	

<b>Q35. Students understand the behavior expectations the school has established:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly agree	87	17.83%
Agree	277	56.76%
Neutral	68	13.93%
Disagree	41	8.40%
Strongly disagree	15	3.07%
<b>Total Responses</b>	<b>488</b>	

<b>Q36. In my school, discipline is enforced consistently and effectively:</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	67	13.73%
Agree	204	41.80%

Neutral	103	21.11%
Disagree	82	16.80%
Strongly Disagree	32	6.56%
<b>Total Responses</b>	<b>488</b>	

<b>Q37. The facility I work in is both clean and safe (free of physical hazards):</b>		
<b>Responses</b>	<b>Count</b>	<b>%</b>
Strongly Agree	246	50.41%
Agree	202	41.39%
Neutral	31	6.35%
Disagree	8	1.64%
Strongly Disagree	1	0.20%
<b>Total Responses</b>	<b>488</b>	



# E&R Survey

April 2012

August 2010

4. I believe licensed professionals should be compensated based on performance and student achievement results:								
Responses	Count	%	Percentage of total respondents					
Strongly agree	93	18.64%						
Agree	250	50.10%						
Neutral	93	18.64%						
Disagree	50	10.02%						
Strongly disagree	13	2.61%						
<b>Total Responses</b>	<b>499</b>		<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%
20%	40%	60%	80%	100%				

April 2012

<b>Q3. I believe licensed professionals should be compensated based on performance and student achievement results:</b>			
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	101	20.9%	
Agree	251	52.0%	
Neutral	84	17.4%	
Disagree	37	7.7%	
Strongly disagree	10	2.1%	
<b>Total Responses</b>	<b>483</b>		<b>20%   40%   60%   80%   100%</b>

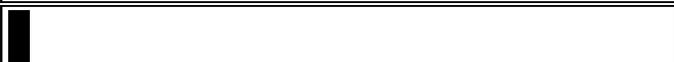
August 2010

<b>5. A pay for performance plan will be good for our students' academic success:</b>								
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>					
Strongly agree	71	14.23%						
Agree	204	40.88%						
Neutral	156	31.26%						
Disagree	51	10.22%						
Strongly disagree	17	3.41%						
<b>Total Responses</b>	<b>499</b>		<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%
20%	40%	60%	80%	100%				

April 2012

<b>Q4. A pay for performance plan will contribute to our students' academic success:</b>								
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>					
Strongly agree	78	16.1%						
Agree	198	41.0%						
Neutral	135	28.0%						
Disagree	56	11.6%						
Strongly disagree	16	3.3%						
<b>Total Responses</b>	<b>483</b>		<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%
20%	40%	60%	80%	100%				

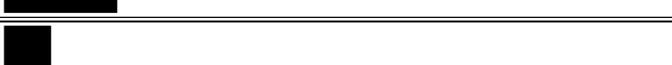
August 2010

6. I support the Harrison Effectiveness and Results (E&R) plan:				
Responses	Count	%	Percentage of total respondents	
Strongly agree	73	14.63%		
Agree	202	40.48%		
Neutral	141	28.26%		
Disagree	65	13.03%		
Strongly disagree	18	3.61%		
<b>Total Responses</b>	<b>499</b>		<b>20%</b>	<b>40%</b>   <b>60%</b>   <b>80%</b>   <b>100%</b>

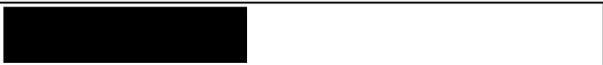
April 2012

<b>Q5. I support the Harrison Effectiveness and Results (E&amp;R) plan:</b>				
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>	
Strongly agree	77	15.9%		
Agree	194	40.1%		
Neutral	147	30.4%		
Disagree	50	10.3%		
Strongly disagree	16	3.3%		
<b>Total Responses</b>	<b>484</b>		<b>20%</b>	<b>40%</b>
			<b>60%</b>	<b>100%</b>

August 2010

8. I believe I have been placed at the right proficiency level of the E&R plan:				
Responses	Count	%	Percentage of total respondents	
Strongly agree	55	14.67%		
Agree	167	44.53%		
Neutral	59	15.73%		
Disagree	67	17.87%		
Strongly disagree	27	7.20%		
<b>Total Responses</b>	<b>375</b>		<b>20%</b>	<b>40%</b>   <b>60%</b>   <b>80%</b>   <b>100%</b>

April 2012

<b>Q6. I believe I have been or will be placed at the right proficiency level of the E&amp;R plan:</b>								
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>					
Strongly agree	58	12.0%						
Agree	203	41.9%						
Neutral	133	27.5%						
Disagree	77	15.9%						
Strongly disagree	13	2.7%						
<b>Total Responses</b>	<b>484</b>		<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%
20%	40%	60%	80%	100%				

August 2010

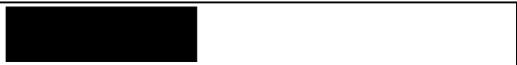
<b>10. I understand the E&amp;R achievement template for my grade and discipline:</b>								
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>					
Strongly agree	58	11.74%						
Agree	227	45.95%						
Neutral	103	20.85%						
Disagree	81	16.40%						
Strongly disagree	25	5.06%						
<b>Total Responses</b>	<b>494</b>		<table border="1"> <tr> <td><b>20%</b></td> <td><b>40%</b></td> <td><b>60%</b></td> <td><b>80%</b></td> <td><b>100%</b></td> </tr> </table>	<b>20%</b>	<b>40%</b>	<b>60%</b>	<b>80%</b>	<b>100%</b>
<b>20%</b>	<b>40%</b>	<b>60%</b>	<b>80%</b>	<b>100%</b>				

April 2012

Q8. I understand the E&R achievement template for my grade and discipline:				
Responses	Count	%	Percentage of total respondents	
Strongly agree	78	16.3%		
Agree	257	53.5%		
Neutral	91	19.0%		
Disagree	45	9.4%		
Strongly disagree	9	1.9%		
<b>Total Responses</b>	<b>480</b>		<b>20%</b>	<b>40%</b>
			<b>60%</b>	<b>100%</b>

August 2010

**11. The E&R achievement templates generally include the right mix of student achievement data to accurately measure student academic achievement:**

<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	31	6.29%	
Agree	177	35.90%	
Neutral	191	38.74%	
Disagree	74	15.01%	
Strongly disagree	20	4.06%	
<b>Total Responses</b>	<b>493</b>		<b>20%   40%   60%   80%   100%</b>

April 2012

<b>Q9. The E&amp;R achievement templates generally include the right mix of student achievement data to accurately measure student academic achievement:</b>			
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	35	7.2%	
Agree	173	35.8%	
Neutral	155	32.1%	
Disagree	102	21.1%	
Strongly disagree	18	3.7%	
<b>Total Responses</b>	<b>483</b>		<b>20%   40%   60%   80%   100%</b>

August 2010

13. The district evaluation instrument helps improve job performance.				
Responses	Count	%	Percentage of total respondents	
Strongly agree	79	15.83%		
Agree	201	40.28%		
Neutral	140	28.06%		
Disagree	58	11.62%		
Strongly disagree	21	4.21%		
<b>Total Responses</b>	<b>499</b>		<b>20%</b>	<b>40%</b>
			<b>60%</b>	<b>80%</b>
			<b>100%</b>	

April 2012

<b>Q13. The District teacher performance evaluation instrument helps improve job performance:</b>			
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	60	12.4%	
Agree	244	50.4%	
Neutral	109	22.5%	
Disagree	60	12.4%	
Strongly disagree	11	2.3%	
<b>Total Responses</b>	<b>484</b>		<b>20%   40%   60%   80%   100%</b>

April 2012 (no comparison available)

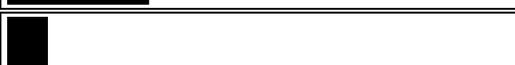
<b>Q7. The E&amp;R plan has motivated me to provide the best instruction possible for my students:</b>			
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	72	14.9%	
Agree	163	33.8%	
Neutral	129	26.8%	
Disagree	91	18.9%	
Strongly disagree	27	5.6%	
<b>Total Responses</b>	<b>482</b>		<b>20%   40%   60%   80%   100%</b>

April 2012

<b>Q10. The Assessment Sets and CBMs are aligned to the District Curriculum Map:</b>								
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>					
Strongly agree	37	7.7%						
Agree	262	54.2%						
Neutral	130	26.9%						
Disagree	44	9.1%						
Strongly disagree	10	2.1%						
<b>Total Responses</b>	<b>483</b>		<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%
20%	40%	60%	80%	100%				

April 2012

**Q11. Overall, the Assessment Sets and CBMs accurately measure what my students know and are able to do:**

<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	14	2.9%	
Agree	155	32.2%	
Neutral	135	28.0%	
Disagree	138	28.6%	
Strongly disagree	40	8.3%	
<b>Total Responses</b>	<b>482</b>		<b>20%   40%   60%   80%   100%</b>

April 2012

<b>Q12. Results of the Assessment Sets and CBMs should be part of how a teacher's effectiveness is measured:</b>			
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	44	9.1%	
Agree	220	45.6%	
Neutral	131	27.2%	
Disagree	66	13.7%	
Strongly disagree	21	4.4%	
<b>Total Responses</b>	<b>482</b>		<b>20% 40% 60% 80% 100%</b>

April 2012

<b>Q14. The District evaluation instrument assesses standards and benchmarks that are important to improving the quality of instruction:</b>			
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly agree	63	13.0%	
Agree	278	57.6%	
Neutral	106	21.9%	
Disagree	28	5.8%	
Strongly disagree	8	1.7%	
<b>Total Responses</b>	<b>483</b>		<b>20%   40%   60%   80%   100%</b>

Colorado Department of Education  
Colorado School Districts/BOCES  
FY 2012-2013 Fixed With Carry Forward Indirect Cost Rate Calculations  
(Using FY 2010-2011 Audited Data)

Programs	Total Costs				Used by NonRestricted Rate				Used by Restricted Rate			
	All Costs (A)	Food (B)	Capital (C)	Other Exp (D)	Direct Costs	Indirect Costs	Direct Costs	Indirect Costs				
Instruction (0010-2099)	55,192,735	0	12,563	637,523	54,542,649		54,542,649					
Support Serv-Students (2100-2199)	6,049,103	0	0	23,000	6,026,103		6,026,103					
Support Serv-Inst Staff(2200-2219,2221-2299)	5,006,989	0	0	0	5,006,989		5,006,989					
Educational Library Services (2220)	110,868	0	0	0	110,868		110,868					
Support Serv-General Admin w/ Grants (2300)	0	0	0	0	0		0					
Support Serv-General Admin w/o Grants (2300)	1,434,169	0	0	8,565		1,425,604	1,425,604					
Support Serv-School Admin (2400-2499)	8,366,122	0	0	5,058	8,361,063		8,361,063					
Support Serv-Business w/ Grants (2500)	556,832	0	0	501,504	55,327		55,327					
Support Serv-Business w/o Grants (2500)	1,167,831	0	0	1,481		1,166,350		1,166,350				
Oper & Maint of Plant Serv w/ Grants (2600)	297,182	0	31,346	0	265,835		265,835					
Oper & Maint of Plant Serv w/o Grants (2600)	9,135,416	0	58,156	0		9,077,260	9,077,260					
Student Transportation Services (2700-2799)	2,021,389	0	0	0	2,021,389		2,021,389					
Sup Serv Cent w/ Grant(2800-2809,2815-2899)	237,481	0	0	0	237,481		237,481					
Sup Serv Cent w/o Grant(2800-2809,2815-2899)	3,935,049	0	112,408	0		3,822,641		3,822,641				
Planning/Evaluation (2810-2814)	0	0	0	0	0		0					
Other Support Services w/ Grants (2900)	0	0	0	0	0		0					
Other Support Services w/o Grants (2900)	0	0	0	0		0		0				
Volunteer Services (2910)	0	0	0	0	0		0					
Non-Instructional Services (3000-3099)	0	0	0	0	0		0					
Food Services Operations (3100)	4,500,125	1,997,540	117,829	360,000	2,024,756		2,024,756					
Enterprise Operations (3200)	0	0	0	0	0		0					
Enterprise Instructional (3210)	90,143	0	0	0	90,143		90,143					
Enterprise Non-Instructional (3220)	0	0	0	0	0		0					
Community Services (3300)	290,965	0	0	0	290,965		290,965					
Education for Adults (3400)	242,542	0	0	0	242,542		242,542					
Facil Acquisition & Construction Svcs (4000)	1,721,180	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Other Uses (5000)	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Debt Service (5100)	60,971	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
<b>TOTAL ALL PROGRAMS</b>	<b>100,417,092</b>				<b>79,276,111</b>	<b>15,491,855</b>	<b>89,778,975</b>	<b>4,988,991</b>				

Notes:

- Except as otherwise noted:
  - Programs in the following funds are incorporated: General (10), Colorado Preschool Program (19), Government Designated-Purpose Grants (22), Pupil Activity Special Revenue (23), Transportation (25), Other Special Revenue (20: 26-29), Food Service (51), Other Enterprise (50), Other Internal Service (60), Expendable Trust (71), Private Purpose Trust (72), Agency (73), Pupil Activity Agency (74), Other Trust and Agency (70), Charter School Fund (11), Risk Related Sub Fund of General Fund (18), Full Day Kindergarten Mill Levy Override Fund (24), Risk-Related Fund (64)
  - Programs in the following funds are ignored: Capital Reserve Special Revenue (21), Other Debt Service (30), Bond Redemption (31), Non-Voter Approved Debt (39), Building (41), Special Building and Technology (42), Capital Reserve Capital Projects (43), GASB 34: Permanent Fund (79), Foundations (85)
- All Costs = all objects
- Food = objects 0630, 0633
- Capital = objects 0700-0734,0736-0799
- Other Expenses/Uses = objects 0800,0830,0868,0869,0900,0910,0960,0970,0971,0640 with Program 2220 only

Colorado Department of Education  
Colorado School Districts/BOCES  
FY 2012-2013 Fixed With Carry Forward Indirect Cost Rate Calculations  
RESTRICTED RATE

	----- FY 2010-2011 -----	----- FY 2012-2013 -----
(a) APPLIED COSTS:		
(From 2 years prior)		
-----		
Fixed Rate Per Negotiation Agreement (Max 10.5%) (A / B)	5.89%	5.24%
Direct Costs (34 CFR 75.567)	89,656,321 (B)	89,778,975 (B)
Indirect Costs:	=====	=====
Admin. Charges (34 CFR 75.565)	5,270,536	4,988,991
Carry Forward	12,266	-286,724
	-----	-----
Total Indirect Costs	5,282,802 (A)	4,702,267 (A)
	=====	=====
(b) ACTUAL COSTS:		
(From FY 2010-2011)		
-----		
Actual Direct Costs	89,778,975	
Actual Indirect Costs:	=====	
Admin. Charges	4,988,991	
Carry Forward	12,266	
	-----	
Total Indirect Costs	5,001,257	
	=====	
(c) CARRY FORWARD COMPUTATION:		
-----		
Recovered:		
Fixed Rate x Actual Direct Costs		
5.8 % x 89,778,9	5,287,982 (E)	
Should Have Recovered Actual Indirect Costs for FY 2010-2011	5,001,257 (F)	
	-----	
Under or (Over) Recovery for use in FY 2012-2013 (F - E)	-286,724	
	=====	

Colorado Department of Education  
Colorado School Districts/BOCES  
FY 2012-2013 Fixed With Carry Forward Indirect Cost Rate Calculations  
NONRESTRICTED RATE - Not endorsed by CDE

	----- FY 2010-2011 -----	----- FY 2012-2013 -----
(a) APPLIED COSTS:		
(From 2 years prior)		
-----		
Fixed Rate Per Negotiation Agreement (Max 99.99%) (A / B)	17.97%	21.01%
Direct Costs (34 CFR 75.567)	80,396,343 (B)	79,276,111 (B)
Indirect Costs:	=====	=====
Admin. Charges (34 CFR 75.565)	14,530,514	15,491,855
Carry Forward	-80,006	1,165,932
-----		
Total Indirect Costs	14,450,508 (A)	16,657,787 (A)
-----		
(b) ACTUAL COSTS:		
(From FY 2010-2011)		
-----		
Actual Direct Costs	79,276,111	
Actual Indirect Costs:	=====	
Admin. Charges	15,491,855	
Carry Forward	-80,006	
-----		
Total Indirect Costs	15,411,849	
-----		
(c) CARRY FORWARD COMPUTATION:		
-----		
Recovered:		
Fixed Rate x Actual Direct Costs		
17.9 % x 79,276,1	14,245,917 (E)	
Should Have Recovered Actual Indirect Costs for FY 2010-2011	15,411,849 (F)	
-----		
Under or (Over) Recovery for use in FY 2012-2013 (F - E)	1,165,932	
-----		

\* Carry Forward will be 0 for rates provided for use in FY 2002-2003 because Carry Forward began in FY 1999-2000, and the 2002-2003 rates are based on 2000-2001 actual data. The rates for use in 2000-2001 were based on FY 1998-1999 actual data which did not employ the Carry Forward methodology.

## David MacKenzie

(b)(6)

### **OBJECTIVE**

To lead a district via vision, passion, decisiveness, team building, and strength of character as the school superintendent.

### **EDUCATION**

*University of Colorado at Colorado Springs, CO*

Ph.D. 2011 Educational Leadership, Research, and Policy

*Missouri State University, Springfield, MO*

Ed.S. 1991 Educational Administration

M.S. 1988 Educational Administration

B.S.E. 1981 Speech, Theatre, English Education

*Licenses Colorado Professional Administrator, Principal, and Teacher licenses*

### **EXPERIENCE**

2012 – present

#### **HARRISON SCHOOL DISTRICT TWO**

Colorado Springs, CO

*Interim Superintendent-* provide clear and accountable direction to the activities of the school district and its personnel toward the accomplishment of the Board's Results and compliance with the Board's Operational Expectations. Ensure district compliance with all Board-identified Operational Expectations. Manage the work of all personnel in planning and program development and direct the activities of the school district. Develop district-level policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration. Direct the development of the annual budget. Perform as the Chief Executive Officer for the Board

2006 – 2012

#### **HARRISON SCHOOL DISTRICT TWO**

Colorado Springs, CO

*Executive Director of Human Resources-Licensed Personnel* – Supervise and evaluate high school principals. Work in direct cooperation with the Superintendent, Assistant Superintendent, building principals and hiring supervisors in alignment with District goals concerning employee recruitment and hiring. Facilitate probationary non-renewal, non-probationary teacher dismissal, and reduction in force processes. Serve as primary contact for all principals for professional personnel issues. Monitor security checks for school professionals, substitute teachers, volunteers, and coaches. Coordinate requests from educational institutions for placement of student teachers and interns. Administer and interpret District policies and procedures to ensure compliance with state and federal laws. Coordinate EEOC and OCR complaints as Affirmative Action Officer. Responsible for District process to ensure all school professionals are licensed and highly qualified.

2001 - 2006

#### **CALHAN HIGH SCHOOL**

Calhan, CO

*High School Principal* - facilitated the daily administration of the high school program. Responsibilities included coordinating programs, schedules, curriculum, transition for students, communication among parents, students, and faculty, student activities and athletics, assemblies, attendance, facilities,

curriculum development, discipline, fundraising, staff development, student organizations, transportation and trips, and personnel recruitment and hiring.

1995 - 2001

**THE COLORADO SPRINGS SCHOOL**

Colorado Springs, CO

*Assistant Superintendent/Middle and High School Principal*- facilitated the daily administration of the middle and high school; implemented the middle school concept. Responsibilities include coordinating programs, schedules, curriculum, transitions for students between divisions, and communication among parents, students, and faculty; Facilitated master schedule, advisement program, community service, enrichment courses, extracurricular activities, and curriculum review and revision; implemented personnel recruitment and hiring.

1993 - 1995

**FEATURE FILMS FOR FAMILIES**

Colorado Springs, CO

*Training, Sales and Marketing Manager* - interviewed, hired, trained, and managed on-line sales force. Management team tripled productivity in 1994.

1991 - 1993

**PARKVIEW HIGH SCHOOL**

Springfield, MO

*Assistant Principal* - coordinated student activities and athletics, assemblies, attendance, facilities, curriculum development, discipline, fundraising, staff development, student council, transportation and trips.

1984 - 1991

**PARKVIEW HIGH SCHOOL**

Springfield, MO

*Instructor* – taught English, speech, and drama; produced fall musical, speech and drama contest, play and video productions each year.

1981 - 1984

**LEBANON HIGH SCHOOL**

Lebanon, MO

*Instructor* – taught English, speech, and drama; produced the fall musical, speech and drama contest, and play productions; produced the bi-weekly newspaper, yearbook, radio program, and multimedia presentation.

**PART TIME EXPERIENCE**

**EVEREST COLLEGE (2004-2007)** Colorado Springs, CO - *Instructor* - taught Psychology, Strategies for Success, Composition I and II.

**DENVER TECHNICAL COLLEGE (1994)** Colorado Springs, CO - *Instructor* - taught the psychology course that included stress and time management, study skills, success skills and psychology curriculum.

**FIFTH QUARTER SUMMER PROGRAM (1990-1992)** Springfield, MO - *Assistant Principal* - planned course offerings, scheduled room assignments, hired faculty, and administered daily operation.

**MISSOURI STATE UNIVERSITY (1988-1990)** Springfield, MO - *Instructor* - taught the speech and theatre methods course for the Secondary and Elementary Education Department.

**TENT THEATRE (1982-1983)** Springfield, MO - *Technical Director* - coordinated technical aspects of summer theatre for MSU.

**HONORS**

Alpha Psi Omega, Phi Theta Kappa, Eagle Scout, Administrator of the Year

**ORGANIZATIONS**

National Association of Secondary School Principals  
Colorado Association of School Executives  
Association for Supervision and Curriculum Development

**PRESENTATION**

“Principal Teacher Hiring Criteria and the Relationship with Emotional Intelligence”  
American Educational Research Association  
May 2009, Denver, CO

**REFERENCES**

*Available upon request*

# Aljean Tucker Resume

(b)(6)

## Educational History

1970 University of Colorado, Pueblo BA Elementary Education

1991 Chapman University, MA Educational Leadership

## Employment History

2011-Present Assistant Superintendent for Curriculum and Assessment  
**Led the development of district curriculum and assessments used in the Pay for Performance model.**

2004 – 2011 Executive Director of Elementary Education – Harrison School District Two, Curriculum, Instruction and Assessment Department, Colorado Springs, Colorado  
**Diverse community, supervision of elementary principals, and also responsible for curriculum, assessment, instruction, and professional development.**

1994 – 2004 Elementary School Principal – Canon Elementary School Colorado Springs, Colorado  
**Economically diverse community, site based school district where each school principal is responsible for all aspects of school including staff development/evaluation, instruction, discipline, special education, grant writing and building maintenance**

1991 – 1994 Dean of Students – Panorama Middle School Colorado Springs, Colorado  
**Instructional leader and disciplinarian for sixth grade teams**

1986 – 1991 Seventh Grade Social Studies Teacher – Panorama Middle School Colorado Springs, Colorado  
**Diverse ethnic community, seventh grade team leaders, department chair, social studies teacher**

- Elementary Administrative Internship – Turman Elementary School Colorado Springs, Colorado
- Middle School Administrative Internship – Panorama Middle School Colorado Springs, Colorado

1977 – 1986 Middle School Coordinator/Reading, Math teacher – Divine Redeemer School Colorado Springs, Colorado  
**Private School, coordinated the implementation of “middle**

**school” as well as teaching seventh grade math and reading.**

- 1975 – 1977 Seventh/Eighth Grade English/Math Teacher – St. Paul’s Day School Ventura, California  
**Private Day School, developed, implemented, taught a junior high academic program**
- 1974 – 1975 Kindergarten – 6<sup>th</sup> grade Math Specialist – Adams Elementary School Santa Barbara, California  
**Hispanic Community, experience teaching small/whole group Title I remedial math**
- 1973 – 1974 K-12 Counselor/Remedial Reading Teacher – Santa Ynez Ranch School Santa Ynez, California  
**Residential treatment center for youth, experience teaching remedial reading**
- 1973 – 1974 Primary Teacher, Sanostee Navaho Boarding School Sanostee, New Mexico  
**Native American Community, experience with ELL and special education students**
- 1970 – 1971 Pre-Kindergarten Teacher – Fountain Elementary Pueblo, Colorado  
**Hispanic Community, experience with ELL students**

**Awards and Recognitions:**

**Teacher of the Year**, Harrison School District (1990)

**Canon Elementary School recognized by CDE** for the highest CSAP math scores (2001/02) in the state

**Principal of the Year**, Colorado Association of School Librarians (2001/02)

**Canon Elementary received Excellent ratings on CSAP** from CDE (2001/03)

## Pamela A. Aragon

(b)(6)

Fifteen years professional experience in human resources and public relations/mass media, including 12 years in public education.

### CORE STRENGTHS:

Strong communication skills	Data management
Leadership and administrative experience	Multi-tasking and prioritizing
Attention to detail and accuracy	Research and interviewing skills
Public, community, internal and media relations	Strong ability to work under deadline
Promotion and marketing campaigns	Team-oriented
Strategic planning and implementation	Highly dependable

Computer Skills: Windows, Microsoft Office, Microsoft Outlook, Weidenhammer Software, HTML

### PROFESSIONAL EXPERIENCE:

Director of Human Resources for Licensed Personnel, Harrison School District Two, 7/1/2012 to present. As HR Director, I am responsible for managing all activities related to the recruitment, employment, retention, evaluation and salary administration of all licensed staff, including accurate placement and compensation of licensed staff per the district's pay-for-performance plan. I am the primary contact for supervising administrators in resolving school professional personnel issues, and for licensed employees in filing grievances and complaints. I conduct and/or assist in investigations and disciplinary actions. I monitor security checks, licensure and highly-qualified status for school professionals and coordinate the placement of student teachers and interns. In addition, I review and recommend revisions to all employment policies and procedures pertaining to licensed staff in accordance with state and federal laws. As the Affirmative Action Officer, I monitor and evaluate the District's compliance with equal opportunity laws, guidelines, and policies to ensure that employment practices provide equal opportunity without discrimination to all employees.

Human Resources Data Support Manager, Harrison School District Two, 7/1/2008 to 6/30/2012. This was a new position created due to changing needs of the district in the area of data management. In this administrative role, I was responsible for providing support for various database issues and for providing accurate and timely reports and queries of personnel data as requested. This position was instrumental in the implementation of the district's pay-for-performance plan in the 2010-11 school year, and in maintaining and tracking employee evaluation data as it pertains to the pay-for-performance plan following that implementation. I was also responsible for responding to all claims for unemployment benefits, for researching and drafting employment policies, and for serving as the direct contact to the district's attorneys for all legal actions involving the district.

Human Resources Specialist/Secretary to the Assistant Superintendent of Human Resources, Harrison School District Two, 2/1/2007 to 6/30/2008. After my position was eliminated in the Communications Department due to reorganization, I joined the district's Human Resources Department, where my responsibilities included providing support to the Assistant Superintendent of Human Resources and serving as the HR Specialist for all administrative personnel. I maintained personnel files and ensured accurate payroll data for approximately 100 administrators, in-processed new administrative employees, and calculated pay-outs for terminating staff. I also monitored the department budget, drafted all out-going correspondence for the Assistant Superintendent of HR, and served as the recording secretary for Board of Education meetings.

Communications Specialist, Harrison School District Two, 7/1/2005 to 1/31/2007. After evaluating changing needs in the school district, my job title was changed to "Communications Specialist." As the Communications Specialist, my job responsibilities included planning and creating the bi-monthly district newsmagazine distributed to all 32,000 households in the district, including interviewing, writing stories, photography, and editing/proofreading; compiling information for the Annual Report to district shareholders and designing the online edition; creating and maintaining all department web pages; designing advertisements, flyers and other promotional material as needed; and contributing to the department's strategic planning and vision.

## **P. Aragon, resume, 2**

Media Relations Specialist, Harrison School District Two, 9/16/2001 to 6/30/2005. As the Media Relations Specialist, I was primarily responsible for establishing and maintaining positive relationships with media reporters, handling day-to-day media inquiries, and developing proactive media campaigns to generate positive publicity about Harrison School District Two. While this position was active, positive news stories about Harrison School District Two noticeably increased and the media stigma that existed in the HSD2 community improved. Additional responsibilities included serving as a staff training resource and providing high-quality customer service to staff and district patrons; assisting in crisis communication situations; planning and providing content for various district publications; creating and maintaining all Communications Department web pages; maintaining the department inventory; graphic design of marketing/promotional materials; and serving as a contributing team member in developing communication strategies to enhance the image of Harrison School District Two, including special event planning and recognition programs.

Assistant to the Coordinator of Communications, Harrison School District Two, 10/1/2000 to 9/15/2001. Responsibilities included creating an online bi-weekly staff newsletter; maintaining Communications Department web pages; writing and distributing news releases to local media outlets; writing stories for the *Harrison Community Connection* newsmagazine and assisting with graphic layout; creating the district brochure (layout and content); serving as customer service specialist for the department; developing and maintaining accurate and up-to-date databases; and operating the Phoenix General Accounting System to maintain the department budget, including monthly audits and requesting purchase orders.

Radio Sales Assistant, Pikes Peak Broadcasting Company, 9/21/1998 to 9/29/2000. Responsibilities included managing national advertising accounts for KRDO-AM, KRDO-FM and KSKX-FM; obtaining radio traffic instructions and radio dubs for on-air spots on deadline; assisting general sales manager and sales staff in inserting orders and production instructions for local, regional and national clients; designing packages to be sold by radio and television sales staff; creating profile sheets and other informative and promotional sheets for use by sales staff; and maintaining an up-to-date master account list.

General assignment reporter, *The Valencia-County News-Bulletin*, Belen, NM, 6/9/1997 to 7/29/1998. Responsibilities included covering business, education, government, arts and human interest stories in Valencia County for the semi-weekly newspaper. I attended weekly city council and board of education meetings and conducted one-on-one interviews with government officials, school administrators and community members to write news and feature stories. I also served as a photographer and wrote copy for paid advertisements.

Student news-writer, University Communications at New Mexico State University, Las Cruces, NM, 9/1996 to 5/1997. Responsibilities included interviewing students and faculty and writing press releases for more than 25 college departments and organizations. I was also assigned news stories for the *Aggie Panorama* (NMSU alumni newsletter), for *Page One* (NMSU faculty and staff newsletter) and for local newspapers and newsmagazines in Las Cruces.

Lifestyle reporter, *The Pueblo Chieftain*, Pueblo, CO, 5/1996-8/1996 (12-week paid internship). Responsibilities included interviewing Pueblo community members and writing full-length feature stories for the lifestyle section of the daily newspaper. This internship was awarded as part of the Chips Quinn Scholar Program through The Freedom Forum.

## **EDUCATION:**

Master of arts in communication from the University of Colorado at Colorado Springs, May 24, 2003. Cumulative GPA: 3.6

Bachelor of arts in journalism and mass communications with an emphasis in news-editorial and public relations and a minor in psychology from New Mexico State University, May 17, 1997. Cumulative GPA: 3.6

**P. Aragon, resume, 3**

**REFERENCES:**

- Delores T. Mullins, Harrison School District Two Assistant Superintendent of Human Resources, 1060 Harrison Rd., Colorado Springs, CO, 80906, (719) 579-2024  
Cheryl Doty, Harrison School District Two Director of Human Resources for Educational Support Personnel, 1060 Harrison Rd., Colorado Springs, CO, 80906, (719) 579-2018  
Dr. David MacKenzie, Harrison School District Two Director Interim Superintendent of Schools, 1060 Harrison Rd., Colorado Springs, CO, 80906, (719) 538-4880

**MARGARET RUCKSTUHL**

(b)(6)

**SUMMARY OF QUALIFICATIONS**

Five years experience analyzing and reporting K-12 state and district assessment results. Six years experience teaching post secondary computer science courses. Seven years experience conducting professional development courses for K-12 educators. Four years experience conducting corporate in-house training courses. Three years experience supporting programmers on computer based tools. M.Ed. in Measurement, Evaluation, Statistics, and Assessment.

**EXPERIENCE**

7/06-present Harrison School District Two – Colorado Springs, Colorado  
*Data & Accountability Officer/District Assessment Coordinator*

Analyze and report state and district assessment and accountability results to administrators, stakeholders, and state departments using SPSS, Microsoft Excel and Access. Oversee the reporting and calculations of the achievement results for the district-wide pay for performance plan for licensed staff.

7/05-6/06 Harrison School District Two – Colorado Springs, Colorado  
*Staff Development Trainer*

Develop and conduct training classes for K-12 educators and support staff on Microsoft Word, PowerPoint, and Excel. Administrate the Microsoft Access staff development database.

2/99-5/04 Diocese of Birmingham – Huntsville, Alabama  
*Trainer*

Develop and conduct workshops for K-12 educators and staff on Microsoft Word, Excel, PowerPoint, Access, Internet Basics and File Management. Substitute teaching for Kindergarten-8<sup>th</sup> grades in the content areas of Advanced Math, Technology, and middle school Science.

12/00-8/01 SchoolinSites.Com – Birmingham, Alabama  
*School Website Coordinator*

Coordinate and maintain school websites for multiple schools across the state of Alabama.

9/94-8/95 Hughes Canada Limited Systems Division - Richmond, B.C. Canada  
*Software Trainer, Software Configuration Management Analyst*

Conduct in-house training on configuration control tools; Analyze, document,

and improve Software Configuration Management practices; Participate on project review boards.

2/94-5/94 California State University Fullerton - Fullerton, California

*Instructor*

Teach *Fundamentals of UNIX* course. Course content included file structures, I/O, processes, editing tools, scripts, initialization files, and shell programming.

1/91-3/94 North Orange County Community College District - Fullerton, California

*Instructor*

Teach personal computer courses including: Introduction to Computers, Learning to Use MS-DOS, Using WordPerfect, and Introduction to Windows.

8/86-8/89, Hughes Aircraft Company - Fullerton, California

11/81-5/84

*Training Coordinator, User Consultant*

Administrate and conduct in-house training courses in the Ada programming language, modern programming practices, software configuration management tools, software development tools, and technology transfer seminars. Consult users regarding computer based tools.

1981-1987

*Other College Courses Taught*

1987 Technical Writing for Computer Science California State University, Fullerton

1986 Conversational English Taegu Catholic College, South Korea

84-85 Computer Literacy Cerritos College, California

1984 Computer Science Lab I Cypress College, California

1981 Intro to Computer Science Using PL/1 University of Southwestern Louisiana

## **EDUCATION**

2011 M.Ed., Measurement, Evaluation, Statistics, and Assessment  
University of Illinois at Chicago

1994 15 hours course work towards an M.S., Computer Science  
California State University Fullerton

1981 B.S., Computer Science  
University of Louisiana, Lafayette  
(formerly University of Southwestern Louisiana)

## **Committee/Organization Participation**

2010-present Colorado Educator Identifier Project Technical Advisory Committee  
2010-present ACEE - Program, Evaluation & Research subcommittee  
2010-present Colorado Statewide Standards Course Codes Project Working Group  
2009-present Pikes Peak Regional School Accountability Committee (PPRSAC)  
2007-present Association for Colorado Education Evaluators (ACEE)  
2008-present National Council on Measurement & Evaluation (NCME)  
2006-2010 District Advisory & Accountability-Teacher Incentive Fund  
Evaluation subcommittee

# TACY KILLINGSWORTH

(b)(6)

## Professional Objectives:

- To work in a school district that promotes student and staff growth through collaboration and teamwork

## Summary of Qualifications:

- Five years experience as a principal
- Three years experience as an assistant principal
- Four years experience as director of site based preschool program
- Dedicated to enhancing current knowledge of job and implementing successful practices

## Certification:

- Principal License #0323340 (Expires 10-24-2015)
- Elementary Education (K-6)
- Early Childhood Special Education (0-5years)

## Education:

- Administrative Licensure and Policy Studies Program, University of Colorado at Denver, *July 2003*
- Master of Early Childhood Special Education, University of Arizona, *May 1993*. G.P.A. 4.0
- Bachelor of Psychology, University of Southern Colorado, *May 1991*. G.P.A. 3.69

## Professional Experience:

### Director of Instruction, Harrison District #2, Colorado Springs, 2012-Present

- Works in conjunction with Assistant Superintendent of School Supervision and Leadership to monitor and improve the quality of instruction in schools across the district.
- Provides Professional Development opportunities to support the effective implementation of the District Action Plan and top instructional priorities.
- Supervises and coaches building principals.
- Oversees and provides leadership for Special Programs and the English Language Department.
- Works in conjunction with Assistant Superintendent of School Supervision and Leadership to facilitate and monitor district committees.

### Principal, Sand Creek Elementary, Harrison District #2, Colorado Springs, 2007-2012

- Facilitated school action planning to support district plan and to determine key priorities for increased student achievement
- Facilitated school budgeting process to support key priorities and increase student achievement
- Facilitated implementation of professional development calendar to provide differentiated staff development based on needs
- Facilitated curriculum alignment process for reading, writing and math
- Facilitated collaboration and teamwork to promote student learning through weekly team meetings
- Supported teacher growth through the development of teacher goals and the evaluation process
- Monitored and maintained parent communication through multiple avenues

### Assistant Principal, Springs Ranch Elementary, Falcon District #49, Falcon, Colorado, 2004-2007

- Facilitated staff development for professional learning community training
- Facilitated collaboration and teamwork to promote student learning through weekly team meetings
- Monitored and maintained parent communication through multiple avenues
- Supported teacher growth through the development of teacher goals and the evaluation process
- Developed, received and maintained Read to Achieve Grant for full funding of years 2004-06

# TACY KILLINGSWORTH

(b)(6)

Third Grade Teacher, Woodmen Hills Elementary, Falcon District #49, Falcon, Colorado, 2003-04

- Implemented a Balanced Literacy Program and Investigations Math Curriculum
- Co-facilitated PLC Development of Essential Learnings & Common Assessments
- Administered ongoing assessment to guide instructional practices
- Instructed using standards based lessons in all curriculum areas

Early Childhood Special Education Director/Teacher, Woodmen Hills Elementary in Falcon School District #49, Falcon, Colorado, 1999-2003

- Directed Woodmen Hills Preschool Program (Four Sessions), Supervised and evaluated two group leaders and three assistants
- Evaluated children and created Individualized Education Plans for students with special needs
- Worked with preschool team to develop district preschool standards and benchmarks

Special Needs Preschool Teacher, Washington School District, Phoenix, Arizona, 1993-1999

- Taught self-contained preschool special needs classes
- Implemented High Scope Curriculum
- Monitored student progress through Individualized Education Plans and bi-yearly home visits and/or parent/teacher conferences
- Arranged integration activities with Head Start and kindergarten classes
- Initiated augmentative communication tactics
- Served on school Site Council Team

## **Professional Development:**

- Principal Leadership Academy, Harrison District #2, *Jan. 2011*
- Classroom Instruction That Works for English Language Learners, *March 2011*
- Hope Foundation Denver Institute, *Nov. 2009*
- CO Growth Model Training for Building Leaders, *Sept. 2009*
- McGrath SUCCEED with Communications, Supervision, Evaluation and Leadership Foundation, *Jan. 2009*
- Differentiated Instruction: Grouping for Reading Success, *April 2009*
- 5 Components of Literacy, *March 2009*
- Guided Reading Book Study, *Oct. 2008*
- Positive Behavior Support Team Training, *June 2006, October 2006, April 2007*
- Colorado School of Attendance Law-Process/Procedures, *September 2006*
- Leadership Training, Falcon District #49, *July 2006*
- McRel Balanced Leadership Training, *August 2005*
- Professional Learning Communities Conference, *September 2005*
- K-12 Instructional Strategies for Student Intervention Teams, *October 2005*
- Cognitive Coaching, *Jan.-Mar. 2005*
- 8 Step Supervision Process, *July 2004*

## **Committees/ Organizations:**

- Association For Supervision and Curriculum Development
- Sand Creek Building Advisory Committee
- Sand Creek Parent/Teacher/Community Organization
- Sand Creek Response to Intervention Team
- Sand Creek Building Leadership Team

# TACY KILLINGSWORTH

(b)(6)

## Staff Development:

- Backwards Planning, *August 2011*
- Curriculum Alignment, *Sept. 2011*
- Objective and Demonstration of Learning Writing, *Sept. 2010*
- Step Up to Writing, *October 2004 and February 2006*
- DIBELS Training, *August 2005*

## References:

- **Dan Snowberger**, Superintendent of Durango Schools, (970) 903-3419
- **Zach Craddock**, Principal, Sierra High School, Harrison District #2, 719-538-4853
- **Karie Ebbens**, Assistant Principal, Sand Creek Elementary, Harrison District #2, 719-579-4958

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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To add more Budget Narrative attachments, please use the attachment buttons below.

**BUDGET NARRATIVE**

**TIF Grant Funds**

1. Personnel

<b>Year 1</b>			
Personnel: The following requested personnel will be hired as employees of the project.	% FTE	Base Salary	Total
Grant Coordinator/Project Manager: manage and coordinate the various activities of the grant	1.0 FTE	\$50,000	\$50,000
2 Instructional Coordinators: coach and provide staff development for the new PD initiative for rigor which we will roll out beginning in 2012-2013. Because of the scope and robust nature of the strategies connected to rigor, additional Instructional Coordinators are needed for this period of time.	2 x 1.0 FTE	\$80,000 x 2	\$160,000
ELD Teacher on Special Assignment: modify the district assessments for ELD center based students. ELD modified assessments will be expanded to include elective classes. After the five year period, we will be able to have an extensive bank of modified assessments and the TOSA will no longer be needed.	1.0 FTE	\$60,000	\$60,000
Differential Salary for Staff new to the Pay for Performance Plan: estimated increase for Principals and Assistant Principals, Counselors, and some Special Education Teachers			\$474,000
Differential Salary for Staff on the Pay for Performance Plan: estimated increase for 524 licensed staff moving forward on the salary scale, including World Language and Career and Technical Education teachers who are entering the E&R plan for the first time.			\$950,000
Stipends for Teacher Leaders or Identified Teacher Need: attendance at district/school professional development during non-school hours. This will be differentiated according to data and need in the district. These stipends will pay for teacher leaders to develop and present professional development modules for struggling teachers.	600 hours	\$25.00/hour	\$15,000
<b>Total</b>			<b>\$1,709,000</b>

Effectiveness and Results: Pay for Performance Plan

<b>Years 2 and 3</b>			
Personnel: The following requested personnel will be hired as employees of the project.	% FTE	Base Salary	Total
Grant Coordinator/Project Manager: manage and coordinate the various activities of the grant	1.0 FTE	\$50,000	\$50,000
2 Instructional Coordinators: coach and provide staff development for the new PD initiative for rigor which we will roll out for the next three years. Because of the scope and robust nature of the strategies connected to rigor, additional Instructional Coordinators are needed for this period of time.	2 x 1.0 FTE	\$80,000 x 2	\$160,000
ELD Teacher on Special Assignment: modify the district assessments for ELD center based students. ELD modified assessments will be expanded to include elective classes. After the five year period, we will be able to have an extensive bank of modified assessments and the TOSA will no longer be needed.	1.0 FTE	\$60,000	\$60,000
Differential Salary for Staff on the Pay for Performance Plan: estimated increase for administrators and licensed staff moving forward on the salary scale.			\$950,000
Stipends for Teacher Leaders or Identified Teacher Need: attendance at district/school professional development during non-school hours. This will be differentiated according to data and need in the district. These stipends will pay for teacher leaders to develop and present professional development modules for struggling teachers.	600 hours	\$25/hour	\$15,000
<b>Total</b>			<b>\$1,235,000 x 2 years</b>

Years 2 and 3 differ from year 1 by \$474,000 as the District will not have the large initial increase in salaries required by introducing Principals, Assistant Principals, Counselors, and the remaining teachers to the E&R program. These additional positions will be accounted for in the \$950,000 allocated for yearly increases for those who continue to move up the pay scale.

Effectiveness and Results: Pay for Performance Plan

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<b>Years 4 and 5</b>			
Personnel: The following requested personnel will be hired as employees of the project.	% FTE	Base Salary	Total
Grant Coordinator/Project Manager: manage and coordinate the various activities of the grant	1.0 FTE	\$50,000	\$50,000
2 Instructional Coordinators: coach and provide staff development for the new PD initiative for rigor which we will roll out for the next three years. Because of the scope and robust nature of the strategies connected to rigor, additional Instructional Coordinators are needed for this period of time.	2 x 1.0 FTE	\$80,000 x 2	\$160,000
Differential Salary for Staff on the Pay for Performance Plan: estimated increase for administrators and licensed staff moving forward on the salary scale.			\$950,000
Stipends for Teacher Leaders or Identified Teacher Need: attendance at district/school professional development during non-school hours. This will be differentiated according to data and need in the district. These stipends will pay for teacher leaders to develop and present professional development modules for struggling teachers.	300 hours	\$25/hour	\$7,500
<b>Total</b>			<b>\$1,167,500 x 2 years</b>

Years 4 and 5 differ from years 2 and 3 by \$7,500 as the district will decrease the number of hours that teacher leaders spend developing and presenting training modules and by the \$60,000 ELD Teacher on Special Assignment salary. One of the objectives of the E&R plan is to retain proficient teachers and improve the overall quality of the teaching staff so the same level of training should not be required by this point in the project. Also, the assessments should be fully modified for the English Language Learner population and this position will no longer be required.

Effectiveness and Results: Pay for Performance Plan

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2. Fringe Benefits

Benefits are estimated at 25% of teacher salary and 16.2% of stipends.

<b>Year 1</b>			
Benefits	Total Salary/Stipend	Benefit Rate	Benefit Amount
Salary: 1 Grant Coordinator, 2 Instructional Coordinators, 1 ELD Teacher on Special Assignment	\$270,000	25%	\$67,500
Salary: pay differential for principals, assistant principals, teachers, and counselors	\$1,424,000	25%	\$356,000
Stipends: teacher leaders	\$15,000	16.2%	\$2,430
<b>Total</b>			<b>\$425,930</b>

<b>Years 2 and 3</b>			
Benefits	Total Salary/Stipend	Benefit Rate	Benefit Amount
Salary: 1 Grant Coordinator, 2 Instructional Coordinators, 1 ELD Teacher on Special Assignment	\$270,000	25%	\$67,500
Salary: pay differential for principals, assistant principals, teachers, and counselors	\$950,000	25%	\$237,500
Stipends: teacher leaders	\$15,000	16.2%	\$2,430
<b>Total</b>			<b>\$307,430</b>

<b>Years 4 and 5</b>			
Benefits	Total Salary/Stipend	Benefit Rate	Benefit Amount
Salary: 1 Grant Coordinator, 2 Instructional Coordinators	\$210,000	25%	\$52,500
Salary: pay differential for principals, assistant principals, teachers, and counselors	\$950,000	25%	\$237,500
Stipends: teacher leaders	\$7,500	16.2%	\$1,215
<b>Total</b>			<b>\$291,215</b>

3. Travel

<b>Year 1</b>			
Travel: Expenses include \$400 airfare, \$150 hotel room, \$60 per diem (\$46 – 71 depending on location), and \$40 ground transportation	# Trips	\$ per Trip	Total
TIF Annual Grantee Meeting: this meeting will provide technical assistance for our grant site and provide collaboration among all TIF grants. This trip is 1.5 days.	3 (Project Manager and 2 other key personnel)	\$860	\$2,580
TIF Topical Meeting: 1.5 day meeting to provide participants with in depth information on a topic related to implementing PBCSs.	2 (Project Manager and 1 other)	\$860	\$1,720
ASCD National Conference and 21 <sup>st</sup> Century Teaching and Learning National Conference: to aid in the development of further district wide professional development on rigor and continued support to revise curriculum maps.	20	\$700	\$14,000
<b>Total</b>			<b>\$18,300</b>

<b>Years 2, 3, and 5</b>			
Travel: Expenses include \$400 airfare, \$150 hotel room, \$60 per diem (\$46 – 71 depending on location), and \$40 ground transportation	# Trips	\$ per Trip	Total
TIF Annual Grantee Meeting: this meeting will provide technical assistance for our grant site and provide collaboration among all TIF grants. This trip is 1.5 days.	3 (Project Manager and 2 other key personnel)	\$860	\$2,580
TIF Topical Meeting: 1.5 day meeting to provide participants with in depth information on a topic related to implementing PBCSs.	2 (Project Manager and 1 other)	\$860	\$1,720
<b>Total</b>			<b>\$4,300 x 3 years</b>

<b>Year 4</b>			
Travel: Expenses include \$400 airfare, \$150 hotel room, \$60 per diem (\$46 – 71 depending on location), and \$40 ground transportation	# Trips	\$ per Trip	Total
TIF Annual Grantee Meeting: this meeting will provide technical assistance for our grant site and provide collaboration among all TIF grants.	3 (Project Manager and 2 other key	\$860	\$2,580

Effectiveness and Results: Pay for Performance Plan

This trip is 1.5 days.	personnel)		
TIF Topical Meeting: 1.5 day meeting to provide participants with in depth information on a topic related to implementing PBCSs.	2 (Project Manager and 1 other)	\$860	\$1,720
ASCD National Conference and 21 <sup>st</sup> Century Teaching and Learning National Conference: to aid in the development of further district wide professional development on rigor and continued support to revise curriculum maps.	10	\$700	\$7,000
<b>Total</b>			<b>\$11,300</b>

4. Equipment

<b>Year 1</b>			
Equipment: Consistent with our organization's policy, equipment is defined as tangible in nature, with a life of more than 1 year, repairable, and a unit cost of over \$5000 or between \$500 and \$5000 for non-capitalized equipment	Cost of Item	Item Description	Total
Computers for all schools in order to assess all students online in a standardized manner because the standardization of the "Results" side of the pay for performance plan is instrumental to the validity of district assessment results.	\$40,000 per computer set	2 computer sets per school, 19 schools (High School Prep Academy only has 50 students and will not need its own lab)	\$1,520,000
<b>Total</b>			<b>\$1,520,000</b>

5. Supplies

<b>Year 1</b>			
Category	Description	Unit Cost	Total
Training Supplies	Paper, training books and manuals, folders, and additional supplies for teacher leader and outside consultant trainings		\$5,000
Computer Support Supplies	Connection cords, surge protectors, extension cords, printers and other various supplies necessary for the 2 computer sets at each school.	\$2500 per school x 19 schools	\$47,500
<b>Total</b>			<b>\$52,500</b>

Effectiveness and Results: Pay for Performance Plan

<b>Years 2-5</b>			
Category	Description	Unit Cost	Total
Training Supplies	Paper, training books and manuals, folders, and additional supplies for teacher leader and outside consultant trainings		\$5,000
<b>Total</b>			<b>\$5,000 x 4 years</b>

6. Contractual

<b>Years 1 through 4</b>		
Contractual	Timing of Costs	Total
The district will contract with an external evaluator to examine the program quality and results. More information is on page of the project narrative.	Bi-annually	\$80,000
Out of district trainer for professional development addressing teaching strategies for enhanced rigor. The trainer will provide 4 trainings per year.	Quarterly (after each training)	\$18,000
<b>Total</b>		<b>\$98,000 x 4 years</b>

<b>Year 5</b>		
Contractual	Timing of Costs	Total
The district will contract with an external evaluator to examine the program quality and results. More information is on page of the project narrative.	Bi-annually	\$80,000
<b>Total</b>		<b>\$80,000</b>

Effectiveness and Results: Pay for Performance Plan

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9. Total Direct Costs

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	\$1,709,000	\$1,235,000	\$1,235,000	\$1,167,500	\$1,167,500	<b>\$6,514,000</b>
Fringe Benefits	\$425,930	\$307,430	\$307,430	\$291,215	\$291,215	<b>\$1,623,220</b>
Travel	\$18,300	\$4,300	\$4,300	\$11,300	\$4,300	<b>\$42,500</b>
Equipment	\$1,520,000	\$0	\$0	\$0	\$0	<b>\$1,520,000</b>
Supplies	\$52,500	\$5,000	\$5,000	\$5,000	\$5,000	<b>\$72,500</b>
Contractual	\$98,000	\$98,000	\$98,000	\$98,000	\$80,000	<b>\$472,000</b>
Construction	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Other	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
<b>Total</b>	<b>\$3,823,730</b>	<b>\$1,649,730</b>	<b>\$1,649,730</b>	<b>\$1,573,015</b>	<b>\$1,548,015</b>	<b>\$10,244,220</b>

10. Indirect Costs

The District's indirect cost rate, as approved by the Colorado Department of Education, is 5.24% beginning July 2012 through June 2013 (attachment "Indirect Cost Rate Agreement").

Year	Total Direct Costs	Indirect Cost Rate	Indirect Costs
1	\$3,823,730	5.24%	\$200,363
2	\$1,649,730	5.24%	\$86,446
3	\$1,649,730	5.24%	\$86,446
4	\$1,573,015	5.24%	\$82,426
5	\$1,548,015	5.24%	\$81,116
<b>Total</b>			<b>\$536,797</b>

**LEA Funds**

1. Personnel

Personnel: The following salaries are paid out of general LEA funds to support the E&R program	Year 1	Year 2	Year 3	Year 4	Year 5
Base salaries for all teaching and administrative staff and counselors: this includes all but the TIF-funded pay differential for those that move up in a particular year.	(b)(4)				
1 Instructional Coordinator: coach and provide staff development for the continuing district initiatives (2 additional Instructional Coordinators employed by the district but are paid for by ESEA Title IIA funds)					
<b>Total</b>					

Total for Personnel over 60 month grant period =

2. Fringe Benefits

Benefits are estimated at 25% of salaries

Benefits based on teacher, administrator, counselor, and Instructional Coordinator salaries	Salary Amount	Benefits Rate	Benefits
Year 1	(b)(4)		
Year 2			
Year 3			
Year 4			
Year 5			
<b>Total</b>			

Effectiveness and Results: Pay for Performance Plan

6. Contractual

Description	Year 1	Year 2	Year 3	Year 4	Year 5
Software licensing: Edusoft is used to create bubble sheets then to scan and grade data. Additional data is collected through this program to identify which standards were missed by students and to supply teachers with their results	\$69,000	\$69,000	\$69,000	\$69,000	\$69,000
Consultants: retired teachers and content area specialists assist with assessment question creation, assessment review and scoring, and performance scoring	\$142,150	\$142,150	\$142,150	\$142,150	\$142,150
<b>Total</b>	<b>\$211,150</b>	<b>\$211,150</b>	<b>\$211,150</b>	<b>\$211,150</b>	<b>\$211,150</b>

8. Other

Description	Year 1	Year 2	Year 3	Year 4	Year 5
Printing: the cost to print paper copies of the district assessments for student use	\$70,000	\$45,000	\$20,000	\$0	\$0
<b>Total</b>	<b>\$70,000</b>	<b>\$45,000</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$0</b>

9. Total Direct Costs

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	(b)(4)					
Fringe Benefits	(b)(4)					
Travel	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Equipment	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Supplies	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Contractual	\$211,150	\$211,150	\$211,150	\$211,150	\$211,150	<b>\$1,055,750</b>
Construction	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Other	\$70,000	\$45,000	\$20,000	\$0	\$0	<b>\$135,000</b>
<b>Total</b>	(b)(4)					

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Harrison School District Two
<b>Applicant's DUNS Name:</b>	0919118260000
<b>Federal Program:</b>	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
<b>CFDA Number:</b>	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes       No

2. Is the applicant a faith-based organization?

Yes       No

3. Is the applicant a secular organization?

Yes       No

4. Does the applicant have 501(c)(3) status?

Yes       No

5. Is the applicant a local affiliate of a national organization?

Yes       No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer       15-50

4-5       51-100

6-14       over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

# **Survey Instructions on Ensuring Equal Opportunity for Applicants**

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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:** The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008  
Expiration Date: 02/28/2011

Name of Institution/Organization

Harrison School District Two

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	1,709,000.00	1,235,000.00	1,235,000.00	1,167,500.00	1,167,500.00	6,514,000.00
2. Fringe Benefits	425,930.00	307,430.00	307,430.00	291,215.00	291,215.00	1,623,220.00
3. Travel	18,300.00	4,300.00	4,300.00	11,300.00	4,300.00	42,500.00
4. Equipment	1,520,000.00	0.00	0.00	0.00	0.00	1,520,000.00
5. Supplies	52,500.00	5,000.00	5,000.00	5,000.00	5,000.00	72,500.00
6. Contractual	98,000.00	98,000.00	98,000.00	98,000.00	80,000.00	472,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	3,823,730.00	1,649,730.00	1,649,730.00	1,573,015.00	1,548,015.00	10,244,220.00
10. Indirect Costs*	200,363.00	86,446.00	86,446.00	82,426.00	81,116.00	536,797.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	4,024,093.00	1,736,176.00	1,736,176.00	1,655,441.00	1,629,131.00	10,781,017.00

**\*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: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Colorado Department of Education

The Indirect Cost Rate is 5.24 %.

(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  %.

Name of Institution/Organization Harrison School District Two	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.	
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**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	(b)(6)					
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)						

**SECTION C - BUDGET NARRATIVE (see instructions)**