

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



APPLICATION FOR GRANTS
UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120067

Grants.gov Tracking#: GRANT11189571

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:

School District No. 1 in the City and County of Denver

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

84-6001099

* c. Organizational DUNS:

0410993340000

d. Address:

* Street1:

900 Grant St

Street2:

* City:

Denver

County/Parish:

* State:

CO: Colorado

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

80203-2907

e. Organizational Unit:

Department Name:

Human Resources - Talent Mgmt

Division Name:

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

Prefix:

* First Name:

Nancy

Middle Name:

* Last Name:

Connor

Suffix:

Title:

Director, Federal Programs

Organizational Affiliation:

* Telephone Number:

720-423-3921

Fax Number:

* Email:

nancy_connor@dpsk12.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:**

Continuing to Empower Excellent Educators: Enhancement and Expansion of the Human Capital Management System and Performance Based Compensation System for Denver Public Schools.

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	32,111,002.00
* b. Applicant	(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>Nancy Connor</p>	<p>* TITLE</p> <p>Director, Federal Programs</p>
<p>* APPLICANT ORGANIZATION</p> <p>School District No. 1 in the City and County of Denver</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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <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: Denver Public Schools

* Street 1: 900 Grant St Street 2: _____

* City: Denver State: CO: Colorado Zip: 80203-2907

Congressional District, if known: _____

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable 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: Nancy Connor

* Name: Prefix _____ * First Name Nancy Middle Name _____
* Last Name Connor Suffix _____

Title: Director, Federal Programs Telephone No.: 720-423-3921 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.

DPS - TIF GEPA.pdf

Delete Attachment

View Attachment

DENVER PUBLIC SCHOOLS GEPA REQUIREMENTS

U.S. DEPARTMENT OF EDUCATION TEACHER INCENTIVE FUND (CFDA # 84.374A)

DENVER PUBLIC SCHOOLS APPLICATION 2012

Denver Public Schools (DPS) is committed to eliminating any and all barriers that could impede equitable access or participation in the planned activities for its TIF project. Within its Affirmative Action Plan, Denver Public Schools states, “*All students within this school district, regardless of race, color, creed, sex, marital status, national origin or handicap shall be equally entitled to the benefits of good education. To secure such benefits, the needs and aspirations of all students shall be considered.*” Additionally, DPS’ board policies state that, “The Denver Public Schools shall operate as an equal opportunity employer by providing and safeguarding the opportunity for all persons to seek, obtain, hold and advance in employment within the district without discrimination because of race, color, religion, national origin, marital status, sex, age, or disability, or sexual orientation, based solely upon qualification.”

Denver Public Schools has implemented the following steps to ensure the realization of the above statements.

- The district actively promotes the **full realization of equal employment opportunity through a positive, aggressive, continuing affirmative action program**. DPS provides and safeguards the opportunity for all persons to seek, obtain, hold and advance in employment within the district based solely upon qualification and without discrimination because of race, color, religion, national origin, marital status, gender, age, disability, or sexual orientation.
- Through **educational opportunities in human and intercultural relations for both employees and students**, the individual group contributions of various ethnic, racial and

gender groups, as well as those with disabilities, are recognized and noted as an inherent part of the district's activities, professional development and core curriculum.

- To ensure equity of participation for those who are Limited English Proficient, the district seeks **bilingual teachers and staff, offers English as a Second Language (ESL) classes at all levels, and utilizes a variety of bilingual outreach methods** to inform all community members of district activities and to foster community engagement.
- To ensure equity of access and participation to those who are disabled, **the district, each school and school-related programs are accountable to the standards of the Americans with Disabilities Act (ADA).**

This proposed project will adhere to these same provisions and steps to ensure equity of access and participation for all participants in the proposed project. After a review of planned activities, DPS has identified the following potential barriers and solutions to participation:

Barrier: DPS employees who do not receive strong performance reviews and correlated compensation may feel discriminated against on the basis of their gender, race, national origin, color, disability or age.

Solution: DPS will ensure that the measures used in evaluating teacher effectiveness are fair, objective, rigorous and comparable across all schools. Compensation tied to teacher effectiveness will be grounded in these measures, which will be clearly communicated to teachers to ensure understanding of measures of effectiveness and their relationship to compensation opportunities. More specifically, observers will have extensive training and testing for inter-rater reliability. Parameters for incentive compensation will be clearly defined and communicated to all participants.

Barrier: DPS employees who are not selected for differentiated roles may feel discriminated

against on the basis of their gender, race, national origin, color, disability or age.

Solution: DPS will engage a cross-section of educator representatives in the development of clear criteria for selection into differentiated roles. The application process will be based on well-defined metrics by which applicants are objectively evaluated for selection. DPS will develop clear personalized professional development goals for all teachers, including those interested in leadership roles, to provide differentiated professional development and advancement opportunities that are grounded in improving their effectiveness and enabling them to support their students in achieving academic gains.

Barrier: Majority of students in DPS are racial and ethnic minorities.

Solution: DPS will provide professional development to enhance all teachers' competencies in effectively educating students from various racial or ethnic and cultural backgrounds. All components of DPS' professional development and performance-based compensation systems have been developed to ensure relevance and appropriateness in preparing educational leaders to serve in diverse, urban school settings and to effectively promote student achievement within these settings.

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**

School District No. 1 in the City and County of Denver

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Erin		McMahon	

Address:

* Street1:	900 Grant St
Street2:	
* City:	Denver
County:	
* State:	CO: Colorado
* Zip Code:	80203-2907
* Country:	USA: UNITED STATES

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

720-423-3144	
--------------	--

Email Address:

erin_mcmahon@dpsk12.org

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:

Denver Public Schools Project Abstract

U.S. Department of Education Teacher Incentive Fund (CFDA # 84.374A)

Denver Public Schools (DPS) submits this application for the General Teacher Incentive Fund (TIF) Competition as a single eligible applicant and LEA. DPS currently has a total of 162 schools with 91 of high-need schools to be served by the proposed TIF funded Performance Based Compensation System.

The purpose of the DPS TIF project is to increase student achievement and growth in high-need urban schools through the further development of our rigorous educator evaluation system and aligned performance based compensation system. This includes, along with expanded opportunities for effective educators to take on differentiated leadership roles, new ways of targeting funds to leverage effective teachers across the district.

The objectives of the project are to: 1) increase the number of effective teachers and principals and decrease the number of ineffective teachers and principals serving in high-need schools and in high-need fields; 2) increase the reach of effective teachers in high-need schools to serve more students and support more teachers; and 3) increase the breadth of human capital decision making based in part on evaluations of educator effectiveness.

Project objectives will be met through a combination of: a) district-wide implementation of a Human Capital Management System (HCMS) with educator evaluation systems at the center and district-wide implementation of educator evaluation systems based, in significant part, on student growth (in accordance with TIF absolute priorities 1 and 2), and b) proposed TIF funded activities.

In addition to addressing absolute priorities 1 and 2, the proposal addresses priority 5 competitive preference priority area by describing how the district will implement an educator

salary structure for teachers and principals based on effectiveness. The proposed TIF funded activities include:

1. Pilots of performance-based compensation, transfer incentives, and compensated differentiated roles and responsibilities.
 - a. Performance-based compensation for effective teachers in high-need fields in high-need schools, and effective teachers and principals who transfer to high-need schools and/or high-need fields.
 - b. Additional compensation for effective educators who take on additional responsibilities and leadership roles.
2. Related professional development for effective teachers and principals in high-need schools.
3. Improvements to performance based compensation systems and tools.
4. Systems and tools related to integrating student growth in evaluations of educator effectiveness, including the development of teacher- and team-led assessments.
5. Salary and benefits for employees hired to administer and implement the project.

With the assistance of this TIF grant, DPS will pilot differentiated compensation and differentiated leadership role incentives to test which are most effective at meeting a range of objectives, from increasing the numbers of effective educators in high-needs schools to increasing the impact of effective educators. The results of these studies will inform future use of performance based compensation and incentives to increase educator effectiveness. The TIF funding will provide significant resources to accelerate and advance DPS' human capital management system and will help DPS to develop a national proof point for leveraging effective educators to improve student outcomes in high-need schools.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

DPS - TIF Project Narrative.pdf

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DENVER PUBLIC SCHOOLS PROJECT NARRATIVE
U.S. DEPARTMENT OF EDUCATION TEACHER INCENTIVE FUND
(CFDA # 84.374A)

Denver Public Schools (DPS) is a large urban school district serving 81,870 students, with a poverty rate of 72.5% and a graduation rate of 56.1%. While DPS has consistently outpaced the state average on student growth and has seen significant gains ranging from 8% to 12% increased achievement over the past six years, our achievement levels are still unacceptably low, with more than half of our students not yet proficient. Faced with these statistics, DPS has set a singular and ambitious vision: to lead the nation's cities in student achievement, high school graduation, and college matriculation.

For more than a decade, DPS has been at the forefront of the national educational reform movement. At the center of our reform efforts are the goals to attract, develop, and retain highly effective educators and compensation has been a key strategy within this priority area. To this end, DPS was one of the first districts in the nation to design and implement a performance-based compensation system (PBCS) for teachers, ProComp, which was designed through a collaborative partnership between DPS and the Denver Classroom Teachers Association (DCTA). DPS built upon this work adding performance-based compensation for principals to its compensation system in 2009, with support from the federal Teacher Incentive Fund (TIF).

DPS has recognized that our ability to attract and retain effective educators is dependent upon our ability to accurately identify and support effective educators. DPS is in the process of piloting a comprehensive educator evaluation system that ties effectiveness ratings, in large part, to student growth and provides differentiated professional development to teachers and leaders, based on areas highlighted through the evaluation process.

Over the last few years, DPS has invested millions in its incentive compensation system and educator evaluation system. However, our work is not done. The proposed TIF project will build on the existing foundation by aiding the evolution of these programs – increasing the effectiveness of incentive compensation in putting the most effective teachers in the areas they can make the most different and strengthening the educator evaluation systems by tightening the integration of student outcomes measures. The TIF funding will provide significant resources to accelerate and advance these vital components of the district’s human capital management system and will help DPS to develop a national proof point for leveraging effective educators to improve student outcomes in high-need urban schools.

DPS has in place a Human Capital Management System (HCMS) that includes performance-based compensation for teachers and principals based on currently available student outcome measures and professional evaluations and is developing educator evaluation systems based 50% on student growth measures. DPS is requesting \$32.1 million over 5 years to support: piloting of performance-based compensation based on overall effectiveness ratings from the new evaluation systems, piloting of additional compensation and related professional development for effective educators who take on differentiated leadership roles in high-need schools, developing of improved systems and processes for implementing the proposed PBCS, developing of technology platforms for integrating student growth calculations into effectiveness ratings, and building tools to grow the capacity of educators related to teacher and team developed assessments to be included in the student growth measures.

The following proposal is organized by selection criteria, as required by the grant application. Each section begins with an overview of the TIF funded activities that will be outlined in that section.

I. Human Capital Management System (HCMS)

This section of the proposal addresses how DPS will meet Absolute Priority 1, implementing a district-wide human capital management system with educator evaluations at the center, and Competitive Priority 5, implementing an educator salary structure based on effectiveness. TIF funded activities related to the proposed PBCS that are discussed in this section include: 1) differentiated compensation for effective educators in high-need schools; 2) additional compensation for effective educators who take on differentiated leadership roles in high-need schools; and 3) systems improvements to enable implementation of these systems.

Current Human Capital Management System (HCMS)

The Denver Public Schools HCMS, referred to as “Empowering Excellent Educators”, was initially designed in 2009 to empower the district’s single largest asset – its educators – to deliver the highest quality instruction in every school, in every classroom, and to every student. The Empowering Excellent Educators system represents a comprehensive approach to human capital management and places a common understanding of the characteristics of effective teaching – the “Frameworks for Effective Teaching and School Leadership” -- at the center of systems of teacher and principal preparation, recruitment, selection, evaluation, professional development, compensation and recognition.

Empowering Excellent Educators is built on the DPS vision for instructional improvement, which is to: ensure that every student is taught by an excellent teacher and every school is led by an excellent principal; provide teachers and principals with a clear understanding of characteristics of effective teaching and provide regular feedback about how they are performing against those standards; provide teachers and principals with the tools, resources and support

they need to perfect their craft; and reward excellent educators and provide them with leadership opportunities to expand their impact on students and share their expertise across the district.¹

DPS recognizes that the strategies for achieving this vision of instructional improvement must be tightly coupled with best practices for English Language Learners, which currently comprise 34% of our students, and the instructional shifts required as we adopt Common Core State Standards, which are addressed further in the educator evaluation section. The Leading Effective Academic Practice (LEAP) Framework for Effective Teachers, and the Framework for Effective School Leaders, are the foundation for the DPS educator evaluation system and create the underpinnings for measuring performance in the performance-based compensation system.

The table below shows how the HCMS is aligned to each of these elements. Educator evaluation systems are key to identifying effective teachers and identifying professional development needs for all educators; performance-based compensation systems enable the rewarding of excellent educators.

DPS Vision for Instructional Improvement	Aligned Component of the HCMS
Excellent teachers and leaders	Clear definition of teacher and school leader effectiveness to guide the recruitment, retention, evaluation, compensation, professional development, and recognition of educators
Standards for effective teaching and school leadership to guide regular feedback on performance and opportunities for growth	Multiple measure teacher and principal evaluation systems tied to the Frameworks for Effective Teaching and School Leadership that provide frequent observations and feedback; System linked directly to Common Core standards and best practice for ELL development
Tools, resources, and support for teachers and principals	Professional growth plans which direct teachers to specific, targeted professional development; teacher leaders focused on school and teacher needs

¹ The Denver Public Schools Commitment to Empowering Excellent Educators, 2010

	identified through evaluation
Reward excellent educators	Performance-Based Compensation for teachers and school leaders
Opportunities for excellent educators to expand their impact on students and share their expertise across the district	*Proposed differentiated roles and leadership opportunities for teachers and school leaders that take on expanded responsibilities and accountabilities for student outcomes

Performance-Based Compensation

DPS’s human capital management system includes performance compensation for teachers and principals. The DPS performance-based compensation system (PBCS) is based on the premise that educator compensation, which is a school district’s single largest expenditure, should be linked directly and in multiple ways to the district’s most important organizational outcome – improved student learning.² ProComp, the performance-based compensation system for teachers, was designed in partnership with the Denver Classroom Teachers’ Association (DCTA). It was first piloted in 1999, implemented in 2004, and revised in 2008.

Performance-Based Compensation for Teachers (ProComp)

The ProComp system, initially implemented in 2005, provides incentives for teachers in the following areas: market incentives, student growth, knowledge and skills, and comprehensive professional evaluation. (See the ProComp chart in the Evidence of Educator Support attachment for more information including incentive amounts and requirements.) Within market incentives, there are \$2,403 incentives for teachers in schools with high FRL percentages or in roles with high vacancy rates and turnover (e.g., special education, ELL).

² ProComp Presentation, 2009, Attracting and Retaining The Most Effective Teachers to Work in the Denver Public Schools

In the student growth area, teachers are rewarded for meeting objectives regarding student academic growth and performance on state assessments. In addition there are school-based incentives for educators in schools that are top performing or demonstrate significant growth. Most incentives in this category are \$2,403.

Within the knowledge and skills area, the incentives focus on obtaining professional development units and earning graduate degrees, advanced license or certificates. In addition, there is an opportunity for ProComp to contribute toward reimbursement of tuition or student loans. The comprehensive professional evaluation category links incentives to evaluation ratings. Currently, teachers are rewarded this incentive if they earn a satisfactory evaluation rating.

Performance-Based Compensation for School Leaders

ProComp has also served as the model for DPS' performance pay system for school leaders, by which principals can up to \$30,000 per year in incentives and base-building increases based on student performance aligned to the teacher ProComp incentives, meaning that principals and teachers are working towards the same goals. Incentives include those for working in schools with high FRL percentages, schools that score highly on the School Performance Framework (SPF), schools with high growth on the SPF, and school leaders who demonstrate successful implementation of strategies outline in the unified improvement plan. (See the Principal Compensation Charts in Evidence of Educator Support attachment for more information including incentive amounts and requirements.)

While the district has made significant steps to advance educator effectiveness through its teacher and principal compensation systems, there is still work to be done to align our entire human capital system, including recruitment, selection and placement, professional development,

evaluation, non-probationary status, and compensation, around common effectiveness standards grounded in student growth measures.

DPS' proposal to the TIF program will build and expand upon current Empowering Effective Educator initiatives, linking evaluations of educator effectiveness more directly to recruitment, retention, compensation (particularly incentive compensation), professional development and support of educators in identified high-need schools.

HCMS Modifications

Over the next five years, Empowering Excellent Educators HCMS will focus primarily on: 1) refining our measures of teacher effectiveness, including implementing the LEAP teacher evaluation system with student growth making up 50% of the effectiveness rating; 2) developing and implementing a principal evaluation system that would include a 50% emphasis on our School Performance Framework (a comprehensive measure based largely on student achievement data), 3) expanding the use of LEAP and principal evaluation data in the HCMS, including recruitment, hiring, placement, compensation, retention, and promotion to new differentiated leadership roles; and 4) developing systems of professional development to provide targeted support, aligned to the frameworks of effectiveness, for teacher and principal growth and the implementation of the new standards (Colorado Academic Standards, Common Core State Standards, and the English Language Development Standards). TIF funds will assist us reaching these rigorous goals in the following ways:

- Our work toward integrating student outcomes into evaluations will accelerate and we can offer school-level support regarding the implementation of teacher and team led assessment
- We will develop our ability to recruit, hire, place, retain, and promote educators with differentiated roles and responsibilities

- We will improve our ability to leverage effective educators by incentivizing them to be where they can make a strong impact on students and peers
- We will improve our ability to retain effective educators by providing them with additional opportunities for incentives and challenging roles that allow them to stay in the classroom
- We will enhance the professional development available to make our effective educators even more effective

As a result of these changes, DPS will advance its instructional vision, significantly increasing the number of students taught by effective teachers and schools led by effective principals.

DPS' proposed performance-based compensation system (PBCS) will build on the current progress of ProComp to include performance-based compensation tied to better assessments of educator effectiveness. The existing performance-based compensation system for teachers, ProComp, currently provides additional compensation based on student growth data as well as satisfactory ratings on current professional evaluations. ProComp, when initially implemented, represented a bold step forward to align student outcomes more directly with student outcomes and teacher performance. Over the last six years, we have learned that while some of the ProComp measures tie directly to student performance outcomes, other measures are not closely linked with increased student outcomes. The Frameworks for Effective Teaching and School Leadership, and the aligned LEAP systems for teacher and principal evaluation, represent an effort to more accurately detail the standards of effective teaching and school leadership. When the educator evaluation systems are fully implemented, performance incentives will be

redesigned to tie more directly to educator effectiveness; to increase the number of effective teachers and principals serving in high-need schools and high-impact areas; and to provide additional compensation to effective teachers and principals who take on additional responsibilities and leadership roles.

DPS will implement **Model 1** in its proposed PBCS which will include both: (1) additional compensation for teachers and principals who receive an overall rating of effective or higher, and (2) additional compensation for teachers and principals who take on additional responsibilities and leadership roles. With the assistance of this TIF grant, DPS will pilot differentiated compensation and differentiated leadership roles to test which are most effective at a range of objectives, from increasing effective teachers in high-needs schools to improving student outcomes to retaining effective educators. The results of these studies will inform our renegotiation of ProComp to ensure salary building and incentives are tied more closely to effectiveness. Through this process, incentives in the ProComp and principal evaluation system will be redesigned to tie more directly to educator effectiveness and increase incentives for the most effective teachers to serve in high-needs schools and differentiated leadership roles.

1. Differentiated Compensation in High-Need Schools

Through this proposal, DPS seeks TIF funding to refine systems for measuring teacher and principal performance and implement a performance incentive system to support the recruits, develops, rewards, and retains effective teachers and principals serving in high-impact areas within in high-needs schools, which have students experiencing the largest achievement gaps. All high-needs schools identified in this application will be invited to participate in the 5-year pilot of TIF funded performance-based compensation.

With TIF funding, DPS will provide financial incentives to teachers who receive effective ratings on the LEAP framework serving in high-impact areas in high-need schools. To encourage effective teachers to transfer, the district also intends to provide a one-time recruitment incentive for effective teachers, principals, and assistant principals who transfer to high-need schools from other schools or districts.

The high-need schools participating in the implementation of the TIF-funded PBCS are high-poverty schools with a high percentage of students' eligible for free- or reduced- priced lunch. For elementary schools, this percentage is 92%; for middle schools it is 85%; and for high schools, it is 75%. District-identified high-need schools that have received waivers from all or part of the district evaluation system, such as charter schools and innovation schools that have opted out of LEAP, will be required to demonstrate comparability of systems that meet with district approval in order to be eligible for financial compensation or related professional development offered through the proposed PBCS. (See attached list of 91 high-need schools in accordance with TIF Requirement 3 – Documentation of High-Need Schools.)

The high-impact areas under which teachers will receive these incentives will be identified during the planning year based on data related to the following three questions:

1. In which areas of study are student achievement gaps among student subgroups the greatest?
2. At what point must critical skills be gained? These include gateways, or points in time that have been shown to be early predictors of success. At DPS, these could include 8th grade algebra and TCAP Reading proficiency in 3rd grade, in addition to critical points regarding our ELA students.
3. Where are gaps in our current distribution of effective teachers, based on LEAP data, against our priority content areas (e.g. language arts/reading, math, etc.)?

2. Differentiated Leadership Roles in High-Need Schools

As part of the PBCS, TIF funds will also be used to design differentiated leadership roles and provide additional compensation for effective teachers and school leaders who apply for and are selected to take on these roles, which have broader accountability for student outcomes. These roles will expand the impact of effective educators: by increasing the number of students they serve directly or indirectly; by expanding knowledge sharing from effective educators to other educators in order to increase capacity throughout the system around key strategic initiatives including Common Core implementation and English Language Acquisition strategies; and by augmenting the principal's capacity to drive strategic school planning at the school.³

Teacher Leadership Academy

DPS has begun to actively promote distributed leadership models through the implementation of its Teacher Leadership Academies (TLA). The TIF grant would extend that work to provide designated roles for effective educators to expand their impact and accountability for student outcomes. In 2010, the TLA began with a small number of participating schools and teachers. Last year, it grew to serve 120 schools and 350 teachers. Next year, over 600 teachers will participate with streams of study including a focus on data teams, PLCs, instructional coaching, and common core state standards. Teacher Leaders are compensated for the additional time not based on their effectiveness but based on school identified needs. The TLA provides a pool from which the most effective teacher leaders may be identified and recruited to take on differentiated leadership roles that expand the reach of effective educators. While the core Teacher Leadership Academy will not be funded with TIF, the expanded professional development to support the

³ What you need to know about: Differentiated school roles and responsibilities, Education Resource Strategies & Bill & Melinda Gates Foundation; Extending the Reach of Excellent Teachers to More Students: School Models, Public Impact,

new roles for effective teachers for which DPS seeks TIF support will be embedded into and will expand upon the success of the TLA.

Differentiated Roles to Form Career Lattice

Unlike the more linear career ladders, DPS will develop a “Career Lattice” that allows effective educators a broad range of differentiated leadership opportunities (i.e., lateral and upward) to expand their reach while keeping them closely connected to the classroom. These “lattice” opportunities provide the flexibility to design roles more closely aligned with instructional priorities and individual school need. Differentiated leadership opportunities will include financial incentives as well as non-financial incentives such as increased opportunities to lead among colleagues, targeted PD for new roles, adjusted schedules, increased collaboration time, recognition, and possible participation in district, state, and national discussions.

In Year 1 of the grant, the project team, in collaboration with design teams, will develop the Career Lattice, including: a menu of high-impact leadership roles that schools may consider implementing, systems for the district to determine a school’s readiness and capacity for these positions, and a system for evaluating an educator’s capacity to take on a specific role, including effectiveness and qualifications specific to roles (e.g. leadership attributes). This includes the development of selection and qualification processes, and related systems for professional development and evaluation, tied to particular competencies of the role.

Effective teachers will be eligible for a number of categories of differentiated roles:

- Teacher Leader (not to be awarded incentive) – Teachers who show a desire for additional responsibility for implementing district or school initiatives in schools
- School Development Team – Effective teachers teaming together to develop school improvement plans for schools experiencing decreases in performance or newly opening

- Teacher Team Leads – Teachers taking on additional responsibilities for facilitating, supervising, and/or managing teams of teachers or other educators. Responsibilities can also include, for TTL Supervisor and Manager roles, observations and evaluations. The school-based evaluator will be in lieu of the principal as evaluator, and it will not replace the role of the Peer Observer.
- Extended Reach Team Leads (RTLs) – Teachers with content expertise who provide diagnosis and problem solving to other teachers OR who increase scope of students they teach

Effective leaders will also have opportunities for differentiated roles such as Host Principal for a principal resident or Cohort Leader for a group of novice or aspiring principals in a professional learning cohort. These roles will be available in the high-need schools identified in this proposal.

The table below describes the various components of the pilot and the associated incentives.

Financial Incentives in High-Need Schools	
Pilot Components	Incentives
Compensation for Effective Teachers and Principals	
Effective Teachers in High-Need Schools (\$2,500)	<ul style="list-style-type: none"> • Incentives for effective teachers teaching in high-need schools (scope of eligible teachers will be restricted to high-impact areas – student groups, grade levels, and content areas)
Transfer to High-Need School, Principal (\$30,000 with 3 year commitment) Assistant Principal (\$22,500 with 3 year commitment)	<ul style="list-style-type: none"> • One-time recruitment incentive for effective principal to transfer to a high-need school (from another DPS school that is not identified as high-need or from another district with comparable evaluation system) • Access to executive coaching and School-wide diagnostic (Principals only)

<p>Transfer to High-Need School, Teacher (\$15,000 with 3 year commitment)</p>	<ul style="list-style-type: none"> • One-time recruitment incentive, paid out over 3 years, for an effective teacher to transfer to a high-need school (from another district school that is not identified as high-need or from another district with comparable evaluation system)
<p>Transfer to High-Impact Area, Teacher (\$15,000 with 3 year commitment)</p>	<ul style="list-style-type: none"> • One-time recruitment incentive, paid out over 3 years, for an effective teacher to transfer to a high-impact area
<p>Compensation for Differentiated Leadership Roles (Career Lattice)</p>	
<p>School Development Teams (\$2,500)</p>	<ul style="list-style-type: none"> • Stipends for teams of effective teachers to plan for the opening or revitalization of a school; team must propose to and be approved by district; professional development related to expanding their impact • Opportunities to collaborate and share best practices
<p>Teacher Team Leads (TTL)</p> <ol style="list-style-type: none"> TTL (\$2,500) TTL Supervisor (\$5,000) TTL Manager (\$10,000) 	<ul style="list-style-type: none"> • Stipends for effective teachers taking on designated roles with additional responsibilities: <ol style="list-style-type: none"> for facilitating groups of teachers without direct management or evaluative authority for facilitating, conducting observations, and providing feedback to teacher groups for facilitating, evaluating, and managing groups of teacher or other educator groups (e.g., tutors, paraprofessionals), including human capital decision-making • Professional development related to expanding their impact and reach • Opportunities to collaborate at district level • Evaluations of TTL performance tied to effectiveness of teachers that they support

<p>Extended Reach Teacher Leaders (RTLs)</p> <ul style="list-style-type: none"> a. Content RTL (\$2,500) b. Scope RTL (\$2,500) works directly with more students 	<ul style="list-style-type: none"> • Stipends for effective teachers taking on roles with additional responsibilities for <ul style="list-style-type: none"> a) diagnosing and problem-solving with individuals; teachers will be selected based on their mastery of targeted content with greatest impact on gateway skills (e.g., early literacy, 8th grade algebra) b) Working directly with more students at high-needs schools • Professional development related to expanding their impact and reach, including TLA strand for Content RTLs • Opportunities to collaborate at district level
<p>Host Principal for a Principal Resident (\$5,000)</p>	<ul style="list-style-type: none"> • Stipends for effective principals taking on designated roles with additional responsibilities • Opportunities to collaborate
<p>Principal Cohort Leader (\$1,500)</p>	<ul style="list-style-type: none"> • Stipends for effective principals taking on designated roles with additional responsibilities • Opportunities to collaborate

Career Lattice Design Process

A cross-functional DPS project team will be convened to lead the design process. The team will access the existing educator collaboration structures, including the LEAP design teams described in the educator evaluation system section of this application already convened to support the LEAP implementation. Educators with specific expertise in the proposed differentiated leadership roles, where applicable, will be included in the design process. The differentiated leadership roles design team will do a deep-dive into the data to validate high-impact areas and determine the expectations for each leadership role in the Career Lattice. Focus group and survey data will also be used to validate the concepts and proposed incentive amounts.

A compensation analyst will be hired to complete market research and modeling will be done to determine the amount of financial incentives necessary for behavior changes (e.g., movement

of effective educators to high-need schools) and to determine necessary adjustments to funding of financial incentives to sustain desired changes as a result of the project.

Systems for determining a school's readiness and capacity

The project team, with input from the design teams, will develop a school readiness evaluation tool and selection criteria for high-need schools to access differentiated leadership roles and related professional development. The DPS Office of School Reform and Innovation (OSRI) has recently developed and piloted a School Quality Framework tool, used to assess charter school capacity, which may be used to identify high-need schools that have the capacity to successfully implement effective teacher leader teams to further the effectiveness of their teachers and drive forward student achievement.

Systems for evaluating educator's capacity for leadership roles

The project team will collaboratively develop systems to support selection, development, and evaluation of educators for differentiated leadership roles. The selection process will be aligned with the Framework for Effective Teaching, the Framework for Effective School Leadership, and other pertinent tools, and will identify the particular skills and competences needed by effective teachers and principals to successfully operate within these differentiated leadership roles. This may include exercises such as evaluations of instructional practice using the Framework for Effective Teaching, mock feedback sessions, development of mock professional development plans. In addition, many of the roles will have specific professional development associated which will help set-up the selected educators for success in their new roles.

3. PBCS Systems Improvements

The TIF grant will be used to support technological systems enhancements and improvements to support the PBCS. In addition, funds will be used to evaluate compensation payment processes,

make process improvements, and support the effort to have an evolving and flexible system.

Project Proposed PBCS systems work includes:

- Updating the database and code to make the PBCS data system more flexible and responsive to changes in performance-based compensation earning criteria. Implement a quality assurance process for system changes.
- Analyzing and improving processes for: 1) data entry, cleaning, and validation, and 2) payroll integration.
- Designing and implementing a solution for paying incentives to participating high-need charter school employees.

Informed Human Capital Decisions

For the last two years, DPS leaders have begun making data-driven decisions related to professional development, renewal and non-renewal based on a body of evidence, including student growth and school performance data. DPS will continue to refine and improve human capital management systems with the full implementation of educator effectiveness ratings. Through its continued work on LEAP, including the continued development of student growth measures and reliable observation systems, DPS continues to increase the reliability of the ratings and the extent to which they can support meaningful human capital decisions,

The following describes how DPS plans to use the information generated by its evaluation systems to inform key human capital decisions:

- Recruitment – DPS will use its Framework for Effective Teaching to guide discussions with teacher preparation providers, including the development of the curriculum of its own Denver Teacher Residency, and its screening processes for identifying high potential teacher and school leader candidates. Through its overall Empowering Excellent Educators efforts,

DPS will maximize the pool of candidates aligned to our strategic vision. Going forward, the financial incentives offered through this proposal will be used to recruit effective teachers into high-impact areas in high-needs schools.

- Hiring – To date, DPS has used elements of the Framework for Effective School Leadership in its selection processes for principal candidates, but has otherwise not aligned its hiring processes. Going forward, selection and hiring processes will be aligned to the Framework for Effective Teaching, and performance data will be considered in all internal hiring/transfer processes. In addition, the district is interested in being able to, in the future, use effectiveness data from other districts, if their educator evaluation systems are comparable, to understand the strength of applicants.
- Professional Development – Professional Growth Plans (PGPs) and professional development opportunities are already integrated into the LEAP evaluation and support system. LEAP data and principal performance data is used to determine individual and school professional development needs aligned to the Frameworks for Teacher and School Leader Effectiveness. Every teacher has two professional areas of focus – one aligned to the school’s area of focus, and one aligned to their individual need areas. Differentiated professional development for principals is currently being developed against key need areas.
- Retention – In the principal evaluation system, principals will be held accountable to and rewarded for the retention of effective teachers. Effective teachers will also receive incentives to remain in high-need schools through differentiated leadership opportunities and differentiated compensation. In some instances, that differentiated compensation will be tied directly to a commitment to remain in the high-need school.

- Dismissal – The district uses a body of evidence, that will include performance data captured in educator evaluations, when making non-renewal and dismissal decisions.
- Non-probationary status – A new Colorado state statute ties the conferral of non-probationary status directly to teacher effectiveness, rather than time in position. Under the statute, teachers will earn non-probationary status only with three consecutive years of demonstrated effectiveness under the new evaluations system and may lose non-probationary status with two years of demonstrated ineffectiveness. 2013-2014 will be the first year that overall effectiveness ratings are assigned and count toward achieving non-probationary status. In 2013-2014, a rating of effective on the evaluation will be considered the first of three consecutive years required in the acquisition of non-probationary status. In 2014-2015, a rating of less than effective will be considered the first of two consecutive years that would result in loss of non-probationary status.
- Promotion – Differentiated leadership opportunities will only be available to teachers and principals who are rated effective and demonstrate aptitude in the key leadership competences identified for the role.
- Compensation – The district PBCS currently includes several performance-based compensation incentives. When the new multi-measure evaluation systems are in place, DPS will realign the compensation measures to tie teacher compensation more directly with overall effectiveness. For teachers, the first year with an overall LEAP score that may be used to inform PBCS will be 2013-14, and by 2014-15 all teachers will have a LEAP score that includes a 50% weighting on student growth data. Market incentives will be piloted for effective teachers serving in high-impact areas in high-need schools. A similar rollout

timeline is in place for school leaders and their compensation structure will be re-evaluated as well, with a new evaluation system in place.

Salary Structure Based on Effectiveness

With ProComp, DPS and DCTA sought to align teacher compensation more directly with teacher and student performance through a variety of incentives. Through ProComp, teachers may earn incentives and salary increases for working in a hard to serve school or hard to staff position, for completing professional development or earning master's degrees, for receiving a satisfactory evaluation and for driving individual and/or school level student outcomes. While some of these measures tie directly to student outcomes, other measures and incentives do not correlate with improved student outcomes.

DPS is working collaboratively with DCTA to develop and implement LEAP, an evaluation system that includes multiple measures of effectiveness and centers on student growth to more accurately reflect overall teacher performance. DPS and DCTA have committed to realign key elements of ProComp to this new evaluation system, to further connect compensation to teacher effectiveness and student achievement.

In years 1 and 2 of the grant, DPS and DCTA will be working to refine the LEAP tool and move toward a summative score, based on multiple measures, for all teachers. With this score in place, DPS and DCTA will be renegotiating the ProComp structure, with a revised ProComp model in place no later than Year 3 of the TIF grant. As proposed, TIF funds will be used to support piloting additional compensation for: 1) effective teachers serving in the identified high-need schools and high-impact areas and 2) effective teachers and principals who take on

differentiated leadership roles. The results of the pilot will inform revisions to the ProComp salary structure and the principal compensation system. Participating charter schools will utilize the learnings from the pilot to revise their own compensation structures.

DPS Leadership Commitment

DPS leadership is committed to implementing the Empowering Excellent Educators HCMS. Ensuring an effective teacher in every classroom and effective principal in every school is a top priority in the Denver Plan. Significant investments of people, time, and money have been made over the years to implement DPS's educator effectiveness reform initiatives. As work continues on the development and implementation of an aligned performance management system with extensive teacher and principal buy-in, DPS will use the existing cross-functional educator effectiveness team, which is held accountable to a Steering Committee. The Steering Committee that will continue to oversee the educator effectiveness work is comprised of the Superintendent, Chief Academic Officer, Chief HR Officer, DCTA Executive Director and DCTA President. The Steering Committee has a proven history of providing leadership; ensuring that the teacher effectiveness work is a continued priority of the district and is developed and implemented on schedule; providing ongoing feedback to the work team; and problem solving issues as they arise. The members will make certain that, by the end of the project implementation, the business owners have been deeply involved in the design and rollout of the system and are ready to take on ongoing ownership over the educator evaluation system, differentiated leadership roles, associated professional development, and new compensation protocols tied to educator effectiveness. The Steering Committee will also hold the project team responsible for working with the broader DPS community to develop the capacity and culture change required for long-term success.

Timeline for Modifications to HCMS

Modifications are needed to DPS’s existing HCMS to: align with the district’s vision of instructional improvement; use educator evaluation data to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, renewal and non-probationary status, and promotion; and ensure that high-need schools are able to attract and retain effective educators.

Proposed Timeline for Implementation of Human Capital Management System	
Year 1: 2012-2013	
Evaluation implementation and use in human capital decisions	<ul style="list-style-type: none"> • Selection processes for teacher and principal candidates, as well as aspiring teacher and principal candidates will be realigned to the Frameworks • Principals select school-wide areas of focus for professional development based on performance data captured in LEAP • Teachers select their areas of focus (where they will focus on performance improvement and access professional development resources) based on LEAP data • LEAP evaluation system piloted district-wide TIF-focused: • March 2013: Determine areas that will be considered high impact areas for effective teachers and principals in high-need schools (e.g. grade levels, content, and student groups) based on student achievement outcomes, including achievement gap analysis, and overall district instructional priorities
Differentiated Roles in PBCS Implementation	<p>TIF-focused:</p> <ul style="list-style-type: none"> • Jan 2013: Develop and finalize pilot teacher and principal roles for 2013-2014; identify leadership competencies and development needs for new teacher roles • Feb 2013: Work with schools to share role options and support leadership teams in identifying roles that might fit with their strategic school design models • March 2013: School application and approval process to implement school model including differentiated roles • Spring-Summer 2013: Recruitment and selection of candidates for approved positions
Year 2: 2013-2014	
Evaluation implementation and use in human capital	<ul style="list-style-type: none"> • Teachers and Principals evaluated based on effectiveness (50% student growth) with overall effectiveness ratings

<p>decisions</p>	<ul style="list-style-type: none"> • Rating of effective on evaluation will be considered the first of three consecutive years required in the acquisition of non-probationary status (per Colorado state statute SB-191)
<p>Differentiated Roles in PBCS Implementation</p>	<p>TIF-Focused:</p> <ul style="list-style-type: none"> • Nov 2013: Develop and finalize pilot teacher and principal roles for 2014-2015 • Dec 2013: Work with schools to share role options and support leadership teams in identifying roles that might fit with their strategic school design models (phased roll out with fewer roles and participants in year 2 growing in years 3-5) • Jan 2014: School application and approval process • Feb 2014: Posting positions • Spring-Summer 2014: Recruitment and selection of candidates for approved positions
<p>Year 3: 2014-2015</p>	
<p>Evaluation implementation and use in human capital decisions</p>	<ul style="list-style-type: none"> • Educator evaluation systems implemented district-wide • Teachers and Principals evaluated based on effectiveness with overall effectiveness ratings assigned • Rating of effective on evaluation will be considered the second of three consecutive years required in the acquisition of non-probationary status (per Colorado state statute SB-191) • Ratings of less than effective will be considered the first of two consecutive years that result in loss of non-probationary status (per Colorado state statute SB-191)
<p>Differentiated Roles in PBCS Implementation</p>	<p>TIF-focused:</p> <ul style="list-style-type: none"> • Nov 2014: Develop and finalize pilot teacher and principal roles for 2014-2015 • Dec 2014: Work with schools to share role options and support leadership teams in identifying roles that might fit with their strategic school design models • Jan 2015: School application and approval process • Feb 2015: Posting positions • Spring-Summer 2015: Recruitment and selection of candidates for approved positions • Summer 2015: Revised ProComp and principal compensation structures in place, aligned to LEAP teacher and principal evaluation systems
<p>Year 4: 2015-2016</p>	
<p>Evaluation implementation and use in human capital decisions</p>	<ul style="list-style-type: none"> • Educator evaluation systems implemented district-wide • Teachers and Principals evaluated based on effectiveness with overall effectiveness ratings assigned • Rating of effective on evaluation will be considered the third of three consecutive years required in the acquisition of non-probationary status (per Colorado state statute SB-191)

	<ul style="list-style-type: none"> • Ratings of less than effective will be considered the second of two consecutive years that result in loss of non-probationary status (per Colorado state statute SB-191)
Differentiated Roles in PBCS Implementation	<p>TIF-focused</p> <ul style="list-style-type: none"> • Nov 2015: Develop and finalize pilot teacher and principal roles for 2014-2015 • Dec 2015: Work with schools to share role options and support leadership teams in identifying roles that might fit with their strategic school design models • Jan 2016: School application and approval process • Feb 2016: Posting positions • Spring-Summer 2016: Recruitment and selection of candidates for approved positions
Year 5: 2016-2017	
Evaluation implementation and use in human capital decisions	<ul style="list-style-type: none"> • Educator evaluation systems implemented district-wide • Teachers and Principals evaluated based on effectiveness with overall effectiveness ratings assigned • Ratings of effectiveness on evaluations will be used in decisions pertaining to acquisition or loss of non-probationary status (per Colorado state statute SB-191)
Differentiated Roles in PBCS Implementation	<p>TIF-focused:</p> <ul style="list-style-type: none"> • Nov 2016: Identify teacher and principal roles that will be available for the 2017-2018 year (not funded by TIF grants) • Dec 2016: Work with schools to share role options and support leadership teams in identifying roles that might fit with their strategic school design models • Jan 2017: School application and approval process • Feb 2017: Posting positions • Spring-Summer 2017: Recruitment and selection of candidates for approved positions

II. Educator Evaluation System

In this section, the proposal will address how DPS will meet Absolute Priority 2, implementing district-wide educator evaluation systems based, in significant part, on student growth. TIF funded activities in this section focus on developing and implementing systems and tools to support the integration of student growth into educator evaluation systems.

DPS has launched its educator evaluation and support system and will be piloting new methods of evaluating educator effectiveness district-wide in the coming year. The Leading Effective Academic Practice (LEAP) system is a multiple-measure evaluation system that utilizes several performance measures to assess a teacher's effectiveness against the Framework for Effective Teaching. The LEAP system is unique in the level of collaboration and support that went into the development of this comprehensive performance assessment system with meaningful observations, feedback, support, and evaluation for educators. DPS is working closely with principals, teachers, and Instructional Superintendents to create a similar system for principals. Both systems, per Colorado statute SB-191, will be grounded in student academic growth, as it will ultimately be the basis for 50% of an educator's effectiveness rating.

The TIF project will support the advancement of the district's educator evaluation initiatives by providing funding to: support the development and integration of assessments into the student growth aspect of the educator effectiveness calculations; create technological systems for calculating student growth; and analyze comparability of evaluation systems used in the district's high-need charter schools.

Educator Performance Evaluations

Colorado state statute (SB 10-191) calls for annual teacher and principal evaluations to include the following four performance ratings: ineffective, partially effective, effective, and highly effective. In 2012-2013, DPS is piloting methods for evaluating teacher and principal performance related to student growth, in accordance with state statute, and will select methods with weighting for specific components no later than July 2013. The overall evaluation rating will be made up of 50% student growth, with the remainder from the effectiveness frameworks.

LEAP Teacher Evaluations

DPS teachers will be evaluated annually with multiple measures including multiple observations and opportunities to receive feedback and support. The following LEAP teacher evaluation components will generate the overall evaluation rating:

1) Student Outcomes (50%)

Denver Public Schools has embarked on a multi-year effort to develop and refine student growth models whose outcomes will be factored into educator effectiveness evaluations (note that per Colorado statute SB 10-191, by the 2014-15 school year, 50% of an educator's evaluation must be determined by his/her students' academic outcomes). DPS envisions an end system that is fair, transparent, accurate, and easily understood by teachers and principals.

Multiple measures of student performance will be used to determine the overall student outcomes portion of the evaluation rating rather than a single data source and, in as many instances as possible, assessments that are already being used to inform instructional practice will be included. The student outcomes component of the LEAP system will include the following categories of assessments where available: State Common Assessment, District-approved Assessment, Colorado English Language Acquisition Assessment, Teacher/ team Developed Assessment, and School-wide Measure (School Performance Framework).

In 2012-2013, student outcomes will be calculated based on all but the Teacher / Team Developed Assessments. TIF funds are being requested to support the development and implementation of effective Teacher / Team Developed Assessments to drive data-driven instructional practice and for inclusion in the student outcomes calculations in future years.

State Common Assessment: For teachers in subject areas covered by a state common assessment, student outcomes will be based in part on the research based and nationally recognized Colorado Growth Model. For the DPS and many other states (e.g., Virginia, Utah, Rhode Island, Arizona,

New Hampshire and Georgia), growth is not expressed as a magnitude of test score point gains or losses, but as a growth norm using the Colorado Growth Model (CGM) called a student growth percentile. A student growth percentile quantifies the progress of individual students relative to others with a similar achievement history.

Using the CGM, students with the same achievement history are compared to each other, helping us understand whether their growth is high, typical, or low relative to others who have “walked the same achievement path”. In this way the growth model allows parents and teachers to understand whether their child’s current achievement⁴ is high or low given their prior achievement and given how she/he performed compared to students sharing the same achievement history. Using this method and considering students assigned to individual teachers, DPS will be able to attribute those students' academic growth to their respective individual teachers and allow the district to differentiate performance levels of teachers working in a variety of settings across the district. The state uses all available data for students in the CGM calculations in order to undertake as broad a basis of comparison as possible.

District Approved Assessment: Student outcomes data from district approved assessments will be included in the student outcome component of LEAP. This includes interim assessments currently in place. In subjects for which no state assessment exists, the District is working with teacher teams and the Colorado Department of Education⁵ in the process of developing assessments that will be included in the student outcome component of LEAP. These assessments are being developed relative to established criteria such as fairness, bias, rigor, and

⁴ Current achievement means the last test score available for students. For example, for all students enrolled in schools during the 2011-2012 school year, the test scores from the 2010-2011 represent the most current achievement scores available.

⁵ This work comes via CDE's Content Collaboratives, which are groups of P-12 educators from around the state coming together to identify and create high-quality assessments, which are aligned to the new Colorado Academic Standards and may be used in the context of Educator Effectiveness evaluations.

standards alignment to ensure that high quality standards are achieved. Growth measures for district approved assessment will be determined in 2012-13 and 2013-14.

Colorado English Language Acquisition (CELA) Assessment: Where appropriate, student outcomes from CELA will be included in the measures of student progress.

Teacher and Team Assessments: TIF funds are being requested to support the creation and rollout of the processes and guidelines to support development and implementation of teacher / team created assessments to drive instructional practice and be included in the student growth measure of the teacher evaluations. As these assessments will be created at the classroom level, DPS must build the capacity of educators to develop, utilize and evaluate these formative assessment tools.

School-wide Measures: A portion of the student outcomes component of the LEAP system will be based on a school's performance as reflected on the district's School Performance Framework. The SPF includes multiple measures of school performance, including approximately 60% of measures based on student achievement growth, rather than status.

2) School Leaders Observation

The School Leaders Observation measure in LEAP is fully developed and being implemented. Teachers receive at least two observations of classroom practice a year from principals and peer observers. The DPS Framework for Effective Teaching includes an observation rubric for evaluating Instruction and Learning Environment domains.

- School leaders have received extensive training on the DPS Framework for Effective Teaching, rating consistently (inter-rater agreement), and giving meaningful feedback. In 2012-13 principals will be asked to go through processes to assess inter-rater agreement and

ensure there are adequate levels of training and support in place. Training on these areas will continue for current principals and be incorporated into all training of new principals.

- School leaders conduct classroom observations using the framework rubrics.
- School leaders provide teachers with post observation feedback, including insight on areas of strength as well as growth opportunities. Teachers use this feedback, scores, and other data to develop a personal growth plan and select from a variety of differentiated professional development offerings, all aligned to the Framework for Effective Teaching.

3) Peer Observation

The Peer Observation measure of LEAP has been fully developed and included in the LEAP Pilot. Peer Observation supplements the principal observation and provides teachers with the opportunity to engage in reflective conversations and receive honest, open feedback with a peer or colleague who has similar content expertise.

The Peer Observer role is a new position to DPS but has been used effectively in school districts across the country for a number of years. Peer Observers are current or former teachers hired specifically for this role because they are recognized for their experience and expertise in content, classroom instruction, student achievement, and best practices. Peer Observers undergo extensive training on the Framework for Effective Teaching to ensure accuracy of observation and training on inter-rater reliability, feedback approaches, and cultural competency

Peer Observers will be matched as closely as possible to the content or grade level of the teacher they are observing so they can provide feedback and support that is specific and relevant. Data from Peer Observations will be included in the overall LEAP evaluation. Peer observation allows for more opportunities for teachers to receive feedback and from a third-party, outside perspective.

4) Professionalism

The Professionalism component of LEAP is included in the Framework for Effective Teaching and encompasses the components of effective teaching that often happen outside of the classroom instruction environment.

The Professionalism Domain includes four Expectations: Essential Knowledge of Students and Use of Data; Effective Collaboration and Engagement; Thoughtful Reflection, Learning, and Development; and Masterful Teacher Leadership*.

* This Expectation and its correlating Indicator are ONLY triggered when a teacher (1) is in a "formal" teacher leadership role in the building, or (2) would like to take on more teacher leadership responsibilities and is requesting feedback.

The Professionalism component of LEAP was introduced during end-of-year conversations between principals and teachers in April/May 2012 and will be used for midyear and final conversations in 2012-13.

5) Student Perception Surveys

The student perception component of LEAP incorporates student voice regarding their teachers' classroom and practice. Teachers can use their student perception data for reflection and to guide improvements in their practice. Survey measures map to the DPS Framework for Effective Teaching. In 2011-2012, surveys were administered twice. Anonymous, aggregate student responses are available to teachers and principals approximately 1 month after each survey administration.

DPS will continue to adapt this component of LEAP and ensure that it is a meaningful way for teachers to reflect, grow in their teaching practice, and increase student achievement. The district

and DCTA are currently assessing the frequency of the surveys, the process for administration, the survey questions, as well as the relevant grade levels for administration.

Teacher Evaluation Process

Teachers will be evaluated annually using the LEAP Framework for Effective Teaching. The DPS Framework for Effective Teaching is the cornerstone of the LEAP teacher evaluation system. The Framework for Effective Teaching rubric intentionally includes specific indicators for measuring teacher practice that is necessary in meeting the diverse needs of Denver's student population, including students with disabilities and English language learners. (See Framework for Effective Teaching in the Evidence of Educator Support attachment for an overview.)

Teacher observations are based on rubrics for implementing the Frameworks. Each teacher will receive a minimum of two observations per year from principals and/or peer observers. Full observations are longer observations (i.e., up to 60 minutes) where observers score all indicators and provide feedback in an in-person conversation. They are supplemented by partial observations (i.e., 20-30 minute review focusing on a particular competency) and walkthroughs (i.e., ~10 minute review focusing on a specific indicator) to ensure a comprehensive understanding of teacher performance.

Principal Evaluation of Effectiveness

Principals will be evaluated annually using the Framework for Effective School Leadership and student growth data as measured by the School Performance Framework (SPF). The school leader evaluation system, including how overall ratings will be calculated, is currently being designed and piloted. The overall ratings will include, at a minimum, the following requirements of Colorado statute (SB-191):

- at least 50 percent of the evaluation will be determined by the **academic growth** of the students enrolled in the principal's school, as measured by the Colorado Growth Model;
- the number and percentage of licensed personnel in the principal's school who are rated as effective or highly effective; and
- the number and percentage of licensed personnel in the principal's school who are rated as ineffective but are improving in effectiveness.

Framework for Effective School Leadership

Similar to the Framework for Effective Teaching, DPS has developed and is piloting a Framework for Effective School Leadership that provides principals with a shared understanding of the characteristics of effective school leadership and a foundation upon which they can reflect and develop their leadership skills. The six key areas of the Framework for Effective School Leadership include: equity/culture, instruction, human resources, strategy, management and community leadership. The Leadership Framework evaluates principals on their ability to focus instructional, human resource, strategic, and resource decisions on student growth and achievement. Three of the six indicators of instructional leadership include focus on ensuring instructional practices to support the needs of linguistically diverse students, English language learners, students with disabilities, and gifted and talented students. (See the Framework for Effective School Leadership in the Evidence of Educator Support attachment.)

The Leadership Framework was piloted with all DPS principals during mid-year and end of year conversations with Instructional Superintendents/Executive Directors in the 2011-2012 school year. In the 2012-2013 school year, the Framework for Effective School Leadership will be used with all school leaders as part of the support and evaluation for school leaders. Further development and implementation of this system will continue in 2012-2013.

Principal PD will be aligned to the Framework for Effective School Leadership so that DPS leaders can access differentiated support aligned to their particular growth needs.

Comparable Evaluation Systems

District identified high-need schools that have waivers from all or part of the district evaluation system, such as charter schools and innovation schools, will be required to demonstrate comparability of systems including: 1) meeting or exceeding the district's student outcome and quality standards (including 50% or more based on student growth and multiple observations per year); and 2) differentiation of performance via a comparable (or more rigorous) distribution curve of teacher effectiveness (e.g. similar distribution of effective teachers as district schools performing similarly on the School Performance Framework). Identified high-need schools that do not demonstrate adequate comparability will not be eligible for financial compensation or related professional development offered through the proposed PBCS.

TIF funds will be used to integrate student growth into educator evaluation systems as follows:

1. Design and create a technological platform to hold raw student outcomes / student growth data and develop the weighted calculations that will contribute to the overall educator effectiveness ratings. Create a sustainable way to present student growth outcomes in a clear and intuitive way. Develop the presentation layer of the data system. Conduct research to inform the design of the system. Conduct quality assurance testing and make appropriate changes. Develop documentation and training materials to institutionalize the knowledge of how to run and manage the system.

2. Build the capacity of teachers and principals to use and create teacher and team developed assessments that will be part of the student growth calculations in the overall educator effectiveness ratings. Develop training on how to create and administer assessments. Provide consultation to school teams to build capacity at the school level for creating, administering and using data from teacher & team assessments.
3. Analyze educator evaluation systems of district charter schools who have opted out of LEAP are eligible for and interested in participating in the TIF project to determine if there is adequate comparability to overall effectiveness ratings in the proposed PBCS.

Capacity for Implementation

DPS has a history of successful implementation of complex human capital management projects including the ProComp performance-based compensation system for teachers, Teacher Leader Academy, Denver Teacher Residency, systems to support the conferral of non-probationary status, and initial implementation of the LEAP teacher evaluation and support system. The observation rubrics and student survey components of LEAP were piloted in 16 schools in Spring 2011. Over 90% of district schools (128 schools) elected to participate in LEAP in 2011-12, the same year in which observations, student surveys, and an assessment of professionalism were all piloted. The evaluation system will continue to be piloted in 2012-13 in all but those innovation and charter schools who have received waivers to implement comparable evaluation systems. Revisions will be made based on the pilots, and full implementation is expected in the 2013-14 school year.

DPS is well positioned to implement the inclusion of student outcomes measures in its evaluation systems. Since the original implementation of ProComp, DPS has been awarding incentives to teachers based on classroom-level performance. Through LEAP, DPS has

continued to refine the processes for matching teachers with individual student outcomes. Recently, the district has piloted the Teacher Student Data Link (TSDL), technology that matches teachers with students and content areas they teach as well as with student achievement data attached to those courses. Student growth data and teacher data are linked and made available to teachers and leaders for analysis and use in instructional improvement as well as in evaluation. New scheduling practices in schools allow DPS to more accurately capture classroom practices including interventions and platooning. In 2012-13, DPS will be implementing verification processes that allow teachers to verify rosters and improves data accuracy.

Timeline for Educator Evaluation Systems Implementation

Proposed Timeline for Implementation of Educator Evaluation Systems	
Year 1: 2012-2013	
LEAP Pilot Year 2; Principal Evaluation Year 1	Pilot available measures within LEAP district-wide <ul style="list-style-type: none"> • Teacher & team assessments component developed • Student outcomes assessments piloted with some teachers • Professionalism component, including score against specific performance measure, will be piloted • Performance scores will be put in place for measures that have been previously piloted • Pilot principal performance assessment system against principal framework Continue to gather feedback and improve evaluation and support systems
Evaluation Systems	Design and create a technological system to hold raw student outcomes / student growth data and provide the basis for analyzing data and developing the weighted calculations that will contribute to the overall educator effectiveness ratings.
Student Growth Assessments for Teacher Evaluations	Develop training on how to create and administer teacher- and team-created assessments to be included in student growth measures.
Evaluation System Comparability	Analyze the comparability of educator evaluation systems of participating charter schools and LEAP / principal evaluations.
Year 2: 2013-2014	
LEAP Implementation; Principal Evaluation Implementation	District-wide educator evaluation systems (including LEAP) implemented including overall effectiveness ratings Student outcomes calculation will be based on the available student outcome data (Some non-tested subjects will still not have district assessments or interims)

Evaluation ratings used in PBCS in High-Need Schools	Effectiveness ratings will be used for incentives to be paid out in Sept 2014
Differentiated roles in PBCS in High-Need Schools	Effectiveness ratings utilized for selection of educators into the PBCS pilot will be based on ratings of the evaluation components: observations, student perception surveys, professionalism rubric, student outcomes (CSAP/TCAP MGP, district interim assessments, some non-tested subjects will have district assessment data).
Evaluation Systems	Develop documentation and training materials to institutionalize the knowledge of how to run and manage the educator evaluation systems.
Student Growth Assessments for Teacher Evaluations	Provide consultation to school teams to build capacity at the school level for creating, administering and using data from teacher & team assessments.
Year 3: 2014-2015	
Educator Evaluation Systems Implementation	LEA-wide educator evaluation systems implemented Using multiple measures to assign overall effectiveness ratings, including 50% student outcomes measure based on the available student outcome data (Some non-tested subjects will still not have district assessments or teacher/team assessments)
Evaluation ratings used in PBCS in High-Need Schools	Effectiveness ratings will be used for incentives to be paid out in Sept 2015
Differentiated roles in PBCS in High-Need Schools	LEAP data collected in 2012-2013 & 2013-14, as well as supplemental criteria, will be used to inform identification of teachers for differentiated roles.
Year 4: 2015-2016	
Educator Evaluation Systems Implementation	LEA-wide educator evaluation systems fully implemented Using multiple measures to assign overall effectiveness ratings
Evaluation ratings used in PBCS in High-Need Schools	Effectiveness ratings will be used for incentives to be paid out in Sept 2015
Differentiated roles in PBCS in High-Need Schools	LEAP data collected in 2014-15, as well as supplemental criteria, will be used to inform identification of teachers for differentiated roles.
Year 5: 2016-2017	
Educator Evaluation Systems Implementation	LEA-wide educator evaluation systems implemented Using multiple measures to assign overall effectiveness ratings
Evaluation ratings used in PBCS in High-Need Schools	Effectiveness ratings will be used for incentives to be paid out in Sept 2016
Differentiated roles in PBCS in High-Need Schools	LEAP data collected in 2015-16, as well as supplemental criteria, will be used to inform identification of teachers for differentiated roles sustained beyond the grant funding period.

III. Professional Development Systems

In this section the proposal will address how professional development (PD) systems will support the needs of teacher and principal leaders, particularly those with new, differentiated roles. Proposed TIF funded activities include related PD to support the effective implementation of the proposed PBCS and to improve effectiveness of educators in high-need schools.

Identifying Professional Development Needs

DPS is dedicated to building a path that helps develop new teachers, ensures that all teachers accelerate the growth of students and continue to grow professionally, and rewards and recognizes great teachers throughout their careers.

The DPS LEAP evaluation and support system helps teachers to recognize areas of strength in their teaching practice and also helps identify growth opportunities. Once growth opportunities are identified through the evaluation process, teachers are able to access differentiated professional development offerings which are aligned to the Framework for Effective Teaching. DPS offers a variety of different types of high quality professional development to ensure teachers can access the types that are most relevant to their individual needs and interests.

Teachers and principals work together in the evaluation process to identify targeted professional development resources and focus a teacher's development on those opportunities that will have the most direct impact on a teacher's practice and student learning.

Each teacher develops a professional growth plan (PGP) that includes both school and personal areas of focus based on the Framework for Effective Teaching. The PGP currently includes a self-assessment and a body of evidence (e.g., observation scores, student perception survey, student outcome data) and is recorded in the Educator Development Dashboard in the SchoolNet information management system. In addition, for every indicator in the DPS

Framework for Effective Teaching, there are associated links teacher professional development – including a variety of media such as courses, resources and training materials –in SchoolNet.

The project plan includes professional development related to the differentiated leadership roles in high-need schools, which are designed, implemented, and compensated as part of the PBCS. In order to increase the reach of effective educators in participating high-need schools, effective teachers and leaders who take on differentiated leadership roles will be provided with on-going professional development and support. As part of the additional responsibilities inherent in the differentiated leadership roles, these effective teachers and leaders will in turn provide professional development and support to the other teachers and leaders in the high-need schools that they serve.

The professional development plan will be implemented by the Project PD Team including:

- Project Manager – To oversee the development of and manage professional development related to differentiated career roles for effective teachers
- Project Coordinators - To oversee contend development, training, and support for 1) content leads, 2) TLA, and 3) principal professional development and supports
- Expert Consultants – The internal team will be support by external consultants and partners who will develop the professional development in specific areas in conjunction with DPS. Past partners include leading educators and non-profit organizations.

As described in the table below, the Project PD Team will have different strategies for each TIF-funded incentive and differentiated role. The strategies include:

1. Encouraging use of existing PD tools specific to new teaching role and/or differentiated role. Applicable PD exists for many of these areas and should be utilized before new PD

- is created. Examples include encouraging the use of Culturally Responsive Education (CRE) training with an effective teacher that is transferring into a high-needs school.
2. Developing professional development. The Project PD Team will create and deliver professional development and support in areas where more intensive PD is needed. This includes TLA strands for, potentially, high-impact areas.
 3. Using outside organization to help develop PD. Especially in the case of new, large-scale PD sessions, the PD team will engage outside partners to help set objectives for and design PD for new roles.
 4. Using external organization to develop PD. The team will leverage an external organization to create and deliver the high-impact area specific training that leads to an official endorsement.
 5. Organizing supplemental tools that can enhance professional development. These include executive coaching and school diagnostics for transferring effective principals.

Team Teacher Leads will engage in on-going, customized, professional development to support them in implementing their differentiated leadership role. The structures for professional development will be similar but the content and participants will vary based on roles. For instance, the TTL TLA experience will include a summer experience where they will develop a year-long plan, including the impact they want to have. Sessions will focus on topics such as leadership, having difficult conversations, convening data teams, and developing high performing team. Each month, they will meet to review data and give and receive feedback to each other, in addition to keeping each other accountable regarding their year-long plan. In addition there will be a mid-year retreat to check-in regarding progress and impact. The objectives of this experience will be to enhance leadership capabilities in TTLs, build

relationships among the cohort in order to share best practices, and develop important skills that can transfer to other teachers within TTLs' buildings.

Content Reach Lead Teachers will be provided with professional development and support related to the differentiated role expectations, and they will have opportunities to learn from each other about implementation of differentiated roles in high-need schools. Much like the TTL TLA, this experience will have the objectives of developing skills and building relationships, but development objects will be different. Training will focus on developing content knowledge, understanding the diagnosis-problem solving- feedback cycle, and deepening understanding of instruction connecting standards/assessments with the Framework for Effective Teaching.

PBCS Differentiated Leadership Roles Related Professional Development	
Leadership Roles	Related Professional Development
Teacher Leader via TLA Not TIF funded.	<ul style="list-style-type: none"> • Teacher Leader Academy – one day at start of year, two hours per month in facilitated study groups, one day at end of year • Extra duty pay for hours listed above • School stipend
Effective Teachers in High-Need Schools in High-Impact Areas	<ul style="list-style-type: none"> • Encourage to access existing PD to maintain content knowledge related to grade and/or content area
Transfer to High-Need School, Effective Principal or Assistant Principal	<ul style="list-style-type: none"> • Encourage to access existing PD including topics such as culturally-responsive education (CRE) and data analysis and systems • Access to executive coaching (15 hours at \$150 per hour) (Principals only) • School-wide diagnostic, including historical data and trends, information about student population and community (Principals only)
Transfer to High-Need School, Effective Teacher	<ul style="list-style-type: none"> • Encourage to access existing PD including topics such as culturally-responsive education (CRE) and classroom management

<p>Transfer to High-Impact Area, Effective Teacher</p>	<ul style="list-style-type: none"> • Encourage to access existing PD • If not already endorsed in area, can participate in development program that leads to endorsement (using external provider); would be equivalent to credit hours normally required for endorsement
<p>School Development Teams</p>	<ul style="list-style-type: none"> • Schools' proposals will include professional development plan for the teams of highly-effective teachers working to implement a school improvement plan • May customize TLA stream as participation grows
<p>Teacher Team Leads (TTLs)</p> <ul style="list-style-type: none"> • TTL • TTL as Supervisor • TTL as Manager 	<ul style="list-style-type: none"> • Intensive TLA-like experience for this cohort, including: <ul style="list-style-type: none"> ○ 5 days in Summer (35 hours) ○ 8 monthly meetings (24 hours) ○ 1 mid-year Retreat (7 hours) • Extra-duty pay for hours listed above • Training delivered by DPS PD personnel; external consultant to help design • For those with evaluation responsibilities, will also need to complete PD required to earn Inter-Rater Agreement Certification
<p>Extended Reach Teacher Leaders (RTLs)</p> <ul style="list-style-type: none"> • Content RTLs, in areas such as early literacy and 8th grade algebra • Scope RTLs, work directly with more students 	<ul style="list-style-type: none"> • Intensive TLA-like experience for Content RTLs, including: <ul style="list-style-type: none"> ○ 3 days in Summer (21 hours) ○ 5 monthly meetings (15 hours) ○ 1 mid-year Retreat (7 hours) • Extra-duty pay for hours listed above • Training delivered by DPS PD personnel; external consultant to help design • May customize TLA stream for Scope RTLs as participation grows
<p>Host Principal for a Principal Resident</p>	<p>PD is provided by the LEAD in Denver program. Not TIF funded.</p>
<p>Principal Cohort Leader</p>	<p>Not Applicable</p>

IV. Involvement of Educators

In this section, the proposal will provide evidence of educator involvement and support in the design of performance-based compensation systems and educator evaluation systems.

Additionally, this section includes a statement indicating that a union, the Denver Classroom Teachers Association, is the exclusive representative of DPS teachers.

Educator Involvement in Teacher Compensation System, ProComp

Educator involvement in the development and implementation of the ProComp PBCS for teachers has been extensive and ongoing. DPS' ProComp program was collaboratively designed by DPS leadership, the Board of Education, and DCTA leadership. The system incorporated elements of incentive compensation systems in the private sector but was significantly informed by the "pay for performance" pilot for teachers that was launched in 1999. From October 2001 to January 2004, a Joint Task Force on Teacher Compensation, consisting of DPS representatives and DCTA members, expanded the pilot to include other individual, school based and market incentives and eventually put together the full combination of incentives now known as ProComp. This combination of demonstrated student learning, demonstrated classroom performance, the acquisition and demonstration of new knowledge and skills, and commitment to working in high-need schools and hard-to-staff assignments was brought to a DCTA vote of educators in March 2004, and was ratified with 59.8% support.

In November 2005, Denver voters showed their support via approval of a \$25 million annual tax increase, indexed to inflation, to support the program. According to the conditions established by DCTA and DPS, all new DPS teachers were automatically enrolled in ProComp starting in 2006, and current teachers had seven years to opt into the system. Currently, 84% of teachers are enrolled in ProComp. At the time ProComp was established, the expectation was that the system would continue to evolve. In 2008, DPS and DCTA negotiated changes to the ProComp agreement. These changes were ratified with a DCTA member vote of 78% support.

ProComp continues to be a joint effort between the DPS and the DCTA with an ongoing commitment to continual evolution of the system, as needed. From the beginning, the governance structure of ProComp has been critical to administer the system, ensure fiscal stability, and resolve disputes. Three teams cover these needs:

Transition Team. The 12-member Transition team meets periodically to set policy and to clarify administrative rules for the implementation of ProComp. The group implements and evaluates transition plans and advises the district, the DCTA, and the board of directors of the Teacher Compensation Trust. Six district members are appointed by the superintendent, and six DCTA members are appointed by the Association's president.

Teacher Compensation Trust. The eight-member Teacher Compensation trust is responsible for ensuring the system is fiscally stable over time. Three members are appointed by the district; three members are DCTA representatives, and two community members round out this group.

Professional Review Panel. The role of the Professional Review Panel is to review disputes regarding salary or incentives of the ProComp program. Five educators and five administrators serve on this group, and follow procedures created by earlier iterations of this group, collated in a Professional Review Panel handbook.

Educator Involvement in Teacher Evaluation System, LEAP

From the planning stage and throughout development of the LEAP teacher evaluation system, DPS and DCTA have worked collaboratively. DPS and DCTA recognize that a successful Framework for Effective Teaching and the supporting evaluation system must be informed by the ideas and experiences of actual practitioners. DPS and DCTA have worked together to organize various engagement groups:

LEAP Steering Committee: Oversight committee for LEAP responsible for ongoing strategic direction and decision making. Members of the group include Tom Boasberg, DPS Superintendent; Susana Cordova, DPS Chief Academic Officer; Shayne Spalten, DPS Chief HR Officer; Henry Roman, DCTA President; and Carolyn Crowder, DCTA Executive Director.

Professional Practices Work Group: A group comprised of DPS employees, DCTA members, and community members that act as an advisory board to the LEAP steering committee, project leadership team, and design teams.

Focus Groups: Groups facilitated by a third party and used throughout the development of LEAP and the DPS Framework for Effective Teaching to incorporate teacher and principal voice. Over a three week period in April 2010, approximately 225 principals, teachers, district staff, parents and students participated and shared their ideas in focus groups facilitated by a neutral third party on what is working within the current system, what is most in need of repair, and what would be necessary to build a more ideal teacher performance assessment system. The Focus Groups resulted in a set of guiding principles that have been used to guide the development of the DPS Framework for Effective Teaching and LEAP.

Design Teams: Groups of teachers and principals within DPS that were formed in the Spring of 2010 to incorporate teacher and principal voice into the new Frameworks LEAP, and the Principal evaluation system. The five Design Teams include: Principal Effectiveness, Teacher Effectiveness, Peer Observation, Student Assessment and Outcomes, and Teacher Professional Development. They applied the Guiding Principles from the focus groups in addition to pertinent national research and made recommendations on the specific components of the new LEAP system as well as the development of the DPS Framework for Effective Teaching. The teams

continue to operate, with updated membership as necessary, as we work to continually improve LEAP and develop and rollout the principal evaluation system.

LEAP Project Leadership Team: DPS staff dedicated to the development of LEAP and the DPS Framework for Effective Teaching. Team includes a full-time DCTA Liaison who works closely with the LEAP team and brings DCTA perspective on a daily basis as well as cross-functional staff members representing Human Resources and the Chief Academic Office team.

Ongoing LEAP Feedback Opportunities: The LEAP pilot years give DPS teachers time to learn about LEAP and provide feedback that will inform changes to the system prior to full implementation. Educators can provide ongoing feedback via the LEAP website, anonymous surveys conducted once per observation window, focus groups and general feedback sessions throughout the year, or by contacting a DCTA liaison or LEAP team member. In 2011-12, over 1,000 teachers responded to each of the four LEAP surveys, more than 50 teachers participated in focus groups throughout the year, and practitioners provided over 600 pieces of individual feedback through the LEAP website.

Involvement of Principals

DPS Principals were involved deeply in development of the principal compensation system and in the development of the Framework for Effective School Leadership. A Design Committee of principals and teachers worked together to define the measure of effective school leadership and will be engaged to consider changes to compensation systems to more closely align systems with those measures.

The PBCS for school leaders was first implemented in the 2006-07 school year and was made possible by a 5 year, \$25M grant through the Teacher Incentive Fund. The program was

collaboratively developed and designed by a series of teams dedicated to the project. The Executive Leadership Committee was responsible for reviewing and approving recommendations made by the Design Committee, which included leaders at every level, and ensuring that project deliverables were on time and within budget. The Design Committee was responsible for design, implementation, and evaluation of the differentiated compensation system for school leaders and for gaining stakeholder buy-in and feedback on the program. Workgroups, including school and district level leaders, were responsible for design of specific elements of the compensation system. Evaluation results from an external evaluator indicated strong support from principals for the compensation and evaluation systems.

The proposed educator evaluation systems and PBCS components for this project have been designed through a combination of feedback received via the ongoing development and revision processes and through input from the TIF Project Leadership Team including DPS and DCTA leadership. DPS will continue to evolve its educator evaluation systems, PBCS, and HCMS based on educator input and feedback throughout the project funding period and beyond.

Denver Classroom Teachers Association (DCTA) is the exclusive union representative of DPS teachers. DCTA has been a partner and a supporter of the ProComp PBCS and LEAP teacher evaluation and support system and has submitted a letter of support for this proposal. DPS principals are not represented by a union.

V. Project Management

In this section, the proposal will address the project management plan including: key personnel, human resources, objectives and performance measures, evaluation, timelines, and sustainability. TIF funding is requested to support compensation for educators hired by the district to administer and implement the project.

A. Key Personnel

DPS has a strong and committed leadership team in place, with significant collective experience in education both nationally and in Denver and a record of success implementing large scale human capital change. The DPS leadership team is committed to the scope of work within this proposal, and will play an active role in ensuring the district executes the vision effectively and meets its objectives. The Superintendent, Tom Boasberg, the Chief Academic Officer, Susana Cordova, and the Chief Human Resources Officer, Shayne Spalten, have all been actively engaged in the development of this strategy and recognize the importance of this work to the success of the district.

Tom Boasberg, Superintendent, has led the district's efforts to accelerate its progress in student achievement and better serve the families of Denver. Over the past three years, under Tom's leadership, the district has posted record enrollment increases, dramatically expanded the number of preschool and full-day kindergarten slots and cut the number of its lowest-performing schools by more than two thirds. Working with higher graduation standards, DPS last spring graduated 500 more students than two years ago, and it has gone from being the district with the lowest rate of student academic growth among major Colorado districts to the district with the highest rate of academic achievement growth for both students in poverty and middle class students. Tom earned his B.A. in History summa cum laude from Yale College and J.D. with Distinction from Stanford Law School.

Susana Cordova, Chief Academic Officer, brings over 20 years experience in the Denver Public Schools to her position. In 2002, Cordova was recruited to the central office as the Director of Literacy. Under her supervision, DPS implemented a district-wide literacy program at all grades, with comprehensive pacing and planning guides and resources. Most recently she

was the Executive Director of Teaching and Learning before moving into the role of Chief Academic Officer. In her role, she leads work on the teacher framework, the development and implementation of professional development aligned to the framework, and the Teacher Leadership Academy. Susana received her undergraduate degree in English from the University of Denver and a master's degree in Curriculum and Instruction/Education Administration from the University of Colorado.

Shayne Spalten, Chief Human Resources Officer, will be the Executive Sponsor of this work. Shayne has led the development of DPS' human capital strategies, including strategies regarding recruitment, staffing, performance management and compensation. As Chief HR Officer, she has led the significant transformation of HR from a compliance and transactional organization into an organization focused on supporting schools in the management of human capital to drive student achievement gains. Through her leadership, DPS will ensure that the teacher evaluation system is integrated with other human capital management strategies the district is pursuing and that the results of this program are integrated into discussions regarding ProComp.

Jennifer Stern, Executive Director of Talent Management, will oversee the management and implementation of the Teacher Incentive Fund project and will ensure coordination with leadership of other educator effectiveness grants and initiatives. Jennifer oversees the district's human capital strategies for teachers and principals, including strategies for recruitment, development, evaluation, compensation, renewal, and retention of high-performing educators. She coordinates the development and rollout of the educator evaluation system and facilitates alignment with professional development and compensation systems. Jennifer's continued leadership will ensure alignment and sustainability of the TIF program initiatives.

Tracy Dorland, the Deputy Chief Academic Officer, leads the Teaching and Learning Department, emphasizing the integration between district strategy for new standards, educator effectiveness, and best practice for English Language Learners. Tracy will support the integration of strategy for differentiated teacher roles with the district's new standards and educator effectiveness strategies other district academic priorities. Prior to her current role, Tracy served as Executive Director of Educator Effectiveness at DPS, leading the development of a comprehensive definition of teacher and principal effectiveness and the creation and implementation of LEAP. Tracy has also served as an Instructional Superintendent, a principal, an instructional coach and a teacher. Tracy has a BA in Psychology from the University of Colorado at Boulder and an MA in Administrative Leadership and Policy Studies from the University of Colorado at Denver.

Connie Casson, Executive Director of Accountability, Research & Evaluation, leads the group that creates and executes the district assessment strategy, reports and analyzes student results, publishes the annual School Performance Framework, and coordinates internal and external research requests. Connie also participates on the LEAP Leadership team representing the Student Perception Survey and the Student Outcomes components of the educator effectiveness system. During her time at DPS, Connie has also led performance management and human capital projects. Connie holds a BA in History from Notre Dame and an MBA in Entrepreneurship from McCombs School at UT-Austin.

Debbie Hearty, Executive Director of the Office of Teacher Learning and Leadership, leads the growth component of LEAP, the new teacher and support system, the professional development related to the rollout of the Common Core Standards as well as other professional learning efforts. Debbie is an experienced math teacher and university professor.

Erin McMahon, Director of Teacher Talent Management, will be the TIF Project Director.

Erin works to develop human capital strategies for teachers, including recruitment, professional development, evaluation, compensation, renewal, and retention of high-performing educators.

Erin is responsible for supporting the implementation of LEAP, the district's teacher effectiveness framework. Erin came to DPS from NYCDOE, where she was a principal in secondary and middle schools and a resident principal with New Leaders for New Schools. Prior to the NYCDOE she was the Director of School Partnerships at City Year, a management consultant, and TFA fellow at in Washington, DC. Erin graduated from Yale University with a BA in History, received her MS in Education Leadership at Pace University, and earned her MBA as a Park Fellow at Cornell University's Johnson School.

B. Human Resources

Core Team



Work Streams

Project Management: To accomplish our objectives, a core project management team will manage the overall strategy and implementation of the project, in addition to working among the work streams. The core project management team will consist of: a Project Director, to provide oversight and strategic direction for the project; a Senior Project Manager to manage the strategy of the grant, including the relationship with the evaluator, data analysis, and leveraging of positions and roles; a Project Manager who will run the day to day operations and issues management, in addition to budget, communications, and inter-team coordination; a Project

Communications Manager to create and manage communications and feedback; and a Project Coordinator who will handle project logistics. That core project team will also include part time staffing support including: a DCTA liaison to inform the project team of teacher sentiment, advise on communications and work streams, and act as a sounding board; a federal programs accountant to manage the project budget, accounting, and financial reports; and ARE analysts to conduct internal analysis and evaluation.

Compensation Systems: This team supports the development of the performance-based compensation system. The analyst looks at compensation trends and incentive levels in order to inform the proper levels at which to set incentive levels. The programmers, working in years 1 and 2, will upgrade the coding and database for the current compensation system so that it can be more flexible and responsive to changes in the future.

Teacher and Team-Created Assessments: An important component for the Student Outcomes system is Teacher- and Team-Created assessments. The team working on these assessments and their use will be teachers on special assignment, working primarily with in schools with teachers to improve understanding of and acuity with assessment for formative use. The team will be led by a Senior Manager to set the strategy and manage the team and will be aided by a coordinator to schedule, budget, and coordinate with other teams. This team will build capacity in the first couple of years and support new and struggling teachers over time.

Student Outcomes: The student outcomes team will create the technical infrastructure to manage the 50% of the teacher evaluation based on student growth. Based on the district's experience with creating and maintaining a School Performance Framework, the team will be largely technical and connect the business strategy of Student Outcomes to the presentation layer

of SchoolNet, where teachers will see their evaluations and the components of those scores. This team will have a project manager to lead others to execute the strategy. A business analyst will translate functional requirements into technical language, and a team of programmers will complete the coding. A Quality Assurance analyst will lead the district’s testing team.

Professional Development (PD): The PD team will focus on creating and delivering training for the differentiated roles and supporting the endorsement program, run by an external vendor, to increase teacher effectiveness in high-impact areas. They will provide ongoing support to teachers who are embarking on new differentiated roles by visiting their classrooms and meeting with teachers periodically to ensure they understand their new roles and are executing them similarly to peers across the district. This team will be led by two managers, one focused on the strategy and execution of the new TLA strands and one focused on the same for ongoing support measures. The rest of the team will consist of three coordinators who are designing and delivering training and providing on the ground support for teachers.

C. Project Objectives and Performance Measures

Project Objectives and Performance Measures
1. Increase the number of effective teachers and principals serving in high-need schools
1.a. Increase in # and % of teachers and principals rated effective or higher who are serving in high-need schools & Decrease in # and % of teachers and principal rated less than effective
1.b. Increase in # and % of effective teachers and principals in high-need schools who return to a high-need school (not necessarily to the same school)
1.c. Increase in # and % of effective teachers and principals in differentiated roles and/or receiving differentiated compensation who return to a high-need school vs. retention rates of effective teachers not in these roles
1.d. Increase in # and % of effective teachers and principals who transfer to high-need schools
2. Increase the reach of effective teachers in high-need schools

2.a. Increase in # and % of effective teachers and principals serving in differentiated leadership roles in high-need schools
2.b. Increase in # and % of students served by effective teachers in high-need schools
2.c. Increase in # and % of teachers in high-needs schools receiving support by an effective teacher
3. Increase the breadth of human capital decision making based in part on educator evaluation
3.a. Increase in # and % of teachers moving up in proficiency level on their evaluation area of focus identified in their professional growth plans (PGP)
3.b. Include teacher effectiveness ratings in hiring and staffing decisions
3.c. Include teacher effectiveness ratings in decisions regarding renewal and granting of non-probationary status. Increase in % of effective teachers receiving granting of non-probationary status.
3.d. Include teacher effectiveness ratings in decisions regarding dismissal and loss of non-probationary status. Decrease in % of non-effective teachers receiving granting of non-probationary status and contract renewal.

D. Project Evaluation Plan

1. Local Evaluation Plan. Evaluation of the teacher and principal incentives involves the examination of the degree to which these programs are successful in meeting the goals and objectives detailed in Project Objectives and Performance Measures. The evaluation will employ both objective quantitative measures and qualitative analysis. Specific activities detailed below.

The Government Performance and Results Act (GPRA), performance indicators established to evaluate the overall effectiveness of the TIF Program (i.e., Measures 1-4) will be collected, analyzed and reported as part of the annual project evaluation.

Participating high-need charter schools will be required to submit to DPS the data necessary to evaluate project activities, objectives, and performance measures in accordance with the project timelines.

Recruitment, Development, and Retention Analysis. DPS will evaluate its progress toward attracting, developing, and retaining effective teachers and principals via three evaluative

activities – cross-sectional and longitudinal analysis of data personnel obtained from DPS Human Resources and qualitative analysis of teacher and principal effectiveness.

- **Cross-sectional Data Analysis.** Using hiring and professional assignment data provided by DPS Human Resources, the district will determine the annual retention rate of effective teachers and principals in (a) each high-needs school and (b) each high-needs area. Prior to LEAP’s implementation, DPS will evaluate the changes over time in the percentage and number of teachers and principals in high-needs schools who have a record of effectiveness based on student achievement data on the state assessment. After LEAP’s full implementation, LEAP evaluation data will be used as the measure of effectiveness.
- **Longitudinal Data Analysis of Professional Assignments.** Teacher and principal compensation programs are built on the belief that professionals will implement of change behavior for which incentives are provided. As such, DPS will examine the degree to which professionals involved in the TIF pilot actually do respond to program incentives. Using HR data, DPS will track the applications and movements of effective educators to understand the effect of the incentives – including funds, professional development, and responsibility. This includes tracking the number of educators applying to transfer to a high needs school or area, to gauge interest, the number who actually do, and the length of time they stay in the area or school for which they were incentivized.
- **Qualitative Analysis.** Effort will be put forth to understand the strength on the monetary incentive in inducing behavior change. Focus groups of participating educators will be assembled for (1) those who were accepted into differentiated roles (2) those that transferred to high-need schools and (3) those that transferred into high-impact areas. The conversations will focus on the strength of the incentives and understanding the strength of the monetary

incentive versus other reasons associated with transfers and roles. In addition, the groups will discuss challenges of the new roles or placements and the effective of associated professional development on mitigating these challenges.

Student Achievement Analysis. DPS is currently evaluating the types of growth models that will be best suited to our various student assessments. These growth models, including the Colorado Growth Model attached to TCAP, our state assessment, will be used to assess a teacher's effectiveness in the area of student outcomes. The 50% in LEAP attached to student outcome data will incorporate several measures of student achievement, including TCAP results and DPS' interim assessments. This combination of assessments ensures that student achievement measures reflect both state standards and local learning expectations. All measures will have undergone extensive testing to establish their reliability and validity as measures of student achievement. DPS will consider this set of measures as potentially the most relevant and accurate measure of student achievement, and well as evaluate more narrow measures such as the state assessment. Student achievement effects attributable to particular teachers and schools (for principals) will be modeled on the various incentives of the teacher and principal incentives under the TIF project; if the compensation programs are indeed having the intended effect of improving achievement, this analysis will show that teachers and principals who have the largest positive effects on student achievement receive each incentive at a greater rate than their lower performing counterparts. On an annual basis, DPS will compare current academic performance with the 2012-13 baseline to determine whether or not teachers maintain effectiveness once they transfer to a new area or school.

Analysis of Use of Data in Human-Capital Decision-making. DPS will implement a qualitative and quantitative analysis to gauge the increase of effectiveness data in human capital

decision-making. DPS will collect and analyze the number of times data is presented in hiring, staffing, renewal, granting of non-probationary status, dismissal, and loss of non-probationary status (in accordance with GRPA Measure 4). In addition, there will be an analysis of whether or not decisions are in alignment with the data presented.

2. Ensuring Feedback and Continuous Improvement. Planning and implementation for the ProComp system, LEAP educator evaluation system, and principal performance based compensations system have all involved extensive communication between evaluators and district leadership, DCTA (where appropriate), and educators. DPS will continue to have this model of continuous feedback and improvement over the grant period.

3. National Evaluation. DPS commits to participating in a rigorous national evaluation. In addition to carrying out evaluative activities specific to DPS, the district also commits to participating in a rigorous national evaluation using a common design methodology, data collection instruments, and performance measures for all grantees funded. DPS will conduct both external and internal evaluations of the project. A formal evaluator will be contracted with and internal analysts will be employed to help design the pilots, monitor results, and suggest mid-project improvements to ensure successful attainment of project objectives.

4. Reporting. DPS will submit the required annual performance report to USDE demonstrating progress in meeting approved project objectives during the reporting period and providing the most current financial and performance measure data for each year of the project. At the end of the project period, DPS will submit the required final performance report.

E. Project Timelines

PROJECT MANAGEMENT PLAN		
Month/ Year	Activities	Responsibility
Project Management and Evaluation		

10/12	Interview and hire project manager	Project Director
10/12-12/12	Interview and hire PD staff	Project Director
10/12 – 9/17	Convene Project Leadership Team; Coordinate project activities, compliance, and reporting	Project Director
12/12	Milestone: Project leadership identified & staff hired – Implementation Begins	
10/06 – 9/17	Ongoing evaluation of PBCS incentives, differentiated roles, educator evaluation systems, HCMS implementation and performance objectives and feedback for continuous improvement	Project Senior Manager, Evaluator, Project Leadership Team
10/12-12/12	Identify and contract with external evaluator	Project Director
9/13 – 9/17	Submit performance report to USDE, annually in September	Project Manager, Senior Project Manager, Exec. Leadership Team, Fed Programs
9/17	Milestone: Achievement of project objectives and performance goals	
Human Capital Management System		
1/13-11/17	Develop and finalize differentiated teacher and principal roles for the following school year (Year 1 in January; Years 2-5 in November)	Senior Project Manager, approval by Leadership Team
2/13-12/16	Communicate role options and support school leadership teams in identifying roles that might fit with their strategic school design models (Year 1 in February; Years 2-5 in December)	Senior Project Manager, Communications Coordinator
3/13-1/17	School application and approval process (Year 1 in March; Years 2-5 in Jan)	Project Manager, Senior Project Manager, Project Coordinator
3/13-8/17	Recruitment and selection of candidates for approved diff. leadership positions (spring-summer annually)	Senior Project Manager, Communications Coordinator
3/13-8/17	Review progress and outcomes of roles in order to inform roles for next year	Senior Project Manager, ARE Analysts
2013-14	Milestone: Differentiated roles implemented in high-needs schools associated with TIF Grant	
8/13-9/17	Educator evaluation systems implemented district-wide	LEAP team
5/13-5/17	Teachers and principals evaluated based on effectiveness with overall effectiveness ratings assigned (annually in May)	Peer Observers, Principals, LEAP Team
12/13	Milestone: Selection processes for teacher and principal candidates will be realigned to the Frameworks for Effective Teaching and School Leadership	
2013-2014	Milestone: Rating of effective on evaluation will be considered the first of three consecutive years required in the acquisition of non-probationary status (per SB-191)	
2014-2015	Milestone: Ratings of less than effective will be considered the first of two consecutive years that result in loss of non-probationary status (per SB-191)	

Performance Based Compensation System		
1/13-1/16	Determine scope of incentives for effective teachers and principals in high-need schools (e.g. grade levels, content, and student groups)	Exec. Leadership, Project Exec. Dir., Director
9/14-9/17	Financial incentives for effective teachers will be paid out in Fall for previous year, based on effectiveness ratings from previous year	Compensation Team
8/13 – 9/17	Role based compensation paid throughout school year	Project Team and Compensation
8/15	Milestone: Revised ProComp and principal compensation structures in place, aligned to performance data	
Educator Evaluation Systems		
2012-2013	Milestone: District-wide pilot of available measures within teacher and principal evaluation systems, including student outcomes data as available	
10/12-9/17	Annual verification of comparability of evaluations used in charter high-need schools	Project Team
2013-2014	Milestone: District-wide educator evaluation systems implemented including overall effectiveness ratings and student outcomes data as available	
2013-2015	Student outcomes calculation of 50% of overall effectiveness rating will be based on available student outcome data (Some non-tested subjects not yet have district assessments or teacher/team assessments.)	Student Outcomes Manager
2015-2016	Milestone: All measures of student outcomes will be included in the calculation of 50% of overall effectiveness rating	
Professional Development Systems		
2012-2013	Milestone: Teachers and principals set professional development goals based on the framework for effective teaching and the framework for effective school leadership	
10/12-10/16	Principals use educator evaluation data to determine school wide focus for professional development – based on disaggregated data – annually in Fall	High-Need (HN) Principals, Instructional Superintendents, Project PD Director
10/12-10/16	Teachers, in consultation with supervisors, use individual educator evaluation data to select focus for professional growth plan – annually in Fall	HN Principals, Project PD Director
10/12-4/13	Design professional development for TTLs and RTLs	PD Managers
3/13-1/17	Review and approve plans for School Development Teams (Year 1 in March; Years 2-5 in Jan)	PD Managers, Project Director
8/13	Milestone: Initiate professional development for differentiated roles	
8/13-8/17	Deliver summer training for TTLs (5 days) and Content RTLs (3 days)	PD Managers, Coordinators
8/13-8/17	Deliver monthly TTL and Content RTL meetings	PD Managers, Coordinators
8/13-8/17	Deliver TTL mid-yr retreat content – 1 day	PD Managers, Coordinators
Ongoing	Visit classrooms and meet with teachers to support	PD Coordinators

	and to ensure fidelity to roles	
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VI. Sustainability

As previously mentioned, DPS has committed significant financial resources over the past several years to the development and implementation of its PBCS and educator evaluation systems and has demonstrated its capacity to implement large-scale human capital initiatives. The TIF project leverages the highest priority initiatives in the district by advancing the work to integrate student growth data into educator evaluations and integrate ratings of effectiveness into human capital decisions. In addition, the TIF project allows the district to expand on and refine performance-based incentives and add differentiated leadership roles to increase the impact of effective teachers and leaders on the achievement of students in high-need schools.

The infrastructure is already in place to support the implementation of both educator evaluation systems and the PBCS during and after the grant period. Key personnel have been assigned, and the project has executive leadership support. In addition, DPS and DCTA leadership have committed to working collaboratively to ensure an effective teacher in every classroom. State policies provide the imperative for sustainable change, as they require all Colorado districts to implement educator evaluation systems that base ratings of overall effectiveness on measures of student growth.

Our district focus is on ensuring that the interaction between students, teachers, and content is strong and that we are effectively defining and measuring the quality of that interaction – and making human capital decisions that are aligned with this goal. With the implementation of teacher and principal evaluation and support systems, improvements to the PBCS connecting compensation with educator effectiveness, and an aligned HCMS in place that ensures we are utilizing performance data in recruitment, development, recognition and retention strategies,

DPS will have an integrated performance management system that sets clear, aligned standards and incentives for teachers and principals.

Several elements within the scope of work ensure ongoing sustainability for these new systems, including extensive educator engagement in the design of tools and extensive training and support during rollout. The performance-based compensation for educators in high-need schools, including those working in high-impact areas and in differentiated leadership roles, will increase the number of effective teachers and principals serving our most struggling students and result in increasing academic growth and closing of achievement gaps.

Over time, the incentives that are proven effective will be further integrated into the ProComp structure, which has a dedicated, taxpayer-supported funding source to fund teacher performance pay, and the principal compensation system to drive alignment with the educator evaluation system and learning from differentiated roles and incentives pilots. Similarly, participating high-need charter schools will be required to provide a sustainability plan to the district indicating their commitment to implementing changes to compensation and incentive structures based on TIF project outcomes. Costs for administering the system after the grant period will be absorbed by the ProComp trust and DPS General Funds.

Ultimately, the TIF project has the potential to: increase student achievement and growth in Denver's highest need schools, increase the capacity of Denver's most effective teachers and leaders to expand their impact to more students and teachers, and center the district's human capital decisions, including compensation decisions, on evaluations of effectiveness. Changing the fundamental value proposition in district human capital systems to focus on educator effectiveness and student growth is a significant part of the sustainability plan.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS 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.</p>	<p align="center">Section I. Human Capital Management System (HCMS)</p>	<p align="center">Page 3-24</p>	
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p align="center">Section I. Human Capital Management System (HCMS)</p>	<p align="center">Pages 3-5</p>	
<p>(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,</p>	<p align="center">Section I. Human Capital Management System (HCMS)</p>	<p align="center">Pages 17-20</p>	

retention, dismissal, compensation, professional development, tenure, and promotion;			
(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	Section I. Human Capital Management System (HCMS)	Pages 8-9	
(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> .	Section I. Human Capital Management System (HCMS)	Page 22-24	

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>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-</p>	Section II. Educator Evaluation Systems	Pages 24-36	
(1) The frequency of evaluations, which must be at least annually;	Section II. Educator Evaluation Systems	Page 25-26	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Section II. Educator Evaluation Systems	Page 25-31	Other Attachments- Evidence of Educator Support
(i) Two or more observations during each evaluation period;	Section II. Educator Evaluation Systems	Page 28 & 32	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Section II. Educator Evaluation Systems	Page 26-28 Page 35-36	
(iii) Additional factors determined by the LEA;	Section II. Educator Evaluation Systems	Page 25-33	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Section II. Educator Evaluation Systems	Page 26	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Section II. Educator Evaluation Systems	Page 35-36	

Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 3: 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	NOT APPLICABLE	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</p>	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

positions;			
(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	NOT APPLICABLE	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	NOT APPLICABLE	NOT APPLICABLE
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	NOT APPLICABLE	NOT APPLICABLE	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	NOT APPLICABLE	NOT APPLICABLE
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

Competitive Preference Priority 4

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 4: 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:</p>			
<p>(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.</p>	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
<p>(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).</p>	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

Competitive Preference Priority 5

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) 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</p>	Section I. Human Capital Management System (HCMS)	Pages 20-21	

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Section I. Human Capital Management System (HCMS)	Pages 19-20	
(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	Section I. Human Capital Management System (HCMS)	Pages 19-20	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Section I. Human Capital Management System (HCMS)	Pages 19-20	

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. 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.	Section I. Human Capital Management System Performance-Based Compensation System	Page 8-16	
• Design Model 1	Section I. HCMS	Pages 8-9	
• PBCS Optional Features - Transfers	Section I. HCMS	Pages 9-10	

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: 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;</p>	Section IV. Involvement of Educators	Pages 42-46	Other Attachments – Letters of Support
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	Section IV. Involvement of Educators	Pages 42-46	
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	Section IV. Involvement of Educators	Page 46	

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-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>Section I. Human Capital Management System</p> <p>Performance-Based Compensation System</p>	<p>Pages 9-10</p>	<p>Other Attachments – Documentation of High-Need Schools</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			<p>Other Attachments – Documentation of High-Need Schools</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</p>			<p>Other Attachments – Documentation of High-Need Schools</p>

not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and			
(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.			Other Attachments – Documentation of High-Need Schools



Dear Teacher Incentive Fund Reviewers:

**Denver
Classroom
Teachers
Association**

1500 Grant Street
Suite 200
Denver, CO
80203

PHONE
303.831.0590

FAX
303.831.0591

Henry Roman
President

Carolyn Crowder
Executive Director

Rich Nass
UniServ Director

Billy Husher
UniServ Director

I am pleased to pledge the support of the Denver Classroom Teachers Association (DCTA) for the Teacher Incentive Fund (TIF) application submitted by Denver Public Schools (DPS).

Over the last decade, DPS and DCTA have been courageous partners in the pursuit of improving outcomes for Denver children through innovative human capital reform. The results of this collaboration include ProComp, Denver's groundbreaking performance pay program that links compensation for teachers directly with student achievement outcomes and their willingness to serve in high poverty schools and hard-to-staff assignments, the overhauling of staffing rules to allow for more effective hiring of teachers early in the staffing cycle, and a \$10 million grant from the Gates Foundation to revamp our systems for evaluating and providing feedback to teachers around a multiple measure definition of effective teaching that centers on student outcomes. The common goal of these initiatives is to ensure quality educational opportunities for every DPS student.

I am excited about the potential of a TIF grant to support the further development of the LEAP and ProComp systems to improve student achievement in our highest needs schools. We believe strongly in the importance of multiple measure systems of teacher performance. And we believe strongly in the role that highly effective teachers can play in helping all teachers to grow. The types of teacher leadership roles supported through this grant could create meaningful opportunities for our most effective teachers to expand their impact in our highest needs schools.

We are committed to the success of every student in DPS and look forward to the opportunity to work together to implement these strategies.

Sincerely,

(b)(6)

Henry Roman
President, Denver Classroom Teachers Association



STATE OF COLORADO

OFFICE OF THE GOVERNOR

136 State Capitol
Denver, Colorado 80203
Phone (303) 866-2471
Fax (303) 866-2003



John W. Hickenlooper
Governor

July 25, 2012

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

Please accept our support for Denver Public Schools' application to the Teacher Incentive Fund (TIF) program. Denver Public Schools (DPS) has a strong history of education innovations that have paved the way for other districts throughout the state and the nation. These innovations have often recognized the crucial role that teachers and principals play in student achievement and have been designed to attract the best possible talent to our schools.

In recent years, Denver pioneered a performance-based compensation system, adopted educator effectiveness evaluations, and successfully implemented its last TIF grant. DPS programs focus on increasing student academic achievement in high-need schools by rewarding teachers and principals for accepting additional leadership responsibilities, initiatives that closely align with TIF goals.

The single largest challenge in education in Colorado is to expand successful reforms beyond individual classrooms and schools to whole districts and systems. And Denver has embraced that challenge with an exemplary combination of urgency, patience and focus.

Thank you for considering the proposal from Denver Public Schools for the Teacher Incentive Fund program. The state is supportive of DPS' application, including its efforts to expand career opportunities and incentives for educators.

Sincerely,

(b)(6)

John W. Hickenlooper

Governor

MICHAEL F. BENNET
COLORADO

COMMITTEES:

AGRICULTURE, NUTRITION, AND FORESTRY

BANKING, HOUSING, AND
URBAN AFFAIRS

HEALTH, EDUCATION, LABOR,
AND PENSIONS

SPECIAL COMMITTEE ON AGING

United States Senate
WASHINGTON, DC 20510-0609

WASHINGTON, DC:
458 RUSSELL SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-5852

COLORADO:
1127 SHERMAN STREET
SUITE 150
DENVER, CO 80203
(303) 455-7600

<http://www.bennet.senate.gov>

July 24, 2012

Secretary Arne Duncan
Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to support Denver Public Schools' (DPS) application for the Teacher Incentive Fund (TIF) Grant from the United States Department of Education. If approved, funds will be used to enhance DPS' existing programs by drawing linkages and deepening connections between their education evaluation system, performance-based compensation system and human capital decision-making.

DPS is a vital part of Colorado's education system. DPS has been incredibly innovative over the last decade, partnering with the Denver Classroom Teacher Association (DCTA) to create ProComp, a groundbreaking teacher performance-based compensation system. It has also developed and implemented an effective educator evaluation system called Leading Effective Academic Practice (LEAP). In addition, DPS is supporting the implementation of Colorado State Bill 191.

The school district has also made strides in building similar systems for principals, ensuring all educators are evaluated and supported with appropriate professional development and compensated based on performance. TIF funds will provide the opportunity for DPS to continue to learn how to utilize the most effective teachers to impact our highest needs students, while helping move them on a path towards a successful future.

I encourage you to give Denver Public Schools' application every appropriate consideration consistent with all applicable laws and regulations. Thank you for your consideration, and please notify my office of any funds awarded.

Sincerely,

(b)(6)

Michael F. Bennet
United States Senator

DENVER PUBLIC SCHOOLS

900 GRANT STREET / DENVER, CO 80203
TELEPHONE (303) 764-3300



OFFICE OF THE SUPERINTENDENT

July 20, 2012

Dear TIF 2012 Selection Committee,

It is with commitment and a great sense of urgency that I respectfully submit this letter of full support for the Denver Public Schools' TIF (Teacher Incentive Fund) grant application.

Undisputedly, the most important factor in student success is great teaching. In our 2010 strategic plan, *the Denver Plan*, we documented our district's commitment to increasing the effectiveness of our teachers and principals by recruiting, retaining, developing, and rewarding outstanding performance.

While we have made great strides in our reform efforts, implementing one of the nation's first performance-based compensation systems, developing a student growth model and a school performance framework to evaluate our schools, and piloting district-wide educator evaluation systems based on student growth, we are still learning what combination of incentives and accountability will best promote student growth and strengthen a district-wide culture of excellence.

TIF grant funding will accelerate our efforts to dramatically increase educator effectiveness and allow us to leverage the momentum of our existing initiatives to reach our ambitious goals of a great teacher for every student and a great leader for every school.

As Colorado's largest urban school district, serving 81,870 students with 72% poverty, we believe that we can provide a national proof point for urban education reform and lead the nation's cities in raising student achievement, closing achievement gaps, and preparing students for college and career.

Thank you for your consideration.

Sincerely,

Tom Boasberg
Superintendent

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				Excluded and/or Unallowed 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	Direct Costs	Indirect Costs		
Instruction (0010-2099)	434,946,076	0	1,823,141	859,737	432,263,198		432,263,198					
Support Serv-Students (2100-2199)	32,022,003	0	28,458	3,082,704	28,910,841		28,910,841					
Support Serv-Inst Staff(2200-2219,2221-2299)	67,795,581	0	17,284	419,214	67,359,084		67,359,084					
Educational Library Services (2220)	1,187,334	0	0	53,142	1,134,192		1,134,192					
Support Serv-General Admin w/ Grants (2300)	226,028	0	0	0	226,028		226,028					
Support Serv-General Admin w/o Grants (2300)	5,586,765	0	0	19,082		5,567,683	5,567,683					
Support Serv-School Admin (2400-2499)	56,363,310	0	201,345	838,664	55,323,301		55,323,301					
Support Serv-Business w/ Grants (2500)	2,818,532	0	0	462,958	2,355,574		2,355,574					
Support Serv-Business w/o Grants (2500)	12,629,300	0	23,669	501,393		12,104,238	12,104,238		12,104,238			
Oper & Maint of Plant Serv w/ Grants (2600)	737,980	0	56,134	0	681,846		681,846					
Oper & Maint of Plant Serv w/o Grants (2600)	58,107,361	0	6,090,645	571,089		51,445,627	51,445,627					
Student Transportation Services (2700-2799)	18,047,721	0	0	266,398	17,781,324		17,781,324					
Sup Serv Cent w/ Grant(2800-2809,2815-2899)	7,081,766	0	922,875	109,072	6,049,820		6,049,820					
Sup Serv Cent w/o Grant(2800-2809,2815-2899)	32,856,553	0	177,190	14,622		32,664,741	32,664,741		32,664,741			
Planning/Evaluation (2810-2814)	6,082,648	0	26,906	0	6,055,742		6,055,742					
Other Support Services w/ Grants (2900)	5,272,378	0	0	5,273,195	-817		-817					
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)	46,968	0	0	0	46,968		46,968					
Food Services Operations (3100)	34,523,569	12,345,592	603,735	366,854	21,207,388		21,207,388					
Enterprise Operations (3200)	17,761	0	0	0	17,761		17,761					
Enterprise Instructional (3210)	0	0	0	0	0		0					
Enterprise Non-Instructional (3220)	0	0	0	0	0		0					
Community Services (3300)	8,846,125	0	18,008	0	8,828,117		8,828,117					
Education for Adults (3400)	13,109,888	0	80,081	0	13,029,807		13,029,807					
Facil Acquisition & Construction Svcs (4000)	1,160,229	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Other Uses (5000)	4,456,087	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Debt Service (5100)	841,433,508	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
TOTAL ALL PROGRAMS	1,645,355,471				661,270,173	101,782,290	718,283,483	44,768,979				

Notes:

- Except as otherwise noted:
 - (a) 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)
 - (b) 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)	6.12%	5.95%
Direct Costs (34 CFR 75.567)	654,444,037 (B)	718,283,483 (B)
Indirect Costs:	=====	=====
Admin. Charges (34 CFR 75.565)	42,906,627	44,768,979
Carry Forward	-2,842,874	-2,032,844

Total Indirect Costs	40,063,753 (A)	42,736,135 (A)

(b) ACTUAL COSTS:		
(From FY 2010-2011)		

Actual Direct Costs	718,283,483	
Actual Indirect Costs:	=====	
Admin. Charges	44,768,979	
Carry Forward	-2,842,874	

Total Indirect Costs	41,926,105	

(c) CARRY FORWARD COMPUTATION:		

Recovered:		
Fixed Rate x Actual Direct Costs		
6.1 % x 718,283,4	43,958,949 (E)	
Should Have Recovered Actual Indirect Costs for FY 2010-2011	41,926,105 (F)	

Under or (Over) Recovery for use in FY 2012-2013 (F - E)	-2,032,844	
	=====	

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)	13.70%	14.83%
Direct Costs (34 CFR 75.567)	600,216,431 (B)	661,270,173 (B)
Indirect Costs:	=====	=====
Admin. Charges (34 CFR 75.565)	97,134,233	101,782,290
Carry Forward	-14,916,564	-3,728,288
	-----	-----
Total Indirect Costs	82,217,669 (A)	98,054,001 (A)
	=====	=====
(b) ACTUAL COSTS:		
(From FY 2010-2011)		

Actual Direct Costs	661,270,173	
Actual Indirect Costs:	=====	
Admin. Charges	101,782,290	
Carry Forward	-14,916,564	

Total Indirect Costs	86,865,726	
	=====	
(c) CARRY FORWARD COMPUTATION:		

Recovered:		
Fixed Rate x Actual Direct Costs		
13.7 % x 661,270,1	90,594,014 (E)	
Should Have Recovered Actual Indirect Costs for FY 2010-2011	86,865,726 (F)	

Under or (Over) Recovery for use in FY 2012-2013 (F - E)	-3,728,288	
	=====	

* 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.

Denver Public Schools

Teacher Incentive Fund Application

Required Attachment - High Need Documentation

School Number	School Name	Type of School	FRL %	Persistently Low-Performing?	Priority School?
250	Knapp Elementary School	ELEM	99.55%		
218	Cheitenham Elementary School	ELEM	97.96%		✓
275	Smith Elementary School	ELEM	97.80%	✓	✓
280	Munroe Elementary School	ELEM	97.71%		
186	DCIS at Ford Elementary	ELEM	97.68%		
249	Johnson Elementary School	ELEM	97.55%		
285	Valverde Elementary School	ELEM	97.21%		✓
299	McGone Elementary School	ELEM	97.15%		
219	Colfax Elementary School	ELEM	97.14%		
241	Garden Place Elementary School	ELEM	96.92%		
287	Castro Elementary School	ELEM	96.66%		
248	Harrington Elementary School	ELEM	96.60%		
220	College View Elementary School	ELEM	96.56%		✓
243	Godsman Elementary School	ELEM	96.50%		✓
270	Schenck Elementary School	ELEM	96.44%	✓	✓
280	Swansea Elementary School	ELEM	96.40%		✓
237	Fairmont ECE - 8	ES/MS	96.35%		
189	Trevista (Horace Mann)	ELEM	96.25%	✓	✓
261	Newton Elementary School	ELEM	95.94%		✓
209	Beach Court Elementary School	ELEM	95.87%		
224	Cowell Elementary School	ELEM	95.76%		
185	Cole Arts and Sciences - ECE - 8	ES/MS	95.57%		
292	Amesse Elementary School	ELEM	95.54%		✓
206	Ashley Elementary School	ELEM	95.48%		✓
244	Goldrick Elementary School	ELEM	95.38%		
228	Eggleton Elementary School	ELEM	95.31%		
271	Schmitt Elementary School	ELEM	95.00%		
186	Math and Science Leadership Academy	ELEM	94.88%		✓
216	Bryant Webster Dual Language EC-8 School	ELEM	94.78%		
197	Farrell B. Howell ECE - 8	ES/MS	94.45%		
240	Force Elementary School	ELEM	94.25%		
258	Greenwood ECE - 8	ES/MS	94.19%		
190	Place Bridge ECE - 8	ES/MS	94.07%		
227	Doull Elementary School	ELEM	93.87%		
238	Fairview Elementary School	ELEM	93.58%		✓
246	Gust Elementary School	ELEM	93.31%		
172	Greenlee ECE - 8	ES/MS	93.28%	✓	✓
290	Maxwell Elementary School	ELEM	93.15%		✓
221	Columbian Elementary School	ELEM	92.86%		✓
207	Barnum Elementary School	ELEM	92.02%		
205	Barrett Elementary School	ELEM	91.89%		✓
222	Columbine Elementary School	ELEM	91.32%		
289	Whittier ECE - 8	ES/MS	89.40%		
199	Lena Archuleta Elementary	ELEM	88.87%		
231	Ellis Elementary School	ELEM	86.59%		
Charter	KIPP Sunshine Peak	MS	98.12%		
408	Keener Middle School	MS	98.04%		
423	Bruce Randolph Middle School	MS	97.95%		
448	Lake International School	MS	96.92%	✓	✓
Charter	ACE Community Challenge Charter School	MS/HS	95.93%		✓
424	Noel Middle School	MS	95.84%	✓	✓
Charter	KIPP Montbello	MS	94.95%		
434	Noel Community Arts Middle School	MS	94.31%		
Charter	West Denver Prep-Lake Campus	MS	94.17%		
Charter	West Denver Prep-Federal Campus	MS	92.77%		
Charter	West Denver Prep-Highland Campus	MS	92.34%		
419	Martin Luther King, Jr. Early College - MS	MS	90.57%		
Charter	Venture Prep MS	MS	90.17%		✓
Charter	West Denver Prep-Harvey Park Campus	MS	89.66%		
416	Skinner Middle School	MS	86.76%		
405	Grant Beacon Middle School	MS	85.47%		
447	DCIS at Montbello Middle School	MS	84.75%		

School Number	School Name	Type of School	FRL %	Persistently Low-Performing?	Priority School?
Charter	RidgeView Academy Charter School	HS	100%		
463	Bruce Randolph High School	HS	97.76%		
450	Abraham Lincoln High School/Engagement Center	HS	94.57%		✓
Charter	Justice High School	HS	94.55%		✓
Charter	KIPP Denver Collegiate HS	HS	93.94%		
464	Manuai High School	HS	93.87%		
468	Collegiate Preparatory Academy	HS	93.27%	✓	
458	West High School/Engagement Center	HS	92.99%	✓	✓
466	DCIS at Montbello HS	HS	91.96%		
467	Noel Community Arts High School	HS	90.63%		
455	North High School/Engagement Center	HS	90.44%	✓	✓
Charter	Academy of Urban Learning	HS	89.98%		✓
505	CEC Middle College of Denver	HS	88.89%		
459	Montbello High School/Engagement Center	HS	88.75%		✓
Charter	Venture Prep HS	HS	86.34%		✓
471	High Tech Early College	HS	84.38%		
469	Martin Luther King, Jr. Early College - HS	HS	82.32%		
Charter	Southwest Early College Charter School	HS	79.05%		
465	Kunsmiller Creative Arts Academy HS	HS	76.00%		
573	Gilliam Youth Center	ES/MS/HS - Alternative	100.00%		
398	Denver Center for 21st Century Learning at Wyman 7-8	MS - Alternative	96.77%		
477	P.R.E.P Academy MS	MS - Alternative	96.67%		✓
473	Florence Crittenton	HS - Alternative	95.48%		✓
571	P.R.E.P Academy HS	HS - Alternative	94.64%		✓
582	Contemporary Learning Academy	HS - Alternative	95.39%		✓
610	Denver Center for 21st Century Learning at Wyman 9-12	HS - Alternative	84.91%		
399	Vista Academy MS	MS - Alternative	78.57%		
509	Vista Academy HS at Evie Dennis	HS - Alternative	74.62%		
504	Summit Academy (Multiple Pathways Center)	HS - Alternative	73.01%		✓

1. The high need schools were selected for this grant based on the free- and reduced- lunch (FRL) percentages used for the cut-offs on the ProComp hard-to-serve incentive list.
2. The FRL criteria for hard-to-serve is: 92% for elementary; 85% for middle; and 75% for high schools. This same methodology was applied to charters, and resulted in 15 charter schools that will have the opportunity to be a part of the grant activities.
3. Given the high degree of need in the district Alternative schools, a FRL criteria of 50% was used to as the eligibility requirement for these schools.
4. Yellow highlighted schools have a history of meeting or exceeding the FRL percentages stated in item #2. So, although these schools fall below the FRL criteria, they are included in the proposed TIF project plan in order to match the District's ProComp hard-to-serve list.
5. Free and Reduced Lunch data is based on the October 2011 official annual pupil count.

DPS "Priority" schools included in proposed project

District Number	District Name	School Name	EMH Code	EMH Levels Included	Charter?	Online?	Final Plan Type Recommendations	Final % of Points Earned
880	DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	H			Yes		25.2
880	DENVER COUNTY 1	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	E					41.7
880	DENVER COUNTY 1	COLORADO HIGH SCHOOL	H			Yes		25.1
880	DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	H					36.8
880	DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	H					34.1
880	DENVER COUNTY 1	FORD ELEMENTARY SCHOOL	E					37.6
880	DENVER COUNTY 1	GREENLEE ELEMENTARY SCHOOL	E					30.8
880	DENVER COUNTY 1	JUSTICE HIGH SCHOOL DENVER	H			Yes		41.7
880	DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	H			Yes		28.8
880	DENVER COUNTY 1	MANNY MARTINEZ MIDDLE SCHOOL	M			Yes		38.0
880	DENVER COUNTY 1	MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	E					25.2
880	DENVER COUNTY 1	MAXWELL ELEMENTARY SCHOOL	E					43.8
880	DENVER COUNTY 1	NOEL MIDDLE SCHOOL	M					38.0
880	DENVER COUNTY 1	NORTHEAST ACADEMY CHARTER SCHOOL	A	EM		Yes		35.5
880	DENVER COUNTY 1	OAKLAND ELEMENTARY SCHOOL	E					36.4
880	DENVER COUNTY 1	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	A	MH				25.2
880	DENVER COUNTY 1	SMITH ELEMENTARY SCHOOL	E					27.1
880	DENVER COUNTY 1	SUMMIT ACADEMY	H					25.2
880	DENVER COUNTY 1	TREVISTA ECE-8 AT HORACE MANN	A	EM				44.3
880	DENVER COUNTY 1	VENTURE PREP	A	MH		Yes		48.4
880	DENVER COUNTY 1	WEST HIGH SCHOOL	H					40.0
880	DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	H				Priority Improvement Plan	43.7
880	DENVER COUNTY 1	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	A	MH		Yes	AEC: Priority Improvement Plan	33.8
880	DENVER COUNTY 1	AMESSE ELEMENTARY SCHOOL	E				Priority Improvement Plan	43.4
880	DENVER COUNTY 1	ASHLEY ELEMENTARY SCHOOL	E				Priority Improvement Plan	43.4
880	DENVER COUNTY 1	BARRETT ELEMENTARY SCHOOL	E				Priority Improvement Plan	43.8
880	DENVER COUNTY 1	CESAR CHAVEZ ACADEMY DENVER	A	EM		Yes	Priority Improvement Plan	45.5
880	DENVER COUNTY 1	CHELTENHAM ELEMENTARY SCHOOL	E				Priority Improvement Plan	43.8
880	DENVER COUNTY 1	COLLEGE VIEW ELEMENTARY SCHOOL	E				Priority Improvement Plan	44.2
880	DENVER COUNTY 1	COLUMBIAN ELEMENTARY SCHOOL	E				Priority Improvement Plan	38.9
880	DENVER COUNTY 1	DENVER GREEN SCHOOL	E				Priority Improvement Plan	41.7
880	DENVER COUNTY 1	ESCUELA TLATELOLCO SCHOOL	A	EMH			Priority Improvement Plan	40.7
880	DENVER COUNTY 1	FAIRVIEW ELEMENTARY SCHOOL	E				Priority Improvement Plan	44.2
880	DENVER COUNTY 1	GODSMAN ELEMENTARY SCHOOL	E				Priority Improvement Plan	43.3
880	DENVER COUNTY 1	HENRY WORLD SCHOOL GRADES 6-8	M				Priority Improvement Plan	50.2
880	DENVER COUNTY 1	KAISER ELEMENTARY SCHOOL	E				Priority Improvement Plan	45.0
880	DENVER COUNTY 1	LAKE INTERNATIONAL SCHOOL	M				Priority Improvement Plan	46.9
880	DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	H				Priority Improvement Plan	44.2
880	DENVER COUNTY 1	NEWLON ELEMENTARY SCHOOL	E				Priority Improvement Plan	44.9
880	DENVER COUNTY 1	NORTH HIGH SCHOOL	H				Priority Improvement Plan	40.5
880	DENVER COUNTY 1	PIONEER CHARTER SCHOOL	E			Yes	Priority Improvement Plan	44.5
880	DENVER COUNTY 1	SMILEY MIDDLE SCHOOL	M				Priority Improvement Plan	45.3
880	DENVER COUNTY 1	SWANSEA ELEMENTARY SCHOOL	E				Priority Improvement Plan	44.3
880	DENVER COUNTY 1	VALVERDE ELEMENTARY SCHOOL	E				Priority Improvement Plan	43.0
880	DENVER COUNTY 1	BARNUM ELEMENTARY SCHOOL	E				Improvement Plan	50.1
880	DENVER COUNTY 1	BRUCE RANDOLPH SCHOOL	A	MH			Improvement Plan	55.4
880	DENVER COUNTY 1	CENTENNIAL K-8 SCHOOL	A	EM			Improvement Plan	52.6
880	DENVER COUNTY 1	COLE ARTS AND SCIENCE ACADEMY	A	EM			Improvement Plan	55.1
880	DENVER COUNTY 1	COLFAX ELEMENTARY SCHOOL	E				Improvement Plan	58.4
880	DENVER COUNTY 1	COLUMBINE ELEMENTARY SCHOOL	E				Improvement Plan	58.7
880	DENVER COUNTY 1	DENVER LANGUAGE SCHOOL	E			Yes	Improvement Plan	
880	DENVER COUNTY 1	ELLIS ELEMENTARY SCHOOL	E				Improvement Plan	53.8
880	DENVER COUNTY 1	EMILY GRIFFITH TECHNICAL COLLEGE	H				AEC: Improvement Plan	27.0
880	DENVER COUNTY 1	FAIRMONT K-8 SCHOOL	A	EM			Improvement Plan	56.4
880	DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	H				Improvement Plan	63.6
880	DENVER COUNTY 1	GILPIN ELEMENTARY SCHOOL	E				Improvement Plan	50.8
880	DENVER COUNTY 1	GOLDRICK ELEMENTARY SCHOOL	E				Improvement Plan	51.9
880	DENVER COUNTY 1	GRANT MIDDLE SCHOOL	M				Improvement Plan	53.2
880	DENVER COUNTY 1	GREEN VALLEY ELEMENTARY SCHOOL	E				Improvement Plan	56.9
880	DENVER COUNTY 1	GUST ELEMENTARY SCHOOL	E				Improvement Plan	58.2
880	DENVER COUNTY 1	HARRINGTON ELEMENTARY SCHOOL	E				Improvement Plan	61.3
880	DENVER COUNTY 1	JOHN F. KENNEDY HIGH SCHOOL	H				Improvement Plan	67.9
880	DENVER COUNTY 1	JOHNSON ELEMENTARY SCHOOL	E				Improvement Plan	49.3
880	DENVER COUNTY 1	KEPNER MIDDLE SCHOOL	M				Improvement Plan	50.1
880	DENVER COUNTY 1	KIPP DENVER COLLEGIATE HIGH SCHOOL	H			Yes	Improvement Plan	55.7
880	DENVER COUNTY 1	KNAPP ELEMENTARY SCHOOL	E				Improvement Plan	54.7
880	DENVER COUNTY 1	KUNSMILLER CREATIVE ARTS ACADEMY	A	EM			Improvement Plan	57.0
880	DENVER COUNTY 1	LAKE MIDDLE SCHOOL	M				Improvement Plan	50.5
880	DENVER COUNTY 1	MANUAL HIGH SCHOOL	H				Improvement Plan	64.2
880	DENVER COUNTY 1	MARTIN LUTHER KING JR. EARLY COLLEGE	A	MH			Improvement Plan	65.1
880	DENVER COUNTY 1	MC GLONE ELEMENTARY SCHOOL	E				Improvement Plan	50.1
880	DENVER COUNTY 1	MC KINLEY-THATCHER ELEMENTARY SCHOOL	E				Improvement Plan	64.9

PR Award # S374A120067

DPS "Priority" schools included in proposed project

District Number	District Name	School Name	EMH Code	EMH Levels Included	Charter?	Online?	Final Plan Type Recommendations	Final % of Points Earned
880	DENVER COUNTY 1	MERRILL MIDDLE SCHOOL	M				Improvement Plan	57.9
880	DENVER COUNTY 1	MUNROE ELEMENTARY SCHOOL	E				Improvement Plan	49.6
880	DENVER COUNTY 1	ONLINE HIGH SCHOOL	H			Yes	Improvement Plan	52.5
880	DENVER COUNTY 1	PITT-WALLER K-8 SCHOOL	A	EM			Improvement Plan	51.3
880	DENVER COUNTY 1	PLACE BRIDGE ACADEMY	A	EM			Improvement Plan	60.6
880	DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	H		Yes		AEC Improvement Plan	52.6
880	DENVER COUNTY 1	SCHMITT ELEMENTARY SCHOOL	E				Improvement Plan	58.9
880	DENVER COUNTY 1	SOUTH HIGH SCHOOL	H				Improvement Plan	58.4
880	DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL	H		Yes		Improvement Plan	49.5
880	DENVER COUNTY 1	TELLER ELEMENTARY SCHOOL	E				Improvement Plan	54.0
880	DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL	H				Improvement Plan	57.6
880	DENVER COUNTY 1	WYATT-EDISON CHARTER ELEMENTARY SCHOOL	A	EM	Yes		Improvement Plan	61.1
880	DENVER COUNTY 1	ACADEMIA ANA MARIE SANDOVAL	E				Performance Plan	80.8
880	DENVER COUNTY 1	ARCHULETA ELEMENTARY SCHOOL	E				Performance Plan	61.5
880	DENVER COUNTY 1	ASBURY ELEMENTARY SCHOOL	E				Performance Plan	82.4
880	DENVER COUNTY 1	BEACH COURT ELEMENTARY SCHOOL	E				Performance Plan	92.2
880	DENVER COUNTY 1	BRADLEY ELEMENTARY SCHOOL	E				Performance Plan	79.2
880	DENVER COUNTY 1	BROMWELL ELEMENTARY SCHOOL	E				Performance Plan	95.8
880	DENVER COUNTY 1	BROWN ELEMENTARY SCHOOL	E				Performance Plan	59.0
880	DENVER COUNTY 1	BRYANT WEBSTER K-8 SCHOOL	A	EM			Performance Plan	67.5
880	DENVER COUNTY 1	CARSON ELEMENTARY SCHOOL	E				Performance Plan	95.3
880	DENVER COUNTY 1	CASTRO ELEMENTARY SCHOOL	E				Performance Plan	63.1
880	DENVER COUNTY 1	COLLEGIATE PREPARATORY ACADEMY	H				Performance Plan	
880	DENVER COUNTY 1	CORY ELEMENTARY SCHOOL	E				Performance Plan	100.0
880	DENVER COUNTY 1	COWELL ELEMENTARY SCHOOL	E				Performance Plan	86.3
880	DENVER COUNTY 1	DCIS AT FORD	E				Performance Plan	
880	DENVER COUNTY 1	DCIS AT MONTBELLO	A				Performance Plan	
880	DENVER COUNTY 1	DENISON MONTESSORI SCHOOL	E				Performance Plan	67.4
880	DENVER COUNTY 1	DENVER CENTER FOR 21ST LEARNING AT WYMAN	A				Performance Plan	
880	DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES	A	MH			Performance Plan	68.4
880	DENVER COUNTY 1	DENVER SCHOOL OF THE ARTS	A	MH			Performance Plan	87.2
880	DENVER COUNTY 1	DOULL ELEMENTARY SCHOOL	E				Performance Plan	69.9
880	DENVER COUNTY 1	DSST: COLE	E		Yes		Performance Plan	
880	DENVER COUNTY 1	DSST: GREEN VALLEY RANCH	M		Yes		Performance Plan	95.3
880	DENVER COUNTY 1	DSST: STAPLETON	A	MH	Yes		Performance Plan	97.8
880	DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	E				Performance Plan	73.5
880	DENVER COUNTY 1	EAST HIGH SCHOOL	H				Performance Plan	69.6
880	DENVER COUNTY 1	EDISON ELEMENTARY SCHOOL	E				Performance Plan	68.3
880	DENVER COUNTY 1	ESCALANTE-BIGGS ACADEMY	E				Performance Plan	
880	DENVER COUNTY 1	FORCE ELEMENTARY SCHOOL	E				Performance Plan	72.5
880	DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION CENTER	H				Performance Plan	70.8
880	DENVER COUNTY 1	GARDEN PLACE ELEMENTARY SCHOOL	E				Performance Plan	64.6
880	DENVER COUNTY 1	GIRLS ATHLETIC LEADERSHIP SCHOOL	M		Yes		Performance Plan	77.8
880	DENVER COUNTY 1	GRANT RANCH K-8 SCHOOL	A	EM			Performance Plan	76.1
880	DENVER COUNTY 1	GREENWOOD ECE-8	A	EM			Performance Plan	65.9
880	DENVER COUNTY 1	HALLETT FUNDAMENTAL ACADEMY	E				Performance Plan	77.7
880	DENVER COUNTY 1	HAMILTON MIDDLE SCHOOL	M				Performance Plan	68.0
880	DENVER COUNTY 1	HIGH TECH EARLY COLLEGE	H				Performance Plan	
880	DENVER COUNTY 1	HIGHLINE ACADEMY CHARTER SCHOOL	A	EM	Yes		Performance Plan	80.5
880	DENVER COUNTY 1	HILL CAMPUS OF ARTS AND SCIENCES	M				Performance Plan	73.5
880	DENVER COUNTY 1	HOLM ELEMENTARY SCHOOL	E				Performance Plan	62.2
880	DENVER COUNTY 1	HOWELL K-8 SCHOOL	A	EM			Performance Plan	60.0
880	DENVER COUNTY 1	KIPP MONTBELLO COLLEGE PREP	E		Yes		Performance Plan	
880	DENVER COUNTY 1	KIPP SUNSHINE PEAK ACADEMY	A	EM	Yes		Performance Plan	76.9
880	DENVER COUNTY 1	LINCOLN ELEMENTARY SCHOOL	E				Performance Plan	93.3
880	DENVER COUNTY 1	LOWRY ELEMENTARY SCHOOL	E				Performance Plan	59.9
880	DENVER COUNTY 1	MARRAMA ELEMENTARY SCHOOL	E				Performance Plan	73.0
880	DENVER COUNTY 1	MC MEEN ELEMENTARY SCHOOL	E				Performance Plan	85.4
880	DENVER COUNTY 1	MONTCLAIR ELEMENTARY SCHOOL	E				Performance Plan	76.6
880	DENVER COUNTY 1	MOORE K-8 SCHOOL	A	EM			Performance Plan	62.6
880	DENVER COUNTY 1	MOREY MIDDLE SCHOOL	M				Performance Plan	67.6
880	DENVER COUNTY 1	NOEL COMMUNITY ARTS SCHOOL	A				Performance Plan	
880	DENVER COUNTY 1	ODYSSEY CHARTER ELEMENTARY SCHOOL	A	EM	Yes		Performance Plan	84.5
880	DENVER COUNTY 1	OMAR D BLAIR CHARTER SCHOOL	A	EM	Yes		Performance Plan	78.5
880	DENVER COUNTY 1	PALMER ELEMENTARY SCHOOL	E				Performance Plan	79.2
880	DENVER COUNTY 1	PARK HILL SCHOOL	E				Performance Plan	75.0
880	DENVER COUNTY 1	POLARIS AT EBERT ELEMENTARY SCHOOL	E				Performance Plan	100.0
880	DENVER COUNTY 1	SABIN WORLD SCHOOL	E				Performance Plan	73.0
880	DENVER COUNTY 1	SAMUELS ELEMENTARY SCHOOL	E				Performance Plan	72.3
880	DENVER COUNTY 1	SKINNER MIDDLE SCHOOL	M				Performance Plan	64.8
880	DENVER COUNTY 1	SLAVENS K-8 SCHOOL	A	EM			Performance Plan	94.8
880	DENVER COUNTY 1	SOAR AT OAKLAND	E		Yes		Performance Plan	

PR/Award # S374A120067

DPS "Priority" schools included in proposed project

District Number	District Name	School Name	EMH Code	EMH Levels Included	Charter?	Online?	Final Plan Type Recommendations	Final % of Points Earned
880	DENVER COUNTY 1	SOAR GREEN VALLEY RANCH	E		Yes		Performance Plan	
880	DENVER COUNTY 1	SOUTHMOOR ELEMENTARY SCHOOL	E				Performance Plan	70.9
880	DENVER COUNTY 1	STECK ELEMENTARY SCHOOL	E				Performance Plan	100.0
880	DENVER COUNTY 1	STEDMAN ELEMENTARY SCHOOL	E				Performance Plan	69.4
880	DENVER COUNTY 1	STEELE ELEMENTARY SCHOOL	E				Performance Plan	83.5
880	DENVER COUNTY 1	STEPHEN KNIGHT CENTER FOR EARLY EDUCATION	E				Performance Plan	
880	DENVER COUNTY 1	SWIGERT-MCAULIFFE INTERNATIONAL ECE-8	E				Performance Plan	
880	DENVER COUNTY 1	TRAYLOR ELEMENTARY SCHOOL	E				Performance Plan	69.5
880	DENVER COUNTY 1	UNIVERSITY PARK ELEMENTARY SCHOOL	E				Performance Plan	91.3
880	DENVER COUNTY 1	UNIVERSITY PREP	E		Yes		Performance Plan	
880	DENVER COUNTY 1	VALDEZ ELEMENTARY SCHOOL	E				Performance Plan	67.8
880	DENVER COUNTY 1	VISTA ACADEMY	A				Performance Plan	
880	DENVER COUNTY 1	WEST DENVER PREP - HIGHLAND CAMPUS	M		Yes		Performance Plan	76.1
880	DENVER COUNTY 1	WEST DENVER PREP - LAKE CAMPUS	M		Yes		Performance Plan	82.4
880	DENVER COUNTY 1	WEST DENVER PREP: FEDERAL CAMPUS	M		Yes		Performance Plan	90.2
880	DENVER COUNTY 1	WEST DENVER PREP: HARVEY PARK CAMPUS	M		Yes		Performance Plan	93.4
880	DENVER COUNTY 1	WESTERLY CREEK ELEMENTARY	E				Performance Plan	80.7
880	DENVER COUNTY 1	WHITTIER K-8 SCHOOL	A	EM			Performance Plan	61.4
880	DENVER COUNTY 1	WILLIAM (BILL) ROBERTS K-8 SCHOOL	A	EM			Performance Plan	80.0
880	DENVER COUNTY 1	P.S.1 CHARTER SCHOOL	A	MH	Yes		School Closed	31.4
880	DENVER COUNTY 1	RISHEL MIDDLE SCHOOL	M				School Closed	56.4

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Secretary's Approval Letter (Colorado)

February 9, 2012

Mr. Robert Hammond
 Commissioner of Education
 State Department of Education
 201 East Colfax Avenue, Suite 500
 Denver, CO 80203-1799

Dear Commissioner Hammond:

I am pleased to approve Colorado's request for ESEA flexibility. I congratulate you on submitting a request that demonstrates Colorado's commitment to improving academic achievement and the quality of instruction for all of the State's elementary and secondary school students.

Last fall, the U.S. Department of Education (Department) offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. We are encouraged by the innovative thinking and strong commitment to improving achievement for all students that is evident in Colorado's request.

Our decision to approve Colorado's request for ESEA flexibility is based on our determination that the request meets the four principles articulated in the Department's September 23, 2011, document titled *ESEA Flexibility*. In particular, Colorado has: (1) demonstrated that it has college- and career-ready expectations for all students; (2) developed, and has a high-quality plan to implement, a system of differentiated recognition, accountability, and support for all Title I districts and schools in the State; (3) committed to developing, adopting, piloting, and implementing teacher and principal evaluation and support systems that support student achievement; and (4) provided an assurance that it will evaluate and, based on that evaluation, revise its administrative requirements to reduce duplication and unnecessary burden on districts and schools. Our decision is also based on Colorado's assurance that it will meet these four principles by implementing the high-quality plans and other elements of its request as described in its request and in accordance with the required timelines. In approving Colorado's request, we have taken into consideration the feedback we received from the panel of peer experts and Department staff who reviewed Colorado's request, as well as Colorado's revisions to its request in response to that feedback.

The waivers that comprise ESEA flexibility are being granted to Colorado pursuant to my authority in section 9401 of the ESEA. A complete list of the statutory provisions being waived is set forth in the table enclosed with this letter. Consistent with section 9401(d)(1) of the ESEA, I am granting waivers of these provisions through the end of the 2013–2014 school year. At that time, Colorado may request an extension of these waivers. Please note that this approval does not include Colorado's request for a waiver of certain requirements to redefine the Annual Measurable Achievement Objectives required under Title III of the ESEA, which is not included in ESEA flexibility. We will respond to Colorado's Title III waiver request separately.

In the coming days, you will receive a letter from Michael Yudin, Acting Assistant Secretary for Elementary and Secondary Education, containing additional information regarding Colorado's implementation of ESEA flexibility, as well as information regarding monitoring and reporting. Please note that the Department will closely monitor Colorado's implementation of the plans, systems, and interventions detailed in its request in order to ensure that all students continue to receive the assistance and supports needed to improve their academic achievement.

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Colorado continues to have an affirmative responsibility to ensure that it and its districts are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility as well as their implementation of all other Federal education programs. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

A copy of Colorado's approved request for ESEA flexibility will be posted on the Department's Web site at: <http://www.ed.gov/esea/flexibility/requests>. Again, I congratulate you on the approval of Colorado's request for ESEA flexibility and thank you for the work that you and your staff have done. I look forward to continuing to support you as you implement Colorado's ESEA flexibility request and work to improve the quality of instruction and academic achievement for all students.

Sincerely,

/s/
Arne Duncan

Enclosure

cc: Governor John Hickenlooper
Keith Owen, Associate Commissioner

Provisions Waived Through Approval of Colorado's Request for ESEA Flexibility		
ESEA Section	Description	Notes
State-Level Reservation for School Improvement		
1003(a)	Requires State educational agency (SEA) to reserve 4 percent of its Title I, Part A allocation for school improvement activities and to distribute at least 95 percent to local educational agencies (LEAs) for use in Title I schools in improvement, corrective action, and restructuring	The reservation is not waived; SEA may distribute section 1003 (a) funds to LEAs for use in priority and focus schools
School Improvement Grants		
1003(g)	Requires SEA to award School Improvement Grant (SIG) funds to LEAs with Title I schools in improvement, corrective action, or restructuring	Waiver permits SEA to award SIG funds to an LEA to implement one of the four SIG models in any priority school
2013-2014 Timeline		
1111(b)(2) (E) - (H)	Establishes requirements for setting annual measurable objectives (AMOs)	Waiver permits SEA to set new ambitious but achievable AMOs
Schoolwide Poverty Threshold		
1114(a)(1)	Requires 40 percent poverty threshold to be eligible to operate a schoolwide program	Waiver permits LEA with less than 40 percent poverty to operate a schoolwide program in a priority school or a focus school

		that is implementing a schoolwide intervention
School Improvement Requirements		
1116(b) (except (b) (13))	Requires LEA to identify schools for improvement, corrective action, and restructuring with corresponding requirements	1116(b)(13), which requires LEA to permit a child who has transferred to remain in the choice school through the highest grade in the school, is not waived
LEA Improvement Requirements		
1116(c)(3) and (5) - (11)	Requires SEA to identify LEAs for improvement and corrective action with corresponding requirements	
1116(e)	Requires SEA and LEAs to take a variety of actions to offer supplemental educational services to eligible students in schools in improvement, corrective action, restructuring	
Reservation for State Academic Achievement Awards Program		
1117(b)(1) (B)	Limits the schools that can receive Title I, Part A funds reserved for State awards program	Waiver allows funds reserved for State awards program to go to any reward school
Highly Qualified Teacher Plan Accountability Agreement Requirement		
2141(c)	Requires SEA/LEA agreement on use of Title II, Part A funds for LEAs that miss AYP for three years and fail to make progress toward reaching annual objectives for highly qualified teachers	Waiver includes existing agreements and applies to restrictions on hiring paraprofessionals under Title I, Part A
Limitations on Transferability of Funds		
6123(a)	Limits to 50 percent the amount an SEA may transfer from a covered program into another covered program or into Title I, Part A	Waiver applies to the percentage limitation, thereby permitting SEA to transfer up to 100 percent from a covered program
6123(b)(1)	Limits to 50 percent or 30 percent the amount an LEA may transfer from a covered program into another covered program or into Title I, Part A	Waiver applies to the percentage limitations as well as to the restrictions on the use of transferred funds
6123(d)	Requires modification of plans and notice of transfer	
6123(e)(1)	Transferred funds are subject to the requirements of the program to which they are transferred	Waiver permits an LEA to exclude funds transferred into Title I, Part

		A from the base in calculating any set-aside percentages
Rural Schools		
6213(b)	Requires LEAs that fail to make AYP to use funds to carry out the requirements under ESEA section 1116	
6224(e)	Requires SEA to permit LEAs that fail to make AYP to continue to receive a Small, Rural School Achievement grant only if LEA uses funds to carry out ESEA section 1116	

The corresponding regulations that implement these statutory provisions are also waived. Any ESEA statutory provision not listed in this table is not waived.

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ERIN MCMAHON

(b)(6)

- Experience** **DENVER PUBLIC SCHOOLS** **Denver, CO**
- 2012 - Present **Director, Teacher Talent Management**
- Oversee alignment of all components of DPS teacher talent management programs, including recruitment, selection, evaluation, and recognition to LEAP, the teacher evaluation and support system.
 - Apply strategies and systems to build the capacity of teachers, school leaders and central office staff to utilize performance data to drive decision making, including renewal, licensure and tenure.
 - Develop and implement revised teacher recruitment, selection and placement processes.
- NEW YORK CITY DEPARTMENT OF EDUCATION** **New York, NY**
- 2008 - 2012 **Principal, The Henry Street School for International Studies (01M292)**
- Direct a 450 student (6th – 12th grades) middle/high school. Effectively lead a team of 50 employees (40 teachers, 2 Assistant Principals, 3 secretaries, 3 school aides, school safety, and a parent coordinator).
 - Drive student performance increases as evidenced by students' articulation to four year colleges, pass rates in Regents (except science), and 6th – 8th test scores' average rise: 10-12% (Math) and 19% (ELA).
 - Strategically manage \$4.4 million budget, taking the school from a \$20K deficit to a \$79K surplus in a budget reduction year. \$79K (2008-9) resulted in financing a new school-wide arts program (2009-11).
 - Raised \$140K through grants to outfit 75% of student body with 1:1 laptops and four Smartboards.
 - Named as one of five high schools in national pilot for The AfterSchool Corporation; creating a 6th – 12th grade Extended Learning Time Program from 3:30 – 6pm daily. Increased student attendance by 11%.
 - Revamped virtually ever system resulting in significant uplift in tone, climate and safety. Reduced suspensions over 100% (250 to 59 in 2011-2) and re-built self-contained Special Education program.
 - Guided overhaul of 6th – 12th grade curriculum and development of a performance task coaching model.
- 2006 – 2008 **Assistant Principal, William W. Niles Middle School (10X118)**
- Led 350 student talented and gifted program in 1200 student school. Accomplishments included 20% of class accepted in Specialized High Schools; over \$300K in scholarships for Catholic & private schools.
 - Directed CFI Data Team. Created project plan, established benchmarks, identified target student population using school-wide data, and present findings through professional development.
 - Conducted classroom observations; plan and deliver professional development for MS118-wide staff (100 teachers and paraprofessionals); and coach team of twenty teachers, 6-8, all subjects.
 - Achieved 100% return of over 1150 lunch forms resulting in additional \$30K for 2008-9 budget.
- 2005 – 2006 **New Leaders for New Schools' Resident Principal, Eleanor Roosevelt High School (02M413)**
- Coached teachers in data to drive instruction and co-developed curriculum for first graduating class.
- 2004 – 2005 **The Office of New Schools (Central NYC DOE)**
- Contributed to the creation of the "2005 Directory of the New New York City Public High Schools" through partnership with Offices of Student Enrollment and Planning (OSEPO) and Translation.
- 2003 - 2004 **CITY YEAR, INC.** **Boston, MA**
- National Director of School Partnerships (Awarded Fireman Public Service Fellowship)**
- Led development and directed implementation of City Year's first-ever School Partnership Model, a full-year contract system for providing tutoring services in fifteen cities to over 125 schools.
- 1997 - 2001 **CAPGEMINI ERNST & YOUNG, LLC**
- Manager**
- Worked on a start-up team to launch Cap Gemini Ernst & Young's Center for Enterprise Creation.
 - Directed cross-functional team of ten in the establishment of a farmer-owned B2B Marketplace.
- Senior Consultant/Consultant**
- Rated first among a group of 250+ Senior Consultants resulting in early promotion to Manager.
 - Developed and implemented culture and communications strategy for large healthcare organization.
 - Supported the national change management practice for Ernst & Young. Responsibilities included creating change management training, recruiting, staffing, and new business development.
 - Facilitated national training program for change management for all management consultants.
- 1995 - 1997 **TEACH FOR AMERICA** **Washington, DC**
- Teacher, English as a Second Language, K-6, Rudolph Elementary**
- Taught 51 ESL students in English resulting in 16 students gaining proficiency.

Education **PACE UNIVERSITY** **New York, NY**
Master of Science in Education Leadership, September 2006

CORNELL UNIVERSITY, Johnson Graduate School of Management **Ithaca, NY**
Master of Business Administration, May 2003
Park Leadership Fellow; Alumni Class President; Founding Member of Johnson School Alumni Board

YALE UNIVERSITY **New Haven, CT**
Bachelor of Arts, History, May 1995
Yale University Women's Soccer Team, Ivy League Champions, 1992, Pi Beta Phi Sorority

JOB DESCRIPTIONS & QUALIFICATIONS FOR KEY PERSONNEL

Position	High-Level Job Description	Qualifications
Program Evaluation and Management		
Erin McMahon, Project Director	Erin McMahon will oversee all aspects of the project. She will work closely with the project staff and DPS leadership to ensure that all milestones and project objectives are met.	See attached resume.
Senior Program Manager	Position will manage the strategy of the grant, including the relationship with the evaluator, how data is examined, how positions are leveraged and how differentiated roles are progressing.	History of leading strategy for successful projects; Experience leading cross-functional work; Bachelors degree required, masters preferred
Project Manager	Project manager with the day-to-day lead for the project, overseeing the implementation and progress monitoring of the four work streams (compensation, teacher- and team-created assessments, student outcomes, professional development). Will also be responsible for identifying risks and potential solutions.	History of successful project implementations; Experience leading cross-functional work; Bachelors degree required, masters preferred
Project Coordinator	Project coordinator will be responsible for logistics, scheduling, budget management, for the project team; will also support work streams	Experience with budgeting, scheduling, and managing logistics; Ability to multi-task; Proficient with Microsoft Office systems
Project Accountant	Position will carry-out the fiscal duties of the grant, including monthly financial reporting, expenditure analysis to ensure allowability of costs and maintenance of source documents as they pertain to grant expenditures.	Bachelor's degree in business administration, accounting or finance; or equivalent experience; Proficiency with Microsoft Office products (e.g. Excel, Word, and PowerPoint); Advanced skills in Excel
Project Communications Coordinator	Position will plan and create communications, organize and create mechanisms for two-way feedback from educators, and keep management and educators informed of the changes, reasoning for them, and long-term plan.	Experience creating, including writing, employee communications; History of understanding customer groups; Passion for education and working with school employees
Denver Classroom Teachers Association (DCTA) Liaison:	Responsible for representing DCTA in the work to ensure ongoing collaboration. Leads efforts to ensure communications, program design, program evaluation and other workstreams are operating in alignment with goals around educator engagement. Responsible for ensuring high levels of educator support and understanding for initiative.	Credibility with DCTA members and DCTA leadership; Ability to collaborate across DPS and DCTA; Experience in a DPS classroom
Assessment, Research & Evaluation Analyst:	Analyst will perform internal evaluation of the program, including ensuring data is captured properly and regularly and running analyses.	Master's degree in measurement, psychology, or related field; Lead quantitative and qualitative analysis of significant district programs; Coordinate with district teams to communicate outcomes of program evaluation
Assessment, Research & Evaluation Analyst:	Analyst will provide extra support in first year of project; will perform internal evaluation of the program, including ensuring data is captured properly and regularly and running analyses.	Master's degree in measurement, psychology, or related field; Lead quantitative and qualitative analysis of significant district programs; Coordinate with district teams to communicate outcomes of program evaluation
Compensation Systems		
Compensation Analyst	Position will model incentives and analyze monetary thresholds to induce behavior change (yrs 1-2), and, will model long-term effect of incentive changes on ProComp system (yrs 2-5).	Bachelor's degree or equivalent, preferably in business or human resource administration with an emphasis in mathematics, accounting or statistics. Demonstrated knowledge and experience with compensation, include use of incentives. Demonstrated proficiency with Microsoft Office products, in particular Excel and Word. Three (3) or more years of compensation or financial modeling experience.
IT Systems Analyst	Position will work on creating the database and writing the code to stabilize software and database used to make ProComp payments. Plan to use an internal DPS resource from the Department of Technology Services (DoTS).	Bachelor's degree in computer science, or related field. Master's degree preferred; Familiar with multiple programming languages; Ability to quickly learn and adapt to new systems and business processes; Attention to detail; Ability to multi-task.
IT Systems Analyst	Position will work on creating the database and writing the code to stabilize software and database used to make ProComp payments. Plan to use an internal DPS resource from the DoTS.	Bachelor's degree in computer science, or related field. Master's degree preferred; Familiar with multiple programming languages; Ability to quickly learn and adapt to new systems and business processes; Attention to detail; Ability to multi-task.
IT Quality Analyst:	Position will perform quality assurance on changes to stabilize the software and database system used to make ProComp payments. Plan to use an internal DPS resource from DoTS.	Bachelor's degree in computer science, quality control, or related field; Master's degree preferred; Past experience in administering quality related activities; Ability to quickly learn and adapt to new systems and business processes; Attention to detail; Ability to multi-task.
IT Quality Analyst:	Position will perform quality assurance on changes to stabilize the software and database system used to make ProComp payments. Plan to use an internal DPS resource from DoTS.	Bachelor's degree in computer science, quality control, or related field; Master's degree preferred; Past experience in administering quality related activities; Ability to quickly learn and adapt to new systems and business processes; Demonstrated knowledge on defining and developing strategies; Attention to detail; Ability to multi-task.

Teacher and Team-Created Assessments Team		
Senior Manager	Position will set the strategy for teacher- and team-created assessment team and will oversee the day-to-day team operations.	- Bachelor's degree in business, psychology, or related field;- 8-10 years work experience; - 2 years' experience in managing field operations
Assessment Team Coordinator	Position will support the teacher- and team-created assessment team with scheduling, logistics and coordination with other student outcomes teams.	- Bachelor's degree and 5 years' experience; - experience in management, logistics, measurement; - Experience in setting metrics to measure performance
Teacher on Special Assignment	Position will help develop the methodology for and examples of teacher and team-created assessments. Position will also support teachers improve understanding of and acuity with assessment for formative use.	- Bachelor's degree and 5 years teaching experience; - Experience in mentorship, coaching, or Teacher Leadership in DPS; - Training or interest in assessment, measurement, and district systems
Teacher on Special Assignment	Position will help develop the methodology for and examples of teacher and team-created assessments. Position will also support teachers improve understanding of and acuity with assessment for formative use.	- Bachelor's degree and 5 years teaching experience; - Experience in mentorship, coaching, or Teacher Leadership in DPS; - Training or interest in assessment, measurement, and district systems
Teacher on Special Assignment	Position will help develop the methodology for and examples of teacher and team-created assessments. Position will also support teachers improve understanding of and acuity with assessment for formative use.	- Bachelor's degree and 5 years teaching experience; - Experience in mentorship, coaching, or Teacher Leadership in DPS; - Training or interest in assessment, measurement, and district systems
Student Outcomes		
Project Manager	Position will run the student outcomes presentation layer development.	Bachelor's degree and 8-10 years experience; Experience in managing technical teams, including design, database management, user experience, and testing
IT Systems Analyst	Position will create and test the system for integrating student outcomes.	Bachelor's degree in computer science, or related field. Master's degree preferred; Familiar with multiple programming languages; Ability to quickly learn and adapt to new systems and business processes; Attention to detail; Ability to multi-task.
IT Systems Analyst	Position will create and test the system for integrating student outcomes.	Bachelor's degree in computer science, or related field. Master's degree preferred; Familiar with multiple programming languages; Ability to quickly learn and adapt to new systems and business processes; Attention to detail; Ability to multi-task.
Quality Assurance Analyst	Position will test changes to the system for integrating student outcomes.	Bachelor's degree in computer science, quality control, or related field; Master's degree preferred; Past experience in administering quality related activities; Ability to quickly learn and adapt to new systems and business processes; Attention to detail; Ability to multi-task.
Business Analyst	Position will create notes to inform design of the system for integrating student outcomes.	Bachelor's degree and 3 years experience; Experience in measuring and managing business change via technical requirements
Professional Development		
PD Manager, Teacher Training, including TLA	Position will focus on the development and delivery of training for teachers in differentiated roles and teachers transferring into high impact areas. This includes the development of TLA strands being developed for differentiated roles.	Advanced degree preferred. Experience implementing school-based and district-based initiatives Demonstrated success in professional development and coaching. Knowledge of how adult learners learn as well as knowledge of best program practices. Demonstrated commitment to continuous professional learning. Excellent oral and written communication skills.
PD Manager, Teacher Support	Position will focus on the development, implementation, and ongoing management of teacher support in differentiated roles and teachers transferring into high need areas. This includes setting up and managing the school diagnostics and assessing PD needs specific to transfer.	Advanced degree preferred. Experience implementing school-based and district-based initiatives Demonstrated success in professional development and coaching. Knowledge of how adult learners learn as well as knowledge of best program practices. Demonstrated commitment to continuous professional learning. Excellent oral and written communication skills.
PD Coordinator, Content, Math	Position will help to design and delivering training, as well as provide on the ground support for teachers. Will also provide ongoing support to teachers who are embarking on new differentiated roles by visiting their classrooms and meeting with teachers periodically to ensure they understand their new roles and are executing it similarly to peers across the district.	Bachelors degree with some emphasis in math. Experience coordinating school-based and district-based initiatives Demonstrated success in professional development and coaching cycles. Knowledge of how students learn to read and write in an inquiry setting as well as knowledge of best program practices. Demonstrated commitment to continuous professional learning. Excellent oral and written communication skills.
PD Coordinator, Content, English	Position will help to design and delivering training, as well as provide on the ground support for teachers. Will also provide ongoing support to teachers who are embarking on new differentiated roles by visiting their classrooms and meeting with teachers periodically to ensure they understand their new roles and are executing it similarly to peers across the district.	Bachelors degree with emphasis in literacy. Experience coordinating school-based and district-based initiatives Demonstrated success in professional development and coaching cycles. Knowledge of how students learn to read and write in an inquiry setting as well as knowledge of best program practices. Demonstrated commitment to continuous professional learning. Excellent oral and written communication skills.
PD Coordinator, Teacher Leadership Academy (TLA)	Position will help to design and delivering training, as well as provide on the ground support for teachers. Will also provide ongoing support to teachers who are embarking on new differentiated roles by visiting their classrooms and meeting with teachers periodically to ensure they understand their new roles and are executing it similarly to peers across the district.	Bachelors degree. Experience coordinating school-based and district-based initiatives Demonstrated success in professional development and coaching cycles. Knowledge of how students learn to read and write in an inquiry setting as well as knowledge of best program practices. Demonstrated commitment to continuous professional learning. Excellent oral and written communication skills.

Michael B. Hancock
MAYOR



City and County of Denver

OFFICE OF THE MAYOR
CITY AND COUNTY BUILDING
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July 26, 2012

Dear Reviewers,

I am writing to convey my support for Denver Public Schools' ("DPS") application to the federal Teacher Incentive Fund ("TIF"). Denver's public schools are a vital part of this city and its economy, and I fully support DPS' work to improve the education of Denver's kids through innovative programs such as TIF.

Advancing a strong education reform agenda is one of my top priorities, which is why I established the Denver Education Compact and invited DPS Superintendent Tom Boasberg to serve as a Compact co-chair. DPS' innovations regarding human capital are an important part of my reform agenda and we share similar goals around community education and achieving success for every child in Denver, from cradle to career. Specifically, DPS' current role focuses on how to select high quality teachers, and this grant will enable that by helping to complete the educator evaluation system and thus identify effective teachers, and the qualities that make them so, each year.

The Denver community is supportive of the Denver Public Schools and this application. In this time of reduced funds for education, it is important that districts such as DPS still have access to funds with which to innovate and continue to develop human capital reforms.

Thank you for your consideration of this application.

Sincerely,

(b)(6)

Michael B. Hancock
Mayor

Evidence of Educator Support
Denver Public Schools TIF Application

The following documents were created in conjunction with educators and are thus submitted as evidence of educator support. They are representative of the collaborative nature of DPS and its history of working with teachers, school leaders, and the DCTA (where applicable) to develop tools and systems for the district.

The following are contained in this document:

- Framework for Effective Teaching
- Framework for Effective School Leadership
- ProComp Payment Opportunities
- Principal Incentive Opportunities

Overview

DOMAIN	DESCRIPTION	INDICATOR	INDICATOR
LEARNING ENVIRONMENT	POSITIVE CLASSROOM CULTURE AND CLIMATE	LE.1	Demonstrates knowledge of, interest in, and respect for diverse students' communities and cultures in a manner that increases equity [°] ↑
		LE.2	Fosters a motivational and respectful classroom environment ↑
	EFFECTIVE CLASSROOM MANAGEMENT	LE.3	Implements high, clear expectations for student behavior and routines ↑
		LE.4	Classroom resources and physical environment support students and their learning [°] ↑
	MASTERFUL CONTENT DELIVERY	I.1	Clearly communicates the standards-based content/language objective(s) for the lesson, connecting to larger rationale(s) [°] ↑
		I.2	Provides rigorous tasks that require critical thinking with appropriate digital and other supports to ensure student success [°] ↑
		I.3	Intentionally uses instructional methods and pacing to teach the content/language objective(s) [°] ↑
		I.4	Ensures all students' active and appropriate use of academic language [°] ↑
	HIGH-IMPACT INSTRUCTIONAL MOVES	I.5	Checks for understanding of content/language objective(s) [°] ↑
		I.6	Provides differentiation that addresses students' instructional needs and supports mastery of content/language objective(s) [°] ↑
		I.7	Provides students with academically-focused descriptive feedback aligned to content/language objective(s) [°] ↑
		I.8	Promotes student communication and collaboration utilizing appropriate digital and other resources [°] ↑

Key to Symbols: All indicators in the *Framework for Effective Teaching* apply to all classrooms in Denver Public Schools and represent our pledge to provide 21st century-focused, high-quality education for all students. Symbols have been incorporated to emphasize key instructional values and practices that are effective for all learners and essential for particular groups of students.

Cultural Competency—Addressing issues of equity through culturally responsive teaching strategies that are effective for all learners and essential for students of color (all classrooms)

English Language Learners (ELLs)—Effective instructional strategies for all learners and essential for ELLs (all classrooms)

[°] **Spanish Native Language Instruction**—Provision of essential Spanish native-language instruction (when observing Spanish native-language instruction)

↑ **Students with Disabilities or Gifted and Talented**—Provision of essential supports for students with disabilities and students identified as gifted and talented (all classrooms)

Information Literacy and Technology—Effective integration of technology and digital resources in classrooms (all classrooms)

Appendices: Please remember to utilize appendices appropriate to the content and/or grade level in conjunction with the standard *Framework for Effective Teaching Evidence Guide*. Appendices are online at <http://leap.dpsk12.org/The-Framework/Appendices.aspx>

DPS Framework Overview for Effective School Leadership 2012-13

DOMAIN	EXPECTATION	INDICATOR	
SCHOOL LEADERSHIP	CULTURAL AND EQUITY LEADERSHIP	CEL-1	Creates a collaborative school culture , inclusive of stakeholder voice and perspective
		CEL-2	Leads in Equity Pedagogy for the Success of all Students toward College Readiness
		CEL-3	Models and leads for Efficacy, Empowerment and a Culture of Continuous Improvement
	INSTRUCTIONAL LEADERSHIP	IL-1	Drives Instructional Decisions with student achievement data
		IL-2	Creatively Ensures Quality Instructional Time
		IL-3	Leads for the Academic Success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students).
	HUMAN RESOURCE LEADERSHIP	HRL-1	Recruits, hires, places, supports and dismisses staff in alignment with high expectations for performance and overall strategic school plan
		HRL-2	Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support and accountability
	STRATEGIC LEADERSHIP	SL-1	Leads the school's Vision, Mission and Strategic Goals to support college readiness for all students
		SL-2	Adapts leadership to Lead Change in a specific school context
	MANAGERIAL LEADERSHIP	ML-1	Strategically Aligns People, Time and Money to drive student achievement
		ML-2	Leads and builds effective Conflict Management and resolution processes
		ML-3	Systematically Communicates with all stakeholders
	COMMUNITY LEADERSHIP	EL-1	Leads Family and Community Involvement and outreach
		EL-2	Provides Positive Impact on the Profession of school leadership
EL-3		Actively Advocates for students, teachers and the school community	

Key to Symbols: All indicators in the *Framework for Effective School Leadership* apply to all schools in the Denver Public Schools and represent our pledge to provide 21st century-focused, high-quality education for all students. Symbols have been incorporated to emphasize key instructional values and practices that are effective for all learners and essential for particular groups of students.

Cultural Competency—Addressing issues of equity through culturally responsive teaching strategies that are effective for all learners and essential for students of color (all classrooms)

English Language Learners (ELLs)—Effective instructional strategies for all learners and essential for ELLs (all classrooms)

Spanish Native-Language Instruction—Provision of essential Spanish native-language instruction (when observing Spanish native-language instruction)

Students with Disabilities or Gifted and Talented—Provision of essential supports for students with disabilities and students identified as gifted and talented (all classrooms)

Information Literacy and Technology—Effective integration of technology and digital resources in classrooms (all classrooms)

ProComp Payment Opportunities

<http://denverprocomp.dpsk12.org/>

Component of Index \$37,551		Knowledge and Skills				Comprehensive Professional Evaluation			Market Incentives		Student Growth		
Element	Professional Development Unit	Advanced Degree and License	Tuition and Student Loan Reimbursement	Probationary	Non-Probationary	Innovation Non-Probationary	Hard to Serve School	Hard to Staff Assignment	Student Growth Objectives	Exceeds CSAP Expectations	Top Performing Schools	High Growth School	
Description of Element	Providing ongoing professional development – tied to the needs of our students -- is a central strategy to help you expand your skills, improve student performance, and advance your career with the district	Compensation for Graduate Degree or Advanced Licenses or Certificates	Reimbursement for tuition or for outstanding student loans.	Increases for new teachers based on a satisfactory evaluation.	Increases based on a satisfactory evaluation.	Increases based on a satisfactory evaluation.	Designed to attract teachers to schools with a high free and reduced lunch percentage.	Designed to attract teachers to roles with high vacancy rate and high turnover	Incentive paid for meeting student growth objectives.	Teachers whose assigned student's growth in CSAP scores exceed district expectations	Teachers in schools designated as a "Top Performing School" based on the DPS School Performance Framework	Teachers in schools designated as a "High Growth School" on the DPS School Performance Framework	
Eligibility and Payout	Base building for P DUs paid if 14 or fewer years of service. Non-base building if more than 14 years of service at time of payment	Paid upon receipt of documentation that the license or certification is active and current	Paid upon receipt of evidence of payment for and satisfactory completion of coursework; \$4,000 lifetime account; no more than \$1,000 per year	Requires Satisfactory Evaluation; if unsatisfactory, ineligible for CPE increase	Payable only to teachers who have a formal evaluation during service credit years 1-14.	Teachers receive % of index increase for a satisfactory annual evaluation during years 1-14 if have not received a 3% of index CPE increase in the past two years	Teachers currently serving in schools designated "Hard-to-Serve".	Teachers currently serving in designated "Hard-to-Staff" positions	Base building when 2 SGOS are met, non base-building when only 1 SGOS met during prior school year ⁴	Paid based on assigned student CSAP growth percentiles. Paid based on results from prior school year.	Paid based on performance during the prior school year.	Paid based on performance during the prior school year.	
Affect on Base Salary	Base Building ²	Base Building	Non-Base Building	Base Building	Base Building	Base Building	Non-Base Building	Non-Base Building	Base Building ⁴	Non-Base Building	Non-Base Building	Non-Base Building	
Percent of Index	2%	9% per degree or license. Eligible once every 3 yrs	N/A	1% every year	3% every three years	1% every year if no 3% in past 2 yrs	6.4%	6.4%	1%	6.4%	6.4%	6.4%	
Dollar Amount	\$751	\$3,380	Actual expense up to \$1000/yr, \$4000 lifetime	\$376	\$1,127	\$376	\$2,403	\$2403 (\$200.27 per mo) x (# of assignments held)	\$376.00	\$2,403.26	\$2,403.26	\$2,403.26	
Builds pension and highest average salary	Yes	Yes	No ³	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Payment Type and Frequency⁵	Monthly installments upon submission of proper documents	Monthly installments upon submission of proper documents	Up to \$1000 per year upon submission of proper documents	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Monthly installment upon completion of service each month	Monthly installment upon completion of service each month	1 objective: Paid lump sum. 2 objectives: Paid in monthly installments	Paid lump sum in the year following assessment	Paid lump sum in the year following assessment	Paid lump sum in the year following assessment	

Important Notes:

- These amounts and terms are based on the agreement approved by DCTA membership. ProComp pay referenced in this document is based on an index amount of \$37,551. Amounts are based on 1 FTE (except for Tuition Reimbursement) and are prorated.
- Top Performing Schools and High Growth Schools Incentives are based on the School Performance Framework, which you can read about on the Denver Public Schools website. The exact targets for determining the Schools receiving these incentives are set by the Transition Team.
- ProComp participants who will have 14 or fewer years of service credit during the contract year in which the PDU is paid, will receive a salary increase of 2% of the salary index for the contract year in which the PDU is paid.
- ProComp participants who will have more than 14 years of service credit during the contract year in which the PDU is paid will receive a non-salary building bonus of 2% of the payment year's salary index.
- ²Builds base salary for teachers with 1 to 14 years of service credit and does not build base salary for teachers with 15 or more years of service credit.
- ³All incentives except Tuition Reimbursement are pensionable. In other words, all ProComp payments are taken into account in calculating your highest salary upon which your pension is based.
- ⁴Regarding the Student Growth Objectives, teachers will receive the payout in a non-base building lump sum if 1 objective is met, and as a base building payment if 2 objectives are met.
- ⁵Service Credit - The years of full time contract experience recognized by DPS, which may include experience outside the Denver Public Schools. Years of service is different from Longevity. Longevity includes service at DPS only.
- ⁶See ProComp MoU Payment matrix for more detail on timing of payments.

Denver Public Schools
Principal and AP Incentive Compensation
2011 - 12 School Year

Element	Description	Timing of Payment	% of Schools to Receive Incentive	Approx Principal Incentive	Approx AP Incentiveⁱ	Pension -able?	Eligibility
Hard to Serve Schools	Earned by administrators in schools with the highest percentages of students qualifying for Free or Reduced Lunch: HS (75% FRL); MS (85% FRL); K8 (87% FRL); ELEM (87% FRL); All Provision II Schools; All Alternative Schools	Lump sum paid in June of current year	Approximately 50% of schools	\$6000	\$4500	Yes	Principal or Assistant Principal in the H2Serve school for 75% of the school year on active status & on active or paid leave status on the last day of the school year. Satisfactory CPE .5+ FTE as a Principal or AP.
Top Performing Schools	Earned by administrators in schools demonstrating the greatest overall percentage of overall points earned on the School Performance Framework. Award to schools identified as distinguished or accredited.	Lump sum paid in September of year following measurement	Approximately 50% of schools	Distinguished: \$10,000 Meets Expectations: \$6,000	Distinguished: \$7,500 Meets Expectations: \$4,500	Yes	Eligibility for the following Elements: <ul style="list-style-type: none"> • Top Performing Schools • High Growth Schools • Unified Improvement Plan (UIP) Implementation
High Growth Schools	Earned by administrators in schools demonstrating the greatest percentage of growth points earned on the current year's School Performance Framework.	Lump sum paid in September of year following measurement	Approximately 50% of schools	\$5500	\$4125	Yes	Principal or Assistant Principal in the school for 75% of the school year and on active status & on active or paid leave status at the same school on the last day of the school year Satisfactory CPE .5+ FTE as a Principal or AP.
Unified Improvement Plan (UIP) Implementation	Earned by administrators in schools demonstrating successful implementation of three key strategies outlined in the UIP.	Lump sum paid in September of year following measurement	Approximately 50% of schools	Exceeds: \$3375 Meets: \$2125	Exceeds: \$2535 Meets: \$1600	Yes	Principal or Assistant Principal in the school for 75% of the school year and on active status & on active or paid leave status at the same school on the last day of the school year Satisfactory CPE .5+ FTE as a Principal or AP.

ⁱ All incentive payments are approximate and may vary based on the number of schools that qualify for the incentive.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

TIF Grant Funds Budget Narrative

LINE 1: PERSONNEL								
Program Evaluation and Management	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director: Erin McMahon will oversee all aspects of the project. She will work closely with the project staff and DPS leadership to ensure that all milestones and project objectives are met.	(b)(4)							
Sr. Program Manager: Position will manage the strategy of the grant, including the relationship with the evaluator, how data is examined, how positions are leveraged and how differentiated roles are progressing.	100%	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$475,000
Project Manager: Position will be the day-to-day lead for the project, overseeing the implementation and progress monitoring of the four work streams (compensation, teacher- and team-created assessments, student outcomes, professional development). Will also be responsible for identifying risks and potential solutions.	100%	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$425,000
Project Coordinator: Position will be responsible for logistics, scheduling, budget management, for the project team; will also support work streams.	100%	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	\$225,000
Project Accountant: Position will carry-out the fiscal duties of the grant, including monthly financial reporting, expenditure analysis to ensure allowability of costs and maintenance of source documents as they pertain to grant expenditures.	(b)(4)							
Project Communications: Position will plan and create communications, organize and create mechanisms for two-way feedback from educators, and keep management and educators informed of the changes, reasoning for them, and long-term plan.	100%	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000
Denver Classroom Teachers Association (DCTA) Liaison: Position will be responsible for representing DCTA in the work to ensure ongoing collaboration. Leads efforts to ensure communications, program design, program evaluation and other workstreams are operating in alignment with goals around educator engagement. Responsible for ensuring high levels of educator support and understanding for initiative.	(b)(4)							
Assessment, Research & Evaluation Analyst: Position will perform internal evaluation of the program, including ensuring data is captured properly and regularly and running analyses.	(b)(4)							
Assessment, Research & Evaluation Analyst: Position will provide extra support in first year of project; will perform internal evaluation of the program, including ensuring data is captured properly and regularly and running analyses.	50%	\$65,000	\$32,500	\$32,500	\$0	\$0	\$0	\$65,000
Sub-total: Program Management			\$470,950	\$510,950	\$478,450	\$478,450	\$478,450	\$2,417,250
Compensation Systems	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Compensation Analyst: Position will model incentives and analyze monetary thresholds to induce behavior change (yrs 1-2), and, will model long-term effect of incentive changes on ProComp system (yrs 2-5).	100%	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
IT Systems Analyst: Position will work on creating the database and writing the code to stabilize software and database used to make ProComp payments.	(b)(4)							
IT Systems Analyst: Position will work on creating the database and writing the code to stabilize software and database used to make ProComp payments.								
IT Quality Analyst: Position will perform quality assurance on changes to stabilize the software and database system used to make ProComp payments.								
IT Quality Analyst: Position will perform quality assurance on changes to stabilize the software and database system used to make ProComp payments.	17%	\$104,340	\$17,738	\$0	\$0	\$0	\$0	\$17,738
Sub-total: Compensation Systems			\$205,078	\$75,000	\$75,000	\$75,000	\$75,000	\$505,078
Teacher and Team-Created Assessment Team	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Senior Manager: Position will set the strategy for teacher- and team-created assessment team and will oversee the day-to-day team operations.	100%	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$400,000
Coordinator: Position will support the teacher- and team-created assessment team with scheduling, logistics and coordination with other student outcomes teams.	100%	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
Teacher on Special Assignment: Position will help develop the methodology for and examples of teacher and team-created assessments. Position will also support teachers improve understanding of and acuity with assessment for formative use.	100%	\$61,918	\$61,918	\$61,918	\$61,918	\$61,918	\$61,918	\$309,590
Teacher on Special Assignment: Position will help develop the methodology for and examples of teacher and team-created assessments. Position will also support teachers improve understanding of and acuity with assessment for formative use.	100%	\$61,918	\$61,918	\$61,918	\$61,918	\$61,918	\$61,918	\$309,590

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Teacher on Special Assignment: Position will help develop the methodology for and examples of teacher and team-created assessments. Position will also support teachers improve understanding of and acuity with assessment for formative use.	100%	\$61,918	\$61,918	\$0	\$0	\$0	\$0	\$0	\$61,918	
Teacher on Special Assignment: Position will help develop the methodology for and examples of teacher and team-created assessments. Position will also support teachers improve understanding of and acuity with assessment for formative use.	100%	\$61,918	\$61,918	\$0	\$0	\$0	\$0	\$0	\$61,918	
Sub-total: Teacher and Team-Created Assessments Team			\$377,672	\$253,836	\$253,836	\$253,836	\$253,836	\$253,836	\$1,393,016	
Student Outcomes	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5		Total	
Project Manager: Position will run the student outcomes presentation layer development.	100%	\$90,000	\$90,000	\$90,000	\$0	\$0	\$0		\$180,000	
IT Systems Analyst: Position will create and test the system for integrating student outcomes.	100%	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000		\$400,000	
IT Systems Analyst: Position will create and test the system for integrating student outcomes.	100%	\$80,000	\$80,000	\$0	\$0	\$0	\$0		\$80,000	
Quality Assurance Analyst: Position will test changes to the system for integrating student outcomes.	50%	\$80,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000		\$200,000	
Business Analyst: Position will create notes to inform design of the system for integrating student outcomes.	(b)(4)									
Sub-total: Student Outcomes			(b)(4)							
Professional Development	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5		Total	
PD Manager, Teacher Support: Position will focus on the development and delivery of training for teachers in differentiated roles and teachers transferring into high impact areas. This includes the development of TLA strands being developed for differentiated roles.	100%	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$450,000	
PD Manager, Teacher Training: Position will focus on PD for differentiated teacher roles and teacher transferring into high need areas.	100%	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$450,000	
PD Coordinator, Content, Math: Position will help to design and delivering training, as well as provide on the ground support for teachers. Will also provide ongoing support to teachers who are embarking on new differentiated roles by visiting their classrooms and meeting with teachers periodically to ensure they understand their new roles and are executing it similarly to peers across the district.	100%	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000	
PD Coordinator, Content, English: Position will help to design and delivering training, as well as provide on the ground support for teachers. Will also provide ongoing support to teachers who are embarking on new differentiated roles by visiting their classrooms and meeting with teachers periodically to ensure they understand their new roles and are executing it similarly to peers across the district.	100%	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000	
PD Coordinator, Teacher Leadership Academy (TLA): Position will help to design and delivering training, as well as provide on the ground support for teachers. Will also provide ongoing support to teachers who are embarking on new differentiated roles by visiting their classrooms and meeting with teachers periodically to ensure they understand their new roles and are executing it similarly to peers across the district.	100%	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000	
Sub-total: Professional Development			\$390,000	\$390,000	\$390,000	\$390,000	\$390,000	\$390,000	\$1,950,000	
Additional Pay for Professional Development	Hours per participant	Rate	Year 1	Year 2	Year 3	Year 4	Year 5		Total	
Additional pay for teachers to participate in focus groups (30-50 participants per year). Pay is calculated at the negotiated DCTA rate for extra duty pay.	3	\$22.11	\$3,317	\$1,990	\$1,990	\$1,990	\$1,990		\$11,277	
Additional pay for teachers to participate in Teacher Team Lead (TTL) professional development (160-255 participants each year). Pay is calculated at the negotiated DCTA rate for extra duty pay.	66	\$22.11	\$0	\$233,482	\$272,882	\$328,334	\$372,111		\$1,206,809	
Additional pay for Reach Teacher Leaders (25-50 participants each year). Pay is calculated at the negotiated DCTA rate for extra duty pay.	43	\$22.11	\$0	\$23,768	\$47,537	\$47,537	\$47,537		\$166,379	
Sub-total: Extra Duty Pay for Professional Development			\$3,317	\$259,240	\$322,409	\$377,861	\$421,638		\$1,384,465	

Incentives	# of Incentives	\$ Amount	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Performance Incentive: Effective teachers in high-need areas in high-need schools	1,313	\$2,500	\$0	\$750,000	\$825,000	\$875,000	\$912,500	\$3,362,500
Stipend: Effective principals who transfer to high-need schools. Will require a 3-year commitment.	22	\$30,000	\$60,000	\$150,000	\$150,000	\$150,000	\$150,000	\$660,000
Stipend: Effective assistant principals who transfer to high-need schools. Will require a 3-year commitment.	22	\$22,500	\$45,000	\$112,500	\$112,500	\$112,500	\$112,500	\$495,000
Stipend: Effective teachers who transfer to high-need schools. Will require a 3-year commitment.	75	\$15,000	\$75,000	\$150,000	\$300,000	\$300,000	\$300,000	\$1,125,000
Stipend: Effective teachers who transfer to a high-impact area in a high-need school. Will require a 3-year commitment.	110	\$15,000	\$0	\$300,000	\$450,000	\$450,000	\$450,000	\$1,650,000
Stipend: Effective principals who serve as the host principal for a principal resident.	105	\$5,000	\$105,000	\$105,000	\$105,000	\$105,000	\$105,000	\$525,000
Salary augmentation: Reach Teacher Leaders	65	\$2,500	\$0	\$12,500	\$25,000	\$50,000	\$75,000	\$162,500
Salary augmentation: Reach Teacher Leaders, Content	175	\$2,500	\$0	\$62,500	\$125,000	\$125,000	\$125,000	\$437,500
Salary augmentation: Teacher Team Leads	465	\$2,500	\$0	\$250,000	\$300,000	\$362,500	\$400,000	\$1,312,500
Salary Augmentation: Teacher Team Lead, Supervisor	230	\$5,000	\$0	\$250,000	\$275,000	\$325,000	\$375,000	\$1,225,000
Salary Augmentation: Teacher Team Lead, Evaluator	57	\$10,000	\$0	\$100,000	\$120,000	\$150,000	\$200,000	\$570,000
Salary Augmentation: School Development Teams, effective teachers teaming for school planning. Teams will have an average size of 5 FTE.	80	\$2,500	\$0	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
Salary Augmentation: Principal cohort lead	20	\$1,000	\$0	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
Sub-total: Incentives			\$285,000	\$2,300,500	\$2,845,500	\$3,063,000	\$3,263,000	\$11,757,000
TOTAL: PERSONNEL			\$2,067,017	\$4,014,526	\$4,500,195	\$4,773,147	\$5,016,924	\$20,371,809

LINE 2: FRINGE BENEFITS							
Description	Benefit %	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Benefits for Program Evaluation and Management staff (incl. pension, health, dental, life & disability insurances, workers' compensation, unemployment, Medicare, retiree health contribution and retirement sick leave)	26% for year 1, with 1% increase every year	\$122,447	\$137,957	\$133,966	\$138,751	\$143,535	\$676,656
Benefits for Compensation Systems staff (incl. pension, health, dental, life & disability insurances, workers' compensation, unemployment, Medicare, retiree health contribution and retirement sick leave)	26% for year 1, with 1% increase every year	\$53,320	\$20,250	\$21,000	\$21,750	\$22,500	\$138,820
Benefits for Teacher & Team-created Assessment Team staff (incl. pension, health, dental, life & disability insurances, workers' compensation, unemployment, Medicare, retiree health contribution and retirement sick leave)	26% for year 1, with 1% increase every year	\$98,195	\$68,536	\$71,074	\$73,612	\$76,151	\$387,568
Benefits for Student Outcomes staff (incl. pension, health, dental, life & disability insurances, workers' compensation, unemployment, Medicare, retiree health contribution and retirement sick leave)	26% for year 1, with 1% increase every year	\$87,100	\$60,750	\$37,800	\$39,150	\$40,500	\$265,300
Benefits for Professional Development staff (incl. pension, health, dental, life & disability insurances, workers' compensation, unemployment, Medicare, retiree health contribution and retirement sick leave)	26% for year 1, with 1% increase every year	\$101,400	\$105,300	\$109,200	\$113,100	\$117,000	\$546,000
Benefits for Additional Pay for Professional Development (incl. pension, workers' compensation, unemployment, Medicare)	18.72% for year 1, with 1% increase every year	\$621	\$51,122	\$66,803	\$82,071	\$95,796	\$296,413
Benefits for Incentives (incl. pension, workers' compensation, unemployment, Medicare)	18.72% for year 1, with 1% increase every year	\$53,352	\$453,659	\$589,588	\$665,284	\$741,354	\$2,503,237
TOTAL: FRINGE BENEFITS		\$516,435	\$897,574	\$1,029,431	\$1,133,718	\$1,236,836	\$4,813,994

LINE 3: TRAVEL								
Description	# of FTE	Cost per Trip	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TIF Annual Grantee Meeting: This 1.5 day meeting will provide technical assistance for our grant site and provide collaboration among all TIF grantees. Included in the cost for the trip is: airfare, hotel, ground transportation and meal per diem. 1 project director and 2 other key team members will attend.	3	\$1,100	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$16,500
TIF Annual Topical Meeting: This 1.5 day meeting will provide in depth information on a topic related to implementing a PBCS. Included in the cost for the trip is: airfare, hotel, ground transportation and meal per diem. 1 project director and 1 other key team member will attend.	2	\$1,100	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$11,000
Best Practice Site Visits: Participants will observe best practices around differentiated roles for educators during 3 one-day site visits in year 1 and 1 one-day site visit in year 2. Included in the cost for the trip is: airfare, hotel, ground transportation and meal per diem. 4 key team members will participate.	4	\$1,100	\$13,200	\$4,400	\$0	\$0	\$0	\$17,600
TOTAL: TRAVEL			\$18,700	\$9,900	\$5,500	\$5,500	\$5,500	\$45,100

LINE 4: EQUIPMENT								
Description	# of Items	Cost per Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Desktop Computers: Desktop computers will be needed to meet the work needs of new employees.	3	\$750	\$2,250	\$0	\$0	\$0	\$0	\$2,250
Laptop Computers: Desktop computers will be needed to meet the work needs of new employees.	8	\$1,100	\$8,800	\$0	\$0	\$0	\$0	\$8,800
TOTAL: EQUIPMENT			\$11,050	\$0	\$0	\$0	\$0	\$11,050

LINE 5: SUPPLIES								
Description			Year 1	Year 2	Year 3	Year 4	Year 5	Total
Office Supplies: To support the general office supply costs for the project, including: paper, markers, chart paper, post it notes, binder clips, highlighters, toner, notebooks, and other office supply items in support of the program.			\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Copying and Printing: To support copying and printing costs for the project, including: training materials, informational flyers for educators, and advertising for the program.			\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Software: Software needed for communications, project management, and data analysis.			\$1,000	\$500	\$500	\$500	\$500	\$3,000
Market Survey Data: Purchase market survey research data around compensation and incentives. Intent will be to learn what dollar amounts will inspire and incent people to take on differing roles and responsibilities.			\$20,000	\$0	\$0	\$0	\$0	\$20,000
Professional Development Materials: Materials prep and printing for incremental TLA sessions. With the addition of differentiated roles and responsibilities, DPS will increase the amount of TLA workstreams, requiring additional materials creation and printing.			\$0	\$7,500	\$7,500	\$7,500	\$7,500	\$30,000
Teacher- and Team-Based Incentive Materials: Materials prep and printing for communication and training. Materials and advertisements to increase teacher adoption and work on teacher- and team-developed assessments.			\$7,500	\$12,500	\$10,000	\$5,000	\$5,000	\$40,000
TOTAL: SUPPLIES			\$36,500	\$28,500	\$26,000	\$21,000	\$21,000	\$133,000

LINE 6: CONTRACTUAL							
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total	
Evaluation: DPS will contract with an external evaluator to conduct the project and grant evaluation. The budgeted amount includes data collection, analysis and reporting. The evaluator will be chosen through a competitive bidding process. Costs are estimated at 10% of direct grant costs.	\$380,000	\$600,000	\$660,000	\$750,000	\$780,000	\$3,170,000	
Consultant: External consultants to help develop career lattice roles (including bringing best practices) and qualifications of teachers and schools associated with these roles (years 1-2); in years 3-5, a consultant would be retained regarding the evolution of the career ladder, as we gather evidence. The consultant will be chosen through a competitive bidding process.	\$200,000	\$50,000	\$50,000	\$50,000	\$50,000	\$400,000	
Consultant: External consultants to examine key processes for performance based compensation, and to improve data gathering and analysis regarding recruiting teachers. The consultant will be chosen through a competitive bidding process.	\$50,000	\$100,000	\$0	\$0	\$0	\$150,000	
Data Architech: Data architect to define the build of database for accumulating student outcomes data, and information needed to bring together components and define cut points and scores. The consultant will be chosen through a competitive bidding process.	\$40,000	\$10,000	\$0	\$0	\$0	\$50,000	
Consultant: External consultants to develop the teacher leader academy streams associated with differentiated roles and responsibilities. This consultant would aid the PD team in developing the new streams related to the differentiated roles and responsibilities being developed in the grant. The consultants will be chosen through a competitive bidding process.	\$250,000	\$100,000	\$50,000	\$50,000	\$50,000	\$500,000	
Executive Coach: Will provide executive coaching to effective principals opting to transfer into a high need schools. The coaching will consist be 15 hours per principal at a rate of \$150/hr. The executive coach will be chosen through a competitive selection process.	\$4,500	\$11,250	\$11,250	\$11,250	\$11,250	\$49,500	
School Diagnostics: For each effective principal who transfers into a high needs school, external reviewers will provide a detailed diagnostic review of the school to assist the principal with the transition. The cost for the diagnostic review will be \$10,000 per review. The reviewers will be chose through a competitive bidding process.	\$20,000	\$50,000	\$50,000	\$50,000	\$50,000	\$220,000	
Training Academy: External consultants will create a high-need field training academy for all effective teachers transferring into high needs schools. The academy will provide 24 credit hours for endorsement and will cost \$7,500 per teacher.	\$0	\$150,000	\$225,000	\$225,000	\$225,000	\$825,000	
TOTAL: CONTRACTUAL	\$944,500	\$1,071,250	\$1,046,250	\$1,136,250	\$1,166,250	\$5,364,500	
LINE 7: CONSTRUCTION							
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total	
Not Applicable						\$0	
TOTAL: CONSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0	
LINE 8: OTHER							
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total	
Mileage Reimbursement: To reimburse mileage for key personnel as they travel to schools and provide support for principals, teachers and teams. Mileage is calculated at the federal rate of \$0.555/mile.	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500	
Advertisement for staff positions: Many of the positions described in the grant are difficult to fill, including the data analysts, in the Denver area. Allowance for recruiting advertising, with an average posting ranging from \$150-500.	\$15,000	\$5,000	\$1,000	\$1,000	\$500	\$22,500	
TOTAL: OTHER	\$16,500	\$6,500	\$2,500	\$2,500	\$2,000	\$30,000	
LINE 9: TOTAL DIRECT COSTS	\$3,610,702	\$6,028,250	\$6,609,876	\$7,072,115	\$7,448,510	\$30,769,453	

LINE 10: INDIRECT COSTS							
Description	Rate	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Indirect Costs	4.36%	\$157,427	\$262,832	\$288,191	\$308,344	\$324,755	\$1,341,549
TOTAL: INDIRECT COSTS		\$157,427	\$262,832	\$288,191	\$308,344	\$324,755	\$1,341,549
LINE 11: TRAINING STIPENDS							
Description		Year 1	Year 2	Year 3	Year 4	Year 5	Total
Not Applicable		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL: TRAINING STIPENDS		\$0	\$0	\$0	\$0	\$0	\$0
LINE 12: TOTAL COSTS		\$3,768,129	\$6,291,082	\$6,898,067	\$7,380,459	\$7,773,265	\$32,111,002

Non-TIF Funds Budget Narrative

LINE 1: PERSONNEL

Name	Position	Funding Source	Annual Salary	Match %	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Position Description (link to project)
Leading Effective Academic Practice (LEAP)		(b)(4)									
Amalia Espinoza	Project Coordinator, LEAP										Supports and ensures the building of an effective evaluation system; manages budget, logistics, ensuring teachers are getting paid for overtime, training.
Anelisa Hogan	Ops Coord., Teacher Talent Management										LEAP Operations coordinator; responsible for answering teacher questions regarding LEAP; training and support to principals on obs model and tech tools; ensuring operations are in place so teachers are getting observations and principals are getting access to the data they need (re: completion rates and effectiveness levels).
Erika Hussar	Ops Coord., Teacher Talent Management										LEAP Operations coordinator; responsible for answering teacher questions regarding LEAP; training and support principals on observation model and tech tools; ensuring operations are in place so teachers are getting observations and principals are getting access to the data they need (re: completion rates and effectiveness levels).
Erin McMahon	Director, Teacher Talent Management										Ensures that LEAP is connected into teacher system; oversees recruitment, operations, new teacher strategy, renewal and tenure.
Jen Stern	Exec. Director, Talent Management										Responsible for the management and implementation of the district's educator effectiveness grants from the Bill & Melinda Gates Foundation, the Janus Foundation and the Wallace Foundation. Within these grants, she is coordinating efforts to develop and rollout new, multi-measure evaluation systems, align professional development and compensation to these new evaluation and feedback system, and lead DPS's efforts to develop robust educator pipelines.
Meritt Finer	Data & Reporting Analyst, LEAP										Data analysis and reporting; assessing effectiveness of LEAP to make improvements; building out ongoing and ad hoc reports to support the administration and usage of LEAP.
Nicole Wolden	Sr. Ops Manager, Teacher Talent Management										Oversees LEAP operations team and TSDL.
Stacey Sheehan-Block	Ops Coord., Teacher Talent Management										LEAP Operations coordinator; responsible for answering teacher questions regarding LEAP; training and support principals on observation model and tech tools; ensuring operations are in place so teachers are getting observations and principals are getting access to the data they need (re: completion rates and effectiveness levels).
Stephanie Quintana	Ops Coord., Teacher Data Link										Oversees TSDL -- implementation, scheduler training and support to make sure schools are scheduling classes and courses in the right way to support accurate data capture around teachers linked to students and assessments.
Kendra Wilhelm	Sr. Program Manager, LEAP										Program Manager for LEAP; ensures that all of the work streams are executing against milestones and deliverables in the Gates grant; identifying risks and dependencies proactively.
Tracy Dorland	Exec. Director, Educator Effectiveness										Responsible for ensuring that the differentiated teacher roles, especially around content, are supporting our broader work against the Common Core.
Theress Pidick	Director, Teacher Programs										Oversees TLA and other Teacher PD; making sure there are connections between the training that happens at TLA and the training that is accessible to all teachers, so that we have connected support structures for teachers.

Principal Talent Management			
Jen Stern	Exec. Director, Talent Management	(b)(4)	Oversees principal and teacher talent management, including the LEAP implementation; will monitor and advise the integration of evaluation systems, differentiated roles, and incentives, from a strategic level.
John Youngquist	Director, Principal Talent Management		Advise on creation of principal incentives, manages the principal residency program, and manages the implementation of novice principal training (for which the cohort leads will be funded by this grant).
Teacher Leaders			
Nikki Rivera	Teacher Program Manager		Lead person on development and management of Teacher Leader Academies; will be involved in development of separate streams of TLA to support new teacher roles
Assessment, Research & Evaluation (ARE)			
Brittanie Atteberry	Research Analyst 2		Analyst responsible for initial score research & reporting.
Grant Guyer	Director, Research & Evaluation		Manages research team that reports on and analyzes data for internal and external audiences. Leads the School Performance Framework production, which is used as an input in student outcomes.
Hilary Gustave	Project Coordinator		Manages Student Perception Survey (used in scores) and is primary liaison with technical consulting groups.
Kenny Smith	Program Manager, LEAP		Manages the development of assessments and measures in non-core subjects (e.g., PE, art, music, foreign language).
TBD	Sr. Analyst, Educator Effectiveness.		Responsible for growth models with state and district tests. Leads analysis on Student Perception Survey and correlations across components of LEAP system.
TBD	Sr. Manager, Student Outcomes		Product manager for making sure teachers have comprehensive, transparent information about student performance and growth. Connected to growth calculation consultants and technical team.
Yen Chau	Research Analyst 3 - SPF		Manages the School Performance Framework project that provides each school an accountability rating each year.
Human Resources			
Aaron Wilmot	Director, School Support		Provides direction regarding how to use effectiveness data to better match candidates and positions; advises School Partner team on how to bring effectiveness data into their human-capital decision-making.
Becky Dieter	Director, School Support		Provides direction regarding how to use effectiveness data to better match candidates and positions; advises School Partner team on how to bring effectiveness data into their human-capital decision-making.
Cindy Eisenberg	Sr. Manager, Pipeline & Recruiting		Manages teacher recruiting, including choosing the proper candidate evaluation tools and choosing criteria by which to identify high-potential candidates.
Debra Watson	HR School Partner		Partner for Principals in all human-capital decision-making and are a key district conduit to deliver data and training on the use of data in making these decisions; train school leaders on model staffing and work with school leaders to develop staffing models.
Karen Bamberger	HR School Partner		Partner for Principals in all human-capital decision-making and are a key district conduit to deliver data and training on the use of data in making these decisions; train school leaders on model staffing and work with school leaders to develop staffing models.
Kathleen Shiverdecker	Exec. Director, School Support	Evaluates and develops strategy for how School Partner team is integrating regulations such as SB-191 and district programs, such as LEAP, into how they strategically support school leaders in staffing design.	
Lauren Esser	Sourcing and Screening Specialist	Organizes the sourcing and screening of teacher candidates, including the development of pools of candidates for positions and the identification of high potential candidates.	
Leticia Levi	Teacher Recruiting Associate	Supports recruiting and sourcing of teacher candidates; as part of external recruiting, promotes LEAP and ProComp systems to candidates, along with attributes to be successful at DPS.	

Lisa Negus	HR School Partner	(b)(4)	\$86,064	Partner for Principals in all human-capital decision-making and are a key district conduit to deliver data and training on the use of data in making these decisions; train school leaders on model staffing and work with school leaders to develop staffing models.	
Megan Granquist	HR School Partner		\$77,205	Partner for Principals in all human-capital decision-making and are a key district conduit to deliver data and training on the use of data in making these decisions; train school leaders on model staffing and work with school leaders to develop staffing models.	
Megan Hendricks	HR School Partner		\$73,256	Partner for Principals in all human-capital decision-making and are a key district conduit to deliver data and training on the use of data in making these decisions; train school leaders on model staffing and work with school leaders to develop staffing models.	
Susan Rafferty	HR School Partner		\$81,251	Partner for Principals in all human-capital decision-making and are a key district conduit to deliver data and training on the use of data in making these decisions; train school leaders on model staffing and work with school leaders to develop staffing models.	
Sylvia (Niecy) Murray	HR School Partner		\$82,266	Partner for Principals in all human-capital decision-making and are a key district conduit to deliver data and training on the use of data in making these decisions; train school leaders on model staffing and work with school leaders to develop staffing models.	
TBD	School Support Project Manager		\$175,000	Project manager with intense knowledge of regulations such as SB-191 who advises school support team on the proper ways to manage the requirements of SB-191, including adjustments to process for renewal or non-renewal of non-probationary status.	
TBD	Recruiter, Candidate Cultivation		\$45,000	Shares responsibility for identifying high potential candidates; maintains relationships with high potential candidates to assess where they would be best matched in the district and provides information to School Partners working with school leaders.	
Brad Grippin	Director of Total Rewards		\$117,704	Oversees the strategy for and manages ProComp within the district; sits on the ProComp Transition Team, which approves any annual changes to factors that influence incentives (i.e., changes to the list of Hard-to-Serve schools year over year).	
Steve Ruetz	ProComp Analyst		\$151,876	Primary analyst for ProComp, including report running and validation of eligibility of teachers for incentives.	
Adam Barnett	Compensation Analytics Manager		\$181,251	Manages day-to-day operations of ProComp system.	
TOTAL: PERSONNEL			\$3,669,619		
LINE 2: FRINGE BENEFITS					
Leading Effective Academic Practice (LEAP)					
Name	Position		Total		
Amalia Espinoza	Project Coordinator, LEAP		\$14,742		
Anelisa Hogan	Ops Coord., Teacher Talent Management		\$96,391		
Erika Hussar	Ops Coord., Teacher Talent Management		\$32,900		
Erin McMahon	Director, Teacher Talent Management		\$21,450		
Jen Stern	Exec. Director, Talent Management		\$7,898		
Meritt Finer	Data & Reporting Analyst, LEAP		\$13,520		
Nicole Wolden	Sr. Ops Manager, Teacher Talent Management		\$22,880		

Stacey Sheehan-Block	Ops Coord., Teacher Talent Management	(b)(4)	\$15,860	
Stephanie Quintana	Ops Coord., Teacher Data Link		\$84,700	
Kendra Wilhelm	Sr. Program Manager, LEAP		\$21,320	
Tracy Dorland	Exec. Director, Educator Effectiveness		\$7,898	
Theress Pidick	Director, Teacher Programs		\$12,504	
Principal Talent Management				
Jen Stern	Exec. Director, Talent Management		\$3,159	
John Youngquist	Director, Principal Performance		\$3,224	
Teacher Leaders				
Nikki Rivera	Teacher Program Manager		\$15,658	
Assessment, Research & Evaluation (ARE)				
Brittanie Atteberry	Research Analyst 2		\$35,000	
Grant Guyer	Director, Research & Evaluation		\$33,950	
Hilary Gustave	Project Coordinator		\$11,700	
Kenny Smith	Program Manager, LEAP		\$68,251	
TBD	Sr. Analyst, Educator Effectiveness.		\$13,650	
TBD	Sr. Manager, Student Outcomes		\$22,100	
Yen Chau	Research Analyst 3 - SPF		\$26,250	
Human Resources				
Aaron Wilmot	Director, School Support		\$13,090	
Becky Dieter	Director, School Support		\$12,395	
Cindy Eisenberg	Sr. Manager, Pipeline & Recruiting		\$17,640	
Debra Watson	HR School Partner		\$23,035	

Karen Bamberger	HR School Partner	(b)(4)							\$25,942	
Kathleen Shiverdecker	Exec. Director, School Support									\$14,700
Lauren Esser	Sourcing and Screening Specialist									\$11,054
Leticia Levi	Teacher Recruiting Associate									\$8,820
Lisa Negus	HR School Partner									\$24,098
Megan Granquist	HR School Partner									\$21,617
Megan Hendricks	HR School Partner									\$20,512
Susan Rafferty	HR School Partner									\$22,750
Sylvia (Niecy) Murray	HR School Partner									\$23,035
TBD	School Support Project Manager									\$49,000
TBD	Recruiter, Candidate Cultivation									\$12,600
Brad Grippin	Director of Total Rewards									\$32,957
Steve Ruetz	ProComp Analyst									\$42,525
Adam Barnett	Compensation Analytics Manager									\$50,750
TOTAL: FRINGE BENEFITS			\$356,871	\$155,050	\$160,793	\$166,535	\$172,278		\$1,011,527	

LINE 3: TRAVEL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 4: EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 5: SUPPLIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 6: CONTRACTUAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 7: CONSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 8: OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 9: TOTAL DIRECT COSTS	\$1,729,451	\$729,310	\$735,053	\$740,795	\$746,538	\$4,681,147
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LINE 10: INDIRECT COSTS	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 11: TRAINING STIPENDS	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 12: TOTAL COSTS	\$1,729,451	\$729,310	\$735,053	\$740,795	\$746,538	\$4,681,147
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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.

Applicant's (Organization) Name:	School District No. 1 in the City and County of Denver
Applicant's DUNS Name:	04109933340000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	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

School District No. 1 in the City and County of Denver

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	2,067,017.00	4,014,526.00	4,500,195.00	4,773,147.00	5,016,924.00	20,371,809.00
2. Fringe Benefits	516,435.00	897,574.00	1,029,431.00	1,133,718.00	1,236,836.00	4,813,994.00
3. Travel	18,700.00	9,900.00	5,500.00	5,500.00	5,500.00	45,100.00
4. Equipment	11,050.00	0.00	0.00	0.00	0.00	11,050.00
5. Supplies	36,500.00	28,500.00	26,000.00	21,000.00	21,000.00	133,000.00
6. Contractual	944,500.00	1,071,250.00	1,046,250.00	1,136,250.00	1,166,250.00	5,364,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	16,500.00	6,500.00	2,500.00	2,500.00	2,000.00	30,000.00
9. Total Direct Costs (lines 1-8)	3,610,702.00	6,028,250.00	6,609,876.00	7,072,115.00	7,448,510.00	30,769,453.00
10. Indirect Costs*	157,427.00	262,832.00	288,191.00	308,344.00	324,755.00	1,341,549.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	3,768,129.00	6,291,082.00	6,898,067.00	7,380,459.00	7,773,265.00	32,111,002.00

***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):

The Indirect Cost Rate is 4.36 %.

(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 School District No. 1 in the City and County of Denver	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)(4)					
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)