

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



APPLICATION FOR GRANTS
UNDER THE

TIF Competition with a Focus on STEM

CFDA # 84.374B

PR/Award # S374B120011

Grants.gov Tracking#: GRANT11189173

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:

07/26/2012

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:

Houston Independent School District

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

74-6001255

* c. Organizational DUNS:

0612921240000

d. Address:

* Street1:

4400 W. 18th Street

Street2:

* City:

Houston

County/Parish:

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

770928501

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Annetra

Middle Name:

* Last Name:

Piper

Suffix:

Title:

Manager, Grants

Organizational Affiliation:

* Telephone Number:

713-556-6785

Fax Number:

* Email:

apiper@houstonisd.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-061412-002

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF Competition with a Focus on STEM CFDA Number 84.374B

13. Competition Identification Number:

84-374B2012-1

Title:

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

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

Project STEM

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	(b)(6)
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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>Annetra Piper</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Houston Independent School District</p>	<p>* DATE SUBMITTED</p> <p>07/26/2012</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
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: 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:

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

Title: Telephone No.: Date:

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.

GEPA for TIF 4.pdf

Delete Attachment

View Attachment

GEPA

The Houston Independent School District (HISD) is the largest public school system in Texas and the seventh-largest in the United States. HISD schools are dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging instructional and career programs. HISD is dedicated to educating the whole child providing not only academic support, but emotional support as well.

The Houston Independent School District (HISD) Human Capital Management System (HCMS) and performance-based compensation system (PBCS) for teachers focus on teacher effectiveness and growth in student learning at both the campus and individual-teacher levels. The proposed performance-based compensation system will allow for teachers at twenty-four (24) schools to be eligible for incentives through this project. This project will also allow HISD to increase and retain the number of effective teachers teaching poor, minority and disadvantaged students in hard-to-staff subjects such as mathematics, science, and STEM-related fields, increase principal effectiveness, and increase student achievement.

HISD does not discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status or political affiliation in its educational or employment programs and activities. HISD complies with section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act and Title IX of the education amendments of 1972.

HISD faces many of the same challenges that face large, urban school districts, such as low graduation and high dropout rates. HISD students, regardless of student sub-populations, are less likely to graduate from high school, less likely to graduate on time, and more likely to drop out of school as compared to other Texas students. Within HISD, the lowest graduation rates and

the highest dropout rates are found among Hispanic, economically disadvantaged, Limited English Proficient (LEP), and at-risk student sub-populations. An analysis of the student body illustrates that more than 92.3% of the students are from minority backgrounds—a much higher percentage for HISD as compared to Texas at a rate of 66%. The district is now seeking, through the proposed project, to leverage the reform efforts and maximize its impact on student achievement by: (a) becoming the first district in the country to eradicate the racial achievement gap; (b) having 100% of students reading and performing math on grade level as measured by Stanford 10 in all grades tested; and (c) leading the nation in NAEP reading and math scores in grades 4 and 8 among all districts across America.

The district has been a leader in recruiting, hiring, and training minority candidates, and in developing an administrative and teaching staff that is racially and ethnically balanced. HISD has always sought innovative ways for recruiting teachers who reflect the diversity characteristics of the student population and the general population. As a matter of board policy, HISD opens its arms to all potentially effective and committed teachers, regardless of race, language, creed, color, religious affiliations, sex, age, or handicapping conditions.

All candidates for employment are evaluated solely on qualifications for the job, for their areas of expertise, and interest in serving the school, the children, and the community. The district's Alternative Certification Program (ACP) is an example of the innovative strategies for reducing the many barriers that keep potentially good teacher candidates from entering the teaching field. The diversity of demographic and academic backgrounds of the candidates in the HISD-ACP reflects the successes in HISD's hiring practices.

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**

Houston Independent School District

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

Prefix: Dr. * First Name: Terry Middle Name:

* Last Name: Grier Suffix:

* Title: Superintendent of Schools

*** SIGNATURE:** Annetra Piper

*** DATE:** 07/26/2012

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Julie		Baker	

Address:

* Street1:	4400 W. 18th Street
Street2:	
* City:	Houston
County:	
* State:	TX: Texas
* Zip Code:	770928501
* Country:	USA: UNITED STATES

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

713556-6000	
-------------	--

Email Address:

jbaker@houstonisd.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:

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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:

Project Abstract

Application Focus: The application is for the TIF Competition with a Focus on STEM.

Name of applicant: The Houston Independent School District (HISD)

Eligibility classification of applicant: LEA

Names of all participating LEAs, SEAs, or nonprofits in the group: The Houston Independent School District (HISD), Baylor College of Medicine, Rice University, and The New Teacher Project (TNTP).

Indicate if the application is from a single eligible applicant, and identify the applicant's eligibility classification: Application is from a single eligible applicant; eligibility classification is LEA.

Total number of schools in the participating LEA: 279 schools

Total number of high-need schools to be served by proposed TIF funded PBCS: 24 schools.

A summary statement of the project objectives and activities: The Houston Independent School District (HISD) Human Capital Management System (HCMS) and performance-based compensation system (PBCS) for teachers will focus on teacher effectiveness and growth in student learning at both the campus and individual-teacher levels. The proposed performance-based compensation system will allow for teachers at twenty-four (24) high-need schools to be eligible for incentives through this project. This project will allow HISD to increase and retain the number of effective teachers teaching poor, minority and disadvantaged students in hard-to-staff subjects such as mathematics, science, and STEM-related fields, increase principal effectiveness, and increase student achievement. The Houston project will increase the number of high quality STEM teachers, especially in the earlier grades, so that we can prepare our

students for college and career workforce readiness. The proposed project for HISD has the following goals:

Goal 1 (Talent Management): Use an educator evaluation system to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; and promotion.

Goal 2 (Individual Contributors/Support Systems): Advance world-class human resource practices and supports.

Goal 3 (Accountability & Rewards): Increase the number of and reward effective teachers (rated at the highest level) and thereby increase student achievement.

Goal 4 (Professional Support & Development): Build a culture of growth across the district to attract, develop, and retain top talent in education.

Any competitive preference priorities for which the applicant is applying: The Houston Independent School District (HISD) project is applying to the following **preference priorities:**

Priority 1 (Absolute): An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation Systems at the Center; Priority 2 (Absolute): LEA-wide Educator Evaluation Systems Based, in Significant Part, on Student Growth; Priority 3 (Absolute): Improving Student Achievement in Science, Technology, Engineering, and Mathematics (STEM); and Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Add Optional Project Narrative File

INTRODUCTION

The Houston Independent School District (HISD), with more than 203,000 students and encompassing 301 square miles within greater Houston, is the seventh-largest public-school system in the nation and the largest in Texas. With 279 schools and 26,683 personnel, including 11,340 teachers, 248 Principals, and 352 Assistant Principals, HISD is the largest employer in the city. In 2010, the US Census Bureau identified HISD as the highest poverty district in Texas, based on the total number of all school-age poor children (ages 5 to 17), with 73,528 out of 218,506 students living below federal poverty level. More than 80% of HISD students meet the federal criteria for free and reduced-price lunches. HISD's student enrollment consists of 25.1% African American, 3.3% Asian, 62.4% Hispanic, 8.1% White, and 1.1% Native American or other. The district's at-risk rate is 61.9%, and the graduation rate for the class of 2011 is 78.5%.

Houston is the home of the Texas Medical Center, major oil and gas companies, and NASA, all of which need employees with strong STEM knowledge and skills. A new study by the Brookings Institution, reveals that Houston "does not have enough educated workers to fill all the jobs that local industry creates", which ranked Houston 94 out of 100, among the nation's largest metropolitan regions, for its education gap among workers (*Houston Chronicle*, September 9, 2011). According to Professor Steve Murdock of Rice University, "There is no more significant indicator for economic prosperity than education." In fact, dropping out of school is a long term process that begins long before a student reaches high school; students' disengagement can be observed as early as elementary school (Alexander, Entwisle, and Kabbani, 2001). The Houston project is focused on increasing the number of high quality STEM teachers to prepare our students to take advantage of the many STEM and Career and Technology programs in our high schools so that they may graduate college- and career-ready.

Project STEM was created to increase success of our students at the 24 campuses on the High-Need Documentation list, which is attached in the appendices.

HISD has garnered national attention for its use of value-added data to guide instructional decision-making and differentiate compensation. The district is now seeking to leverage the reform efforts to maximize its impact on student achievement by reaching these student outcomes: (1) Becoming the first district in the country to eradicate the racial achievement gap; (2) Having 100% of students reading and performing the STEM-related courses of math and science on grade level as measured by Stanford 10 in all grades tested; and (3) Leading the nation in NAEP reading and math scores in grades 4 and 8 among all districts across America. HISD is committed to providing a high-quality education for every child.

(a) Coherent & Comprehensive Human Capital Management System (HCMS) (Priority 1).

(1) Aligned with a clearly described vision of instructional improvement

In 2010, HISD's Board of Education adopted its Strategic Direction for district reform and improvements that would directly increase the performance of its 200,000-plus students. The district's Strategic Direction includes Five Core Initiatives: (1) Effective Teacher in Every Classroom; (2) Effective Principal in Every School; (3) Rigorous Instructional Standards and Supports; (4) Data-Driven Accountability; and (5) Culture of Trust through Action.

The first two core initiatives are the focal point of the district's Human Capital Management System (HCMS). The overarching goal of the Effective Teachers Initiative (ETI) is to ensure an effective teacher in every HISD classroom and is based on a robust set of research that tells us that teachers are by far the most powerful school-based factor in a student's academic success or failure. In order to accomplish this goal, four key strategies drive the ETI: (1) Strengthen recruiting and staffing policies and practices; (2) Establish a rigorous and fair

teacher appraisal system; (3) Provide effective individualized support and professional development for teachers; and (4) Offer meaningful career pathways and differentiated compensation – designed to work together to improve the quality of instruction district-wide.

The Effective Principals Initiative seeks to ensure that campuses are led and managed by high quality school leaders. The initiative includes the following key strategies: (1) Design and implement a rigorous, fair principal appraisal system; (2) Create clear standards and recommended practices to guide decision making; (3) Institute stronger principal-recruiting practices; (4) Implement a more robust instructional leadership development program; and (5) Develop standards and supports for safe, secure, and healthy school environments.

To achieve these initiatives, HISD has aligned its HCMS, which meets the three components of Absolute Priority 1, to focus on four key areas: (1) **Talent Management**; (2) **Individual Contributors/Support Systems**; (3) **Accountability & Rewards**; and (4) **Professional Support & Development**. For the project, each area’s work will be guided by clearly established goals/objectives for ensuring that students receive high-quality instruction.

<p><i>Goal 1 (Talent Management): Use an educator evaluation system to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional</i></p>	<p>Objective 1.1/ GPRA Measure 4: By the end of the project period, the district will use the educator evaluation system to inform the following human capital decisions: recruitment; selection; placement; retention; dismissal; professional development; tenure; and promotion, as measured by use in each decision or not.</p> <p>Objective 1.2: Recruit – By the end of the project, develop an effective recruitment and hiring system for timely hiring of highly qualified STEM teachers as measured by the number of sign-on bonuses received by new STEM project school hires per open</p>
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<p><i>development; tenure; and promotion (GPRA Measure 4).</i></p>	<p>eligible position annually.</p> <p>Objective 1.3: Hire - The percent of STEM teaching positions staffed by highly effective teachers at project schools by the beginning of the school year will increase by 5 percent annually.</p> <p>Objective 1.4: Develop - By the end of the project period, the opportunities for STEM teachers to receive targeted professional development based on appraisal results will increase by 20% as measured by participation in project-funded STEM expert-hosted webinars and local university STEM courses, and completed professional development with Teacher Development Specialists.</p> <p>Objective 1.5: Retain - By the end of the grant period, the number of project school teachers receiving the STEM retention bonus based on highest appraisal rating and value-added score will increase by 14% annually (as anticipated in the project budget).</p>
<p><i>Goal 2 (Individual Contributors/Support Systems): Advance world-class human resource practices and supports</i></p>	<p>Objective 2.1: The percentage of project school STEM teachers receiving an instructional practice (IP) rating of Needs Improvement will increase their IP summed score by two points annually up to or exceeding the district’s standard for expected performance via individualized supports.</p> <p>Objective 2.2: Teachers will indicate an increase in transparency and direct communication from the district regarding educator quality as measured by self-report-style surveys.</p> <p>Objective 2.3: By the end of the grant period, participating</p>

	<p>educators will affirm that the district fosters a climate that values inclusion as they build a highly-qualified and diverse workforce as measured by surveys.</p> <p>Objective 2.4: By the end of the grant period, increase the number of meaningful STEM career pathways and other opportunities as measured by PeopleSoft codes for Job Code and Salary Plan that reflect the newly designed career path for teachers operating under the accompanying salary structure that reflects the newly developed differentiated compensation system in order to retain the most effective STEM teachers by at least 20%.</p>
<p><i>Goal 3 (Accountability & Rewards): Increase the number of and reward effective teachers (rated at the highest level) and thereby increase student achievement.</i></p>	<p>Objective 3.1/ GPRA Measure 2: The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities or STEM who are rated at the highest level, at least effective, and not effective as measured by the district’s evaluation system, and the number who are not rated will be tracked annually.</p> <p>Objective 3.2: By the end of each project year, the project campuses as a whole will increase their state assessment advanced rates for the STEM tested subjects of mathematics and science by 3 percentage points.</p> <p>Objective 3.3: By the end of each project year, the project campuses as a whole will increase their state assessment satisfactory rates at the recommended level for the STEM tested subjects of mathematics</p>

	<p>and science by 10 percentage points or achieve the goal of 90%.</p> <p>Objective 3.4: By the end of each project year, the project campuses will decrease the achievement gap by 3% between minority and non-minority students, and between low socioeconomic and non-low socioeconomic students on mathematics and science tests as measured by state assessments.</p> <p>Objective 3.5: By the end of each project year, the percentage of students at project campuses identified as on-grade-level in math and science on the Stanford or Aprenda norm-referenced assessments will increase by at least 10% as measured by the previous year’s scores.</p>
<p><i>Goal 4 (Professional Support & Development): Build a culture of growth across the district to attract, develop, and retain top talent in education.</i></p>	<p>Objective 4.1: HISD will provide up to three additional opportunities each year of the project for development and training to strengthen job-related skills and competencies aligned with the teacher’s identified areas of focus.</p> <p>Objective 4.2: By the end of the project period, 100% of the STEM project teachers will have an individualized development plan that sets a path for professional growth.</p> <p>Objective 4.3/ GPRA Measure 1: The number of project teachers and principals who are rated at the highest level, at least effective, and not effective as measured by the district’s evaluation system, and the number who are not rated will be tracked annually.</p> <p>Objective 4.5/ GPRA Measure 3: The number of STEM teachers</p>

	<p>and principals rated at the highest level who returned to serve in the same high-need school in the district will increase by 3%, the number who were rated at least effective who returned will increase by 2%, and the number rated not effective who returned will decrease to 0%, as measured by HISD’s evaluation system, and the number who were not rated in the previous year will be tracked.</p>
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(2) Likely to increase the number of effective educators, especially in high-need schools

(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness—based on the educator evaluation systems described in the application

HISD uses educator effectiveness to make a range of critical human capital decisions to improve student performance. These include: (1) Assessing the quality of and making changes to recruitment and staffing efforts by analyzing teacher appraisal and development system ratings and student growth data for new hires and modifying strategies to recruit teachers from those sources which consistently produce the most effective educators; (2) Using ratings on the teacher appraisal and development system rubric to identify training and support needs at the individual teacher level and deploy resources and coaches; (3) Analyzing teacher appraisal ratings to ensure equitable distribution of effective and highly effective teachers across all schools, particularly low-performing schools; (4) Using teacher appraisal ratings to inform retention efforts for highly effective teachers and contract renewal or termination decisions for low-performing teachers; (5) Using principal appraisal ratings for placement, retention, and termination decisions; (6) Determining performance pay bonuses to effective and highly effective teachers and principals; and (7) Identifying potentially high performing/effective teachers for leadership development opportunities in the form of school leader/school administrator /teacher leader positions.

(ii) The weight given to educator effectiveness—based on the educator evaluation systems described in the application—when human capital decisions are made

HISD’s educator evaluation systems directly connect inputs of teachers’ and principals’ practice to outcomes that matter most: student growth and achievement that will close the achievement gap and prepare students for college and career success. The HISD teacher appraisal and development system uses three performance criteria to annually evaluate teachers’ effectiveness: (1) **Student Performance**: Teachers’ impact on student learning; (2) **Instructional Practice**: Teachers’ skills and knowledge that promote student learning; and (3) **Professional Expectations**: Teachers’ efforts to meet objective, measurable standards of professionalism.

Under HISD’s system, the most important criterion for evaluating teacher effectiveness is **student performance**, which counts for approximately 50% of teachers’ summative ratings. The student performance criterion includes five types of measures that rely predominantly on student growth. **Instructional practice** includes two domains, instruction and planning, that encompass teachers’ preparation and instruction in the classroom. **Professional expectations** measure a teachers’ professionalism and other responsibilities that are primarily outside the classroom. As with the instructional practice criteria, multiple and valid sources of evidence that relate to this specific criteria are utilized to assess the teacher’s performance in this area. At the end of the school year, teachers receive one of four summative ratings: (1) Highly Effective; (2) Effective; (3) Needs Improvement; or (4) Ineffective.

Significant weight is placed on the districts’ evaluation of educator effectiveness when making critical human capital decisions. Teacher effectiveness is a prime factor in consideration of recruitment needs and staffing initiatives for low-performing and high-need campuses. They

also drive strategic planning of Professional Support and Development's teacher development specialists (TDSs), who work with campuses to provide instructional coaching and development opportunities based on individual teachers' areas for growth. Retention decisions are made based on teachers' ratings/student growth data. The current design work on a new differentiated compensation system bases teacher salary on sustained, demonstrated effective performance, not years of experience or academic degrees. Effectiveness is the main determinant to reward highly effective teachers with additional compensation/opportunities for innovative career pathways.

Based on evaluation ratings, HISD campus-based employees of the schools named in this proposal will have the opportunity to earn performance-based compensation on their success in raising students' academic progress and achievement levels, as well as provide financial incentives and career pathway opportunities to effective teachers in STEM-related fields. The district uses statistically rigorous metrics to measure student academic progress and state achievement data to calculate the awards. In this way, educator effectiveness drives a host of district efforts to retain and grow top talent and raise educator quality system-wide.

(iii) Feasibility of the HCMS, extent to which HISD has prior experience using information from educator evaluation systems to inform human capital decisions, and applicable district policies needed to use educator effectiveness as a factor in human capital decisions

HISD has ample experience in using information from the education evaluation system to inform human capital decisions. HISD has developed the rules for using the educator evaluation system to determine teacher and principal compensation levels and will be piloting implementation starting in the Fall of 2012. The new teacher appraisal system was launched in 2011-12, and every teacher receives performance ratings annually. In its first year of appraisal implementation, HISD is producing results with the dismissal of ineffective teachers that outpace

other districts that are leaders in effective performance management. Figure 1 below shows the number of teachers brought to file review (formal teacher dismissal process) from 2006 – 2011.

Figure 1. Number of File Reviews, 2006-07 through 2010-11

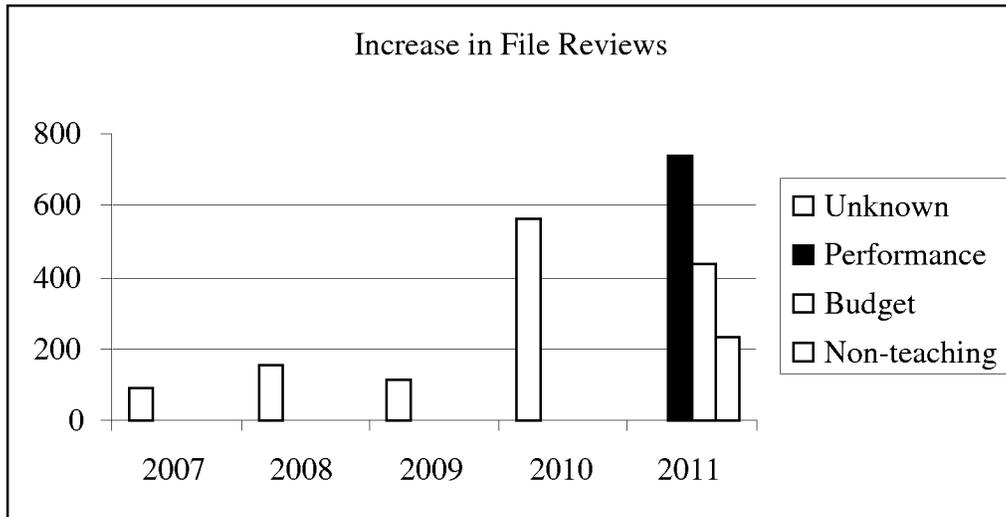
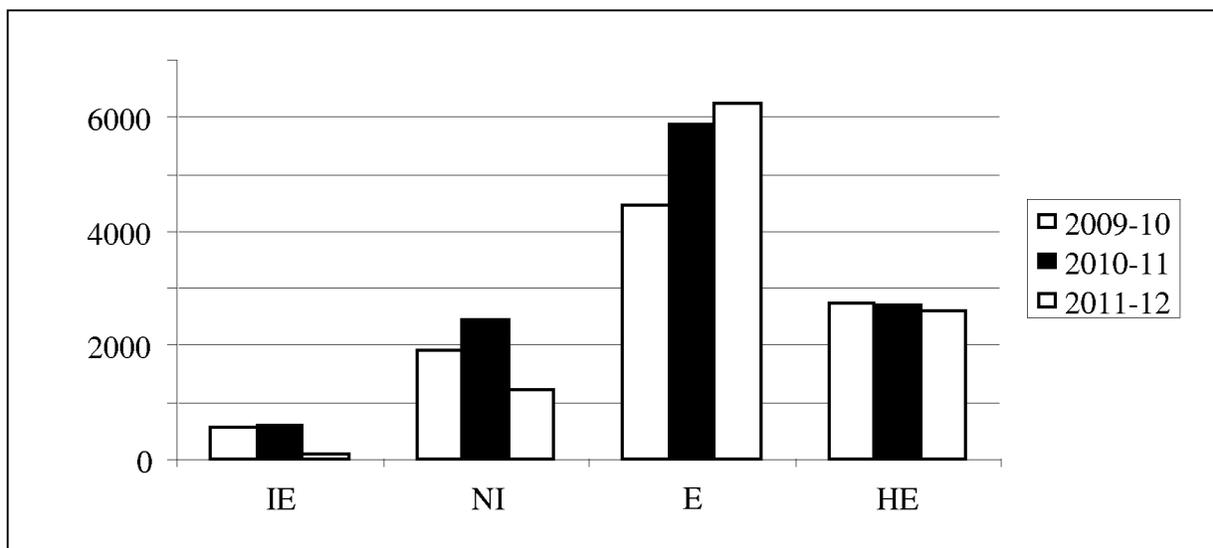


Figure 2 below shows that HISD is retaining significantly higher percentages of effective teachers. The retention of HISD’s highest performing teachers has remained very high.

Figure 2. Number of Teachers Retained by Evaluation Ratings, 2009-10 to 2011-12



Source for Figures 1 and 2: HISD File Review 2011. Note: IE–Ineffective; NI–Needs Improvement; E–Effective; and HE–Highly Effective

Additional experience the district has using educator effectiveness in its HCMS includes:

- *Implementation of the ASPIRE Award program.* Under this system, principals, teachers, and other campus-based staff can earn bonuses based on performance measures that are based on annual student growth;
- *Transformation of the professional support and development offered to teachers district-wide.* Teachers now receive school-based, job-embedded professional development aligned directly to individual needs identified by the appraisal system.
- *Creation of the Teacher Development Specialist (TDS) role through the reconstitution of the professional development department and reallocation of existing funds.* 130 instructional and content experts, the majority of whom were highly effective teachers in HISD, were recruited and hired to provide individualized teacher support directly in the context of the teachers' classrooms.
- *Design of a new principal evaluation system.* The new principal evaluation system connects core competencies for school leaders to instructional quality/student outcomes.
- *Earlier hiring of top teaching talent.* Analysis of HISD hiring data shows that teachers hired earlier in the recruiting season perform better in the classroom. The district offered 300 early contracts and has filled more than 65% of vacancies through June, a vast improvement from previous years.
- *Initial design of a bold approach to teacher compensation and career pathways that focuses on retention and extending the reach of HISD's best teachers.* While the career pathways work has only recently launched, district leadership, staff, and key stakeholders have committed to a set of objectives and guiding design principles that ensure that the

new performance-based model will accelerate the careers, earning potential, and impact on students of the district's most effective teachers.

(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts

HISD's leadership team, including the Board of Education, is deeply committed to implementing its HCMS. The district has forged a five-year partnership with The New Teacher Project to help implement the ETI as a top priority and build internal capacity for carrying this work forward. It has committed to building a new performance management department to oversee the appraisal and development work. Leaders of the performance management and other key departments, including Chief School Officers, will jointly set goals and priorities that align with desired outcomes of the HCMS and have developed an oversight and monitoring plan at the direction of the Superintendent to ensure all HCMS-related goals are met.

The district's commitment is also evident in the funds it has committed to human capital improvement. In addition to \$7,000,000 invested in new technology systems, new field support personnel, and improved teacher selection processes that directly support the core work of the HCMS, the district is planning on directing an additional approximately \$8,000,000 in federal funds in future budgets to specifically support teacher training and development.

(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools

HISD will create career pathways for highly effective teachers through differentiated human capital development strategies such as: (1) providing highly effective teachers a leadership role within their schools (STEM teachers at the project schools will have an

opportunity to receive compensation as mentor teachers to their peers); and (2) including highly effective teachers in the design and delivery of professional development resources, tools and curriculum to be used school- or district-wide. Based on survey data, focus groups, and interviews from teachers, principals, and the community, HISD has begun creating an innovative model for performance-based compensation, which includes stipends for instructional leadership positions designed to improve instructional practice, performance-based sign-on and retention bonuses for high-need schools and subjects, and an annual performance-based bonus as part of the integrated Career Pathways and Compensation system. One of the system's three main goals is to ensure that high-need schools have equal access to highly effective teachers. The proposed TIF Cycle 4 STEM initiative project includes up to \$10,000 for sign-on and up to \$5,000 for retention bonuses to teachers with demonstrated high effectiveness. The district will also offer additional professional development opportunities tailored specifically for teachers working in high-need schools to attract and retain them at the project's high-need schools.

The performance bonus component of HISD's PBCS, locally branded "ASPIRE Award", awards instructional staff based on student growth, calculated using statistically rigorous metrics, and achievement. HISD contracts with Dr. William Sanders' nationally renowned group SAS EVAAS to provide a comprehensive evaluation of student improvement using value-added analysis every year. They use a multivariate response model (MRM) to analyze a longitudinal data set of student achievement test scores in contiguous grades and employ a univariate response model (URM) for non-contiguous grade End-of-Course (EOC) exams implemented for high school courses through grade 10 students by Spring 2013 and for grade 11 students the following year. The MRM for grades three through eight uses multiple measures of student achievement of reading and language, math, science, and social studies with a minimum of three

years of data, using the state end-of-year test where available and otherwise, norm-referenced Stanford 10 and Aprenda 3 scale scores. The URM of EOCs for high school courses (offered also in middle schools) uses only students with a minimum of three prior test scores to minimize selection bias and measurement error to provide school and teacher effects and standard errors. Also, HISD's Department of Research and Accountability calculates a comparative growth model for all students with at least two years of scores using norm-referenced Stanford 10 and Aprenda 3 (NRT) data. It examines the relative growth made the following year by students taking the same tests in the previous year with the same year one NCE score. EVAAS and Comparative Growth data are used to evaluate teachers and campuses for the award; HISD requests federal funds for awards to principals and assistant principals, collectively termed "campus leaders", and classroom teachers based on student growth and appraisal data, funding achievement and other staff locally.

To meet general eligibility requirements to participate in the ASPIRE Awards, all HISD employees must: 1) be supervised and evaluated by the principal of the campus where they are serving students; (does not apply to Principals); 2) have a job/record position assigned to a campus as their work location in the Human Resources Information System (HRIS) by at least the tenth day after the first instructional day of school; 3) be continuously employed in an eligible position through the last day of school; 4) complete the instructional-linkage (core teachers only) and job assignment-verification process, or have this completed by their principal, by the annual submission deadline; 5) not "opt out" of the ASPIRE Award program; 6) not be eligible under other incentive plans; 7) not be an hourly employee in any capacity, including substitute/associate teachers or hourly lecturers; 8) not take leave of absence during the eligibility period that is not coded as protected; 9) not be absent more than 10 instructional days

during the “instructional school year”; 10) if work less than full time or at multiple campuses, must work at least 40 percent of the school time (equivalent to two days per week) at same campus to receive a pro-rated award amount; 11) be in good standing at time of payment, not under investigation or reassigned pending investigation and must be cleared of any allegation with no confirmation of inappropriate employee behavior (for principals, the campus must also be in good standing), not retire or resign in lieu of termination, and not on a Growth Plan or Prescriptive Plan of Assistance (PPA) based on the most recent staff review as determined by multiple measures including observations, walkthroughs, student performance, etc. and not having met its performance goals by the end of the applicable school year; and 12) not have an appraisal rating of “ineffective.” Campus leaders/classroom teachers must also have the required certification for their position, meeting specific position criteria described below; full eligibility criteria are published on the district’s ASPIRE Award portal prior to each school year.

Core foundation classroom teachers with student linkages to tested core subjects will be rewarded for classroom-level value-added data where available, receiving a lesser award if it is based on department-level growth. Core teachers in grades three through eight with classroom-level EVAAS data will receive \$5,000 from TIF4 funds and \$5,000 from non-federal funds, for a total of up to \$10,000 for a composite cumulative gain index (CGI) indicating growth that is at least two standard errors above the reference gain and half that amount for a CGI indicating growth that is at least one standard error above the reference gain, but not two. Core teachers in these grades who do not have individual classroom-level EVAAS data, e.g. special education with fewer than 100% of seven students’ instruction linked to them, will be awarded up to \$2,500 in TIF4 funds and up to \$1,000 in non-federal funds for a department-level CGI in the top quintile of rank-ordered campus growth by subject pro-rated by the number of subjects they

teach. Core teachers in grades prekindergarten through two will be awarded up to \$2,500 in TIF4 funds and \$1,000 in non-federal funds for any comparative growth score in second grade reading, mathematics, or both that is in the top quintile of all other schools' rank-ordered growth (prorated per subject).

For an EVAAS campus-level composite CGI in the top quintile of similar-level campuses' rank-ordered growth, all eligible project school classroom teachers (including the elective or ancillary teachers who cannot receive the core foundation teacher growth award) will receive \$1,000 in TIF4 funds and \$1,000 in non-federal funds, all assistant principals will receive \$3,000 in TIF4 funds and \$1,500 in non-federal funds, and principals will receive \$3,000 in TIF4 funds and \$6,000 in non-federal funds. However, core foundation teachers and principals in participating schools whose classroom or campus, respectively, cumulative gain indices all indicate growth that is two or more standard errors below reference gain is disqualified from any award, including the locally funded awards for campus achievement. Including the achievement award not funded by TIF4, core foundation teachers with EVAAS may earn up to \$13,000, core foundation teachers without EVAAS may earn up to \$6,500, elective ancillary teachers may earn up to \$3,000, principals may earn up to \$13,000, and assistant principals may earn up to \$6,500 total from all sources, leveraged to achieve financially meaningful maximum potential awards.

An Educator Salary Structure Based on Effectiveness (Priority 5): HISD's educator evaluation systems include student performance as a major component. As part of the CPC key strategy described above, HISD launched a comprehensive design effort in the Fall of 2011 to develop a differentiated compensation model based primarily on the evaluation results.

(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries: The CPC project team, comprised of district staff from various

departments, with support from TNTP and The Parthenon Group, drafted a base salary structure model that determines teacher salaries by demonstrated, sustained effectiveness, not by years of experience or academic credentials. Extensive teacher and administrator engagement via surveys, interviews, and focus groups to gather their insights into preferred compensation models informed the project team's efforts. A majority of these educators prefer new career opportunities and a compensation/salary structure tied to instructional excellence. Under this model, teachers will be placed into salary bands and earn salary increases by demonstrating effective performance, defined primarily by overall evaluation ratings – a significant departure from the traditional “steps and lanes” salary structure that most districts utilize today.

The CPC plan, which has been approved by district leadership, calls for all new hires to start on the new salary structure in the Fall of 2013, with an opt-in period for existing teachers and full district-wide implementation of the new structure by the Fall of 2015. This is contingent on HISD Board of Education approval of the new model.

(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). HISD will use fiscally sustainable strategies to support the salary structure based on effectiveness in high-need schools. The changes to the salary structure will be implemented with HISD funds, at no cost to the grant, but will be complimented with incentives and sign-on and retention bonuses. HISD will be using TIF funds to support educator incentives, sign-on bonuses and retention bonuses, as part of the PBCS, which is a component of the larger CPC model.

(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies. With the help of many teachers and principals, HISD is strongly committed to exploring, identifying,

and implementing new career pathways for teachers so that effective and highly effective teachers who want to stay in the classroom have the opportunity to grow professionally and increase their impact on students. HISD is proactively examining ways to provide teachers opportunities to take on leadership positions and advance their careers without having to leave the classroom. HISD will continue to partner with teachers, school leaders, and community members to ensure that their voices and opinions are included in the design process.

There is an extensive stakeholder engagement process to continuously vet iterations of the draft salary schedule with teacher groups, school leaders, central office staff and leadership. The district has recently launched a series of focus groups for teachers and administrators to provide feedback on different aspects of the new CPC model, and has been convening teacher and administrator advisory working groups since the last school year. Specifically, these working groups have reviewed and provided feedback on multiple iterations of the draft salary model and will continue to do so until it is approved by the Board of Education. Members of the district's finance team are tasked with developing and then refining the salary model. Consultant groups (TNTP, Parthenon) are tasked with modeling various scenarios to test for impact on various teacher groups, fiscal sustainability, and how the impact on various groups changes by changing the inputs into the model. There is also a communication plan to keep Board of Education members, teacher groups, school leaders, and other key stakeholders, such as HISD's CFO informed of new developments.

As the work progresses, there will be many additional opportunities to obtain feedback on the new career pathways and compensation strategies. HISD will be piloting this work in year one of the project. The district's plan is to begin full implementation of STEM positions for this component by year three of the project.

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems (Priority 2).

As a key strategy in the Effective Teachers Initiative and the Effective Principals Initiative of the district's Strategic Direction, HISD designed new appraisal and development systems for all teachers and school leaders. The new teacher appraisal system was adopted by the HISD Board of Education in May 2010 and implemented district-wide in 2011-2012. The new school leader appraisal system was adopted by the HISD Board of Education in June 2011, and will be implemented district-wide in 2012-2013. Both evaluation systems are focused on providing educators with regular feedback. Student growth is central to both appraisal systems, and development opportunities are designed to improve student growth.

Teacher and School Leader Appraisal Systems

As a result of an extensive nine-month design process, HISD's teacher appraisal and development system evaluates teachers annually on the following categories as defined previously in this proposal: Instructional Practice, Professional Expectations, and Student Performance. During the design process, HISD recognized that the appraisal system had to be customized to address specific specialized teachers. Therefore, HISD built supplemental resources to guide appraisers in applying the Instructional Practice Rubric to teachers of specialized areas – fine arts, special education, and bilingual education. Regarding Student Performance, every teacher is appraised based on at least two measures of student learning. More on Student Performance is discussed in this section.

Under the teacher appraisal system, every teacher receives ratings on each of the three performance criteria. These include the following: Instructional Practice, Professional Expectations, and Student Performance. Using a standardized rubric, these are combined to

determine summative performance ratings of Ineffective, Needs Improvement, Effective, or Highly Effective for every classroom teacher in HISD.

HISD's new school leader appraisal system is based on McREL's Balanced Leadership Framework, which focuses on responsibilities that promote student achievement. The Balanced Leadership Framework includes three main domains -- each with seven sub-domains for a total of 21 criteria. HISD has adapted the Balanced Leadership Framework into HISD's School Leadership Framework to include the following:

- **Managing Change** – Focused on understanding the implications for stakeholders of change efforts and adjusting leadership efforts accordingly.
- **Focus of Leadership** – Assesses principals' abilities to accurately and pro-actively target appropriate areas for school improvement efforts.
- **Purposeful Community** – Identifies the collective efficacy and capability of the school to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

Each of the 21 leadership responsibilities outlined in the School Leadership Framework has been identified through meta-analysis to be significantly associated with improved student achievement (Waters, Marzano, and McNulty, 2003). Harvard scholar Richard Elmore, in a study commissioned by the National Governors' Association concluded that having the right focus of change is key to improving schools and increasing student achievement. As such, HISD has focused on an evaluation framework that pushes principals to identify the key levers of change in their schools and use those levers to promote student growth.

In particular, a number of the 21 leadership responsibilities in the School Leadership Framework are related to focusing teachers and the school community on student growth. For

example, in order to receive a *Distinguished* rating in the *Focus* sub-domain, a school leader is not only responsible for leading the school and community in the establishment of rigorous and concrete goals to ensure student learning and achievement, but is also required to ensure that the school's goals are clearly visible to all members of the school community.

Purposeful Community stresses the important role school leaders have in creating a culture that fosters shared beliefs and a sense of community and cooperation, as well as developing relationships with stakeholders for the betterment of student success.

Within the School Leadership Framework, many of the sub-domains also address supporting the academic needs of all students, including those that represent special populations. HISD school leaders are evaluated on both their *Knowledge of Curriculum, Instruction, and Assessment* and their *Involvement in Curriculum, Instruction, and Assessment*. Additionally, *Learning Environment* and *Resources* are two sub-domains in which HISD school leaders are appraised on their ability to support the academic needs of their students.

Under this appraisal system, school leaders are evaluated on each sub-domain separately using a five-point performance scale. Possible ratings include: *Not Demonstrated*, *Developing*, *Effective*, *Accomplished*, and *Distinguished*. During 2013-2014, HISD will add a fourth domain to the School Leadership Framework – **Student Performance** – that holds school leaders accountable for student learning outcomes, with emphasis on student academic growth.

A key component of the appraisal systems is using high-quality data sources, particularly student academic growth to measure impact of teachers and school leaders on student learning. Under the teacher and school leader appraisal systems, teacher and administrator performance is differentiated, in large part, based on outcomes in student learning. About 50% of the appraisals are weighted based on individual (teacher) and school (administrator) impact on student learning.

Each teacher's evaluation is based on at least two measures of student performance from the following five options – (1) student academic growth based on value-added (EVAAS), (2) comparative growth on summative assessments, (3) students' progress on assessments, (4) students' progress based on culminating performance tasks/work products, and (5) students' achievement/attainment on assessments. Growth metrics are required to be used when available for a teacher. To ensure accuracy, specific measures will vary depending on a teacher's grade level and subject for general education and teachers of special student populations – including students with disabilities and English learners.

Student performance measures under the school leader appraisal system are still under development and will be adopted by the HISD Board of Education in Spring 2013 for full inclusion into the appraisal system ratings beginning in 2013-2014. Student performance measures will include measures such as school value-added growth as measured by EVAAS and comparative growth on district-wide assessments.

Rationale to Support Considerations of Student Growth

No single measure of student learning is perfect -- all have strengths and limitations. The HISD appraisal system uses multiple measures of student performance for each teacher and the most accurate measures for each subject/grade level. Four of the five measures that can be used in student performance rating, determined by their teaching assignment, are based on the academic growth or progress of the students in his/her classroom: value-added, comparative growth, and/or student progress on assessments or performance tasks. Student attainment is just one measure used for prekindergarten teachers only in addition to student progress measures.

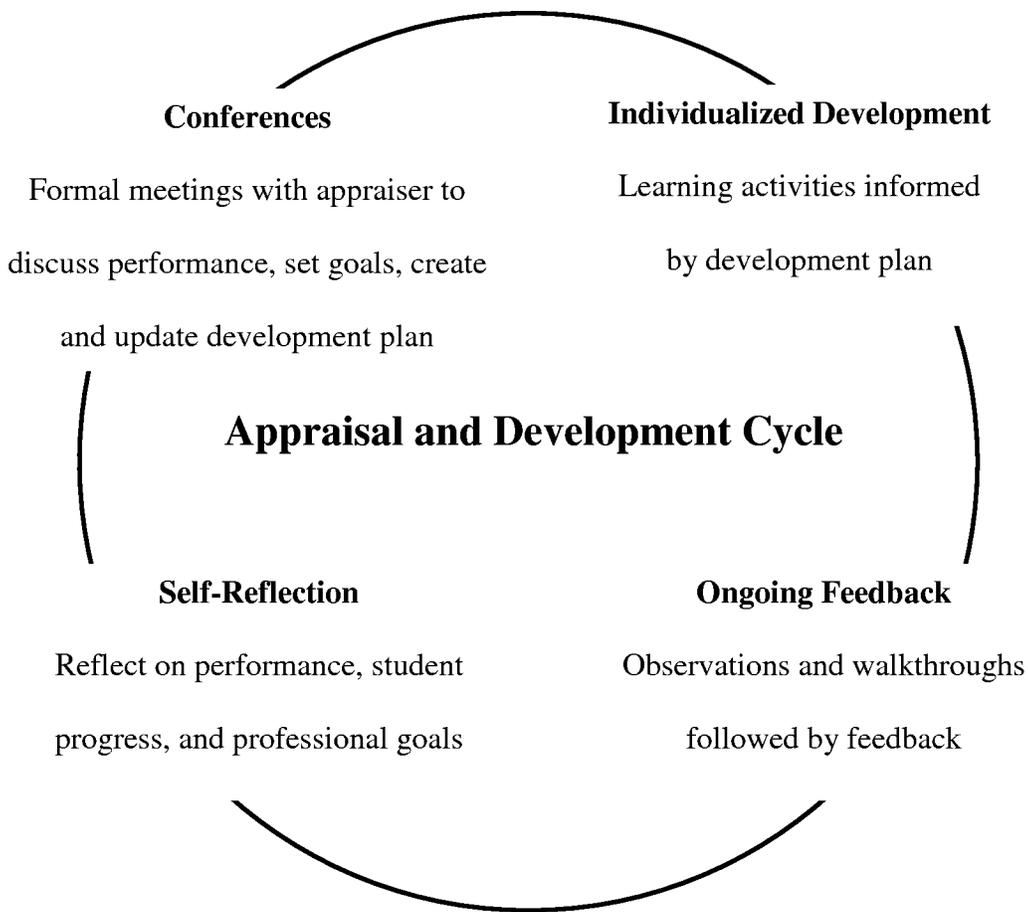
HISD uses value-added analysis calculated via Dr. William Sanders' EVAAS model to measure student growth at the district, school, and teacher levels in all core subjects in grades

three through eight based on Stanford 10, Aprenda 3, and the State of Texas Assessment of Academic Readiness (STAAR) and at the high school level based on STAAR end-of-course assessments. Value-added analysis is a statistical methodology that will help us more reliably measure the influence our teachers and schools have on students' academic growth from year to year. It uses a student's own academic performance as a basis for determining his or her academic growth and is not related to a student's socioeconomic status or other personal characteristics. HISD has been using value-added data since 2007 and selected this value-added metric within the appraisal systems because of its recognition nationally as a statistically rigorous model.

For teachers without value-added data, preference will be given to the use of comparative growth and other measures of annual student progress based on district-wide end-of-year or appraiser-approved assessments or performance tasks. HISD has developed 22 additional common assessments for priority courses that are not covered by value-added or comparative growth measures, with plans and resources committed to continue development of common EOC assessments for non-tested grades and subjects.

Appraisal Cycle for Teachers

The new system is designed to provide teachers with ongoing feedback and development that helps them grow professionally at every stage of their careers, regardless of their performance rating. Teachers receive feedback through conferences with their appraisers after formal classroom observations as well as written feedback after both formal observations and walkthroughs. The graphic below illustrates the new teacher and school leader appraisal process.



Conferences/Feedback: The teacher appraisal process centers around three meetings annually between teachers and their appraisers. In these conferences, held at the beginning, middle (formative ratings), and end of year (summative ratings), appraisers provide feedback on all aspects of the teacher’s performance, set student learning goals and review student data/progress, set and revise development goals and plans, and share available information about the teacher’s appraisal rating. Similar conferences take place between School Improvement Officers (SIOs) and school principals, who they supervise to review school goals and improvement plans, monitor and discuss progress, and review student and teacher performance.

Classroom Observations and Walkthroughs: Under the appraisal system, teachers receive at least two unannounced *classroom observations* of at least 30 minutes over the course of the school year. Teachers also receive at least two unannounced *walkthroughs* of at least 10

minutes over the course of the year. SIOs conduct at least two observations of principals and are required to regularly be on-site at schools conducting additional informal observations.

Ensuring Rating Accuracy for Teachers and School Leaders

Every teacher and principal in HISD has one appraiser who is ultimately responsible for all aspects of his or her appraisal, including providing ongoing and regular feedback, assigning a summative appraisal rating, and ensuring that teachers/principals have access to the appropriate professional development resources. Teacher appraisers are school-based administrators who have undergone appraiser training and have passed a series of assessments to be certified by HISD. The HISD Board of Education approves all appraisers of teachers. During the 2012-13 school year, teacher appraisers will be required to complete an observation norming evaluation to ensure that their ratings are in alignment with district assessments of teacher performance and promote a high degree of inter-rater reliability. During principals' meetings, SIOs will conduct sessions to norm their ratings using video exemplars created by HISD. During the sessions, SIOs will collect appraiser rating data and work with principals who need additional assistance in applying the appraisal rubric and evaluating teacher performance for consistency and inter-rater reliability. Appraiser training and support plans for the ongoing school years are centered on increasing the accuracy of appraiser ratings.

Furthermore, the HISD educator evaluation system seeks to ensure, through the following steps, that all teachers are appraised fairly, though all teachers will not be appraised on the same measures of student performance:

- Appraisers are well-trained to identify rigorous assessments of student learning that are appropriate for inclusion in the teacher appraisal, and there are standardized guidelines and rubrics to support appraisers in making those determinations.

- Data arising from the new system is to be regularly analyzed to ensure that teachers in a particular grade/subject area are not more or less likely than their peers in other areas to receive high or low Student Performance ratings.

School improvement officers participated in six full days of training with McREL to master the School Leadership Framework and ensure inter-rater reliability. SIOs must complete the requisite appraiser training, testing, and certification process. The evaluations of school leaders will be analyzed by the Human Resources Department for consistency.

(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process.

(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools

Effective teachers are the strongest school-based factor on student academic success and, for this reason, teacher development remains a top priority for HISD. Increasing teacher effectiveness overall requires HISD to boost the performance of each individual teacher through comprehensive individualized support and development that is aligned with the frequent and actionable feedback that teachers receive through the current evaluation process.

HISD's leadership team has a clear vision to re-invent professional development in the district that plans for and responds to individual teacher needs. The Professional Support and Development Department's vision is "to provide all teachers with high-quality, meaningful development opportunities that help them do their best work in the classroom." The following principles, adopted by district leadership, guide their work:

- Professional development will promote continuous learning among all teachers.

- Teachers will have access to a wide variety of development opportunities, not just centralized workshops.
- Development opportunities will be ongoing and job-embedded.
- All teachers will receive individualized professional development that is tailored to their specific professional needs, as identified during the appraisal process and by other data.
- Professional development will be aligned to the district’s Strategic Direction.

One of the key strategies of the ETI is “Individualized Support for Teachers.” This strategy has been purposefully coupled with the “Useful Appraisals” strategy in order to ensure that all classroom observations and other observations of teacher practice are followed by feedback to the teacher about their practice. The teacher evaluation system has been designed to begin each school year with a conference between teacher and appraiser where every teacher will identify 2-3 areas of development, based on prior year individual evaluation scores on the instructional standards set by the district, to create an individualized professional development plan (IPDP). The teacher evaluation system requires each teacher to meet regularly throughout the year with his/her appraiser to revisit and modify the IPDP based on ongoing feedback.

In addition to the IPDP, HISD is training appraisers and teacher coaches on the development cycle to ensure each individual teacher’s IPDP is used as a meaningful development tool and every teacher receives multiple opportunities throughout the school year to identify specific development needs as an outcome of the evaluation observations. The development cycle is comprised of the following components: establish and maintain a positive relationship with the teacher; become familiar with the teacher’s practice; engage in conversation to identify focus area and professional learning target; select professional development approach in collaboration with the teacher that provides the teacher with relevant instructional strategies to

help meet his/her target; teacher implements the strategies; observe and generate rubric-aligned feedback; and collaboratively reflect and re-examine target.

Data from TDS observations and feedback, along with ratings from appraisers, are analyzed at the district level to identify which Instructional Practice criteria are most in need of development support at the school level. Evaluation data in this way will be disaggregated and analyzed at both the individual teacher and school level so that teachers receive direct support on their specific development areas and the district can offer professional development to schools that meet the needs of the majority of teachers in the school.

In HISD, the use of key data to inform its decisions and manage high levels of performance district-wide begins with the *Staff Review Process*, a component of the district Human Capital Management System (HCMS). As a result of the efforts put into building this staff review process, 100 percent of teachers were assigned staff review ratings in the 2010-11 school year, even prior to the implementation of the new appraisal system. These data were used to inform various school management conversations between district School Improvement Officers (SIOs) and principals and led to decisions and analyses impacting the overall effectiveness of HISD's teacher workforce.

(2) Provide professional development in a timely way

Teacher Development Specialists (TDS), instructional experts hired and organized by content area, provide job-embedded professional development aligned with the Instructional Practice Rubric so that teachers receive the differentiated support they need. Research has demonstrated that instructional coaching is a powerful catalyst for instructional improvement when coupled with administrative support and continuous formative data analysis. In addition to providing personalized instructional coaching, TDS also build capacity by facilitating

collaborative planning sessions with teacher teams and supporting campus leaders in identifying professional development priorities aligned with teacher and student needs. TDS may coach teachers in setting goals, planning units and lessons, and developing assessments. To build teacher capacity, these efforts are collaborative in nature and are driven by the efforts of the campus team. TDS are organized so that they are in schools, visiting classrooms, and working with teachers, providing real-time feedback and coaching.

Under the new appraisal and development system, all teachers' professional development is documented on a development plan. The system offers two distinct development plans: (1) the *Individual Professional Development Plan* (IPDP) and the *Prescriptive Plan for Assistance* (PPA). The IPDP is for teachers whose performance is not of concern, and the PPA is based upon teacher's performance if the appraiser determined the teacher is in need of prescriptive assistance to improve. Throughout the year, appraisers work with teachers they appraise to develop an IPDP based on each teacher's individual experience, prior knowledge, content area, and prior performance. Through the IPDP, they can ensure that each teacher receives the support and development he/she needs to improve teaching and learning. In contrast, the PPA is a tool designed to track professional development that is directly tied to a struggling teacher's individual professional needs and monitors the extent to which a struggling teacher applies professional development to increase positive student outcomes. Both the PPA and IPDP:

- **are living documents** used to identify goals, areas for growth, and professional development opportunities for the teacher in a timely way;
- **ask appraisers and teachers to identify both development goals and evidence** that teachers can use to point to accomplishment of those goals; and

- **are first developed at a Goal Setting Conference**, and updated regularly throughout the year to reflect teacher growth and new development opportunities.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices

In the winter and spring of 2011, HISD's Human Resources (HR) office was reorganized and a clear vision for the role of professional development in the district was created to guide the design of an improved development program that plans for and responds to individual teacher needs. The centerpiece of the new professional development (PD) organization is the creation of a new Teacher Development Specialist (TDS) position. As a part of this work, The New Teacher Project (TNTP) worked closely with the HISD Chief of HR and the Assistant Superintendent of Professional Support and Development to develop a rigorous and fair TDS selection model and process for both external candidates and internal candidates displaced by the reorganization. Additionally, supported through this TIF 4 grant, the HR office will:

- Recruit, select, and hire 10 additional Teacher Development Specialists, to provide STEM support at the participating schools;
- Work with its partners – Rice University, Baylor College of Medicine, and TNTP to provide content level and leadership development of STEM instructional leaders;
- Create a video library that will provide teachers access to videos of effective STEM teaching under each criterion in the Teacher Appraisal & Development (A&D) system; and
- Collect data on teachers' development areas based on their IPDP and PPAs so that HISD can identify trends in teacher needs across participating schools.

HISD is also working to develop new career pathways and a compensation system to enable teachers to transfer new knowledge and skills into their classroom and to further their

leadership opportunities on their campus. Several of the design principles of this work highlight the intent to build teacher leaders on the campuses:

1. The new CPC system will positively impact students' achievement.
2. The new CPC system will recognize and reward effective teaching, inclusive of measures in the new appraisal and development system.
3. Under the new CPC system, effective teachers will have new career path opportunities and greater earning potential than they do under the current salary schedule.
4. Highly effective teachers who wish to remain in the classroom should earn a competitive salary as compared to those who choose an alternative path outside of teaching.
5. The new CPC system will attract highly effective teachers to teach in the schools and/or subject areas where there is the greatest need, including STEM-related subject teachers.

Also, the new CPC system will attract highly effective STEM-related subject teachers to move into leadership roles, such as Mentor/Master teacher and remain in the classroom.

(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators

HISD's professional development plan was created to improve instructional and leadership practices and increase student achievement; the premise of the plan is guided by meeting the needs of individual educators. The plan includes:

- A personalized coaching model is used in which TDS observe, videotape, provide feedback, model, and facilitate follow up support grounded in Jim Knight's University of Kansas Coaching Model. TDS coaching interactions are documented, summarized, and reported through a TDS Data Management System.

- TDS support school leadership team meetings around teacher and school development needs to plan, facilitate, and assess aligned, rigorous, and engaging instruction.
- Video exemplars and rubric-aligned effective practices model excellence in teaching for each specific criteria of the IP rubric.

A key strategy in the district’s efforts to ensure an effective teacher in every classroom is the provision of individualized support and professional development. HISD recognizes that teachers need targeted professional development with a clear focus on changing classroom practice and improving student results and that many struggling teachers benefit from a collegial network of effective teachers with whom they can explore effective strategies. If a struggling teacher is to benefit from off-site training, it must be high-quality, intensive, sustained, and directly tied to practical classroom applications in the content area. Productive, specific feedback from teacher peers and administrators helps focus teachers on learning goals by the following:

- Articulate **expectations** that teachers and staff will participate in continuous professional learning and implement what they have learned (McREL, 2003).
- Ensure that all campus **appraisers** have the knowledge and skills to provide productive feedback after classroom observations.
- Conduct frequent **development conversations** with teachers, reviewing their Individual Professional Development Plans (IPDPs), and checking in on their progress.
- Provide specific, constructive **suggestions** to help teachers more effectively implement the results of professional learning in their classrooms.
- Identify **gaps** between professional learning goals and classroom practice.
- Visit teams frequently and ask about their professional learning activities (e.g., “Ask, —What have you learned? How do you know? How is it affecting student learning?”).

- Create structures by which teachers **share successes** in classroom implementation with their colleagues (e.g., peer classroom visits, newsletters, learning meetings).

(d) Involvement of Educators.

(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period

HISD educators were involved in an unprecedented grassroots effort to develop the new teacher appraisal system. Over the course of nine months, the design process engaged every campus' Shared Decision Making Committee (SDMC), along with the District Advisory Committee (DAC) and thousands of HISD teachers, administrators and community members to identify the new criteria and processes by which to assess teacher performance. The design process involved weekly participation from teachers, principals, other school-based staff, and School Improvement Officers in the form of working groups tasked to develop the details of the appraisal process, the instructional practice rubric, the professional expectations rubric, the student performance measures and process, and the teacher development cycle. Nearly all SDMCs comprised of teachers, school leaders, and community members, from each school submitted recommendations for the system components and process during each phase of design.

District-wide surveys were also administered to all teachers and principals in the spring of 2010 during a two-week public comment period to gather feedback on a draft of the new appraisal system. This feedback was collected to make final revisions to the system before presenting the system to the Board of Education for district-wide adoption. The teacher appraisal and development system in HISD reflects the input and design work of over 2,600 HISD teachers and over 500 school leaders. As the system is implemented, educators continue to

remain engaged in the design to inform continuous improvement of the system. During this past school year, teachers and principals were invited quarterly to participate in focus groups to provide feedback on their experiences with the system, district-wide surveys to teachers and appraisers were administered twice during the year, and SDMCs continue to remain engaged. Although in Texas, unions are not the exclusive representative of teachers and principals, HISD will continue these activities each year so that educators' voices are present in improving the system to better meet their needs.

Educator involvement of the design of the PBCS has also been extensive to date. An ASPIRE Award advisory committee of campus-based staff has been in place since 2007. The committee meets on a regular basis throughout the year to review the PBCS and survey data, and to make recommended changes to the eligibility criteria, award amounts and the model structure.

As part of the design strategy for the fourth key strategy of the Effective Teachers Initiative, New Career Pathways and Differentiated Compensation (CPC), two advisory working groups were facilitated – one composed of teachers and another composed of administrators, including principals and School Improvement Officers. These advisory working groups were charged with providing their input on the design of a new career pathways and compensation structure based on the feedback and recommendations collected via the stakeholder engagement process. Specifically, they were asked to react to and refine the details of the new career pathways and compensation system, including, but not limited to: the career pathways structure; promotion criteria for career opportunities and compensation; the description, selection criteria, and selection process for teacher leadership roles; planning and execution of the in-school design process; and district-wide implementation planning. Both groups have been meeting bi-weekly since this past school year and will continue to do so throughout the summer and fall leading up

to the Board's review of the new CPC structure and phase-in plan. As the initial career pathways roles are launched, these working groups will continue to meet regularly in subsequent years to continuously refine and add new leadership roles to the CPC system.

(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application

Results of 2010-2011 ASPIRE Award Survey and Teacher CPC Survey indicate:

(1) One-third of HISD teachers note that additional compensation is the factor that most impacts their decision to leave the classroom; (2) In addition to compensation, teachers state leadership opportunities would make them feel appreciated and encourage them to stay in HISD; (3) Almost 60% of HISD teachers are at least somewhat in favor of performance and differentiated pay; (4) While at least 78% of principals are also supportive of performance pay and differentiated pay for teachers, significantly more teachers agree that performance should be more important in determining compensation than years of experience or credentials; (5) Principals also agreed with using growth in student learning and instructional excellence as part of teachers' compensation; (6) 70% of HISD teachers are significantly more interested in increasing their sphere of influence with students; (7) 51% of HISD teachers are also in favor of teacher leader positions that allow them to remain in the classroom with a reduced class load; (8) Over 65% of HISD teachers and 90% of principals think leadership and specialized roles should be available based on demonstrated performance; and (9) about 50% of teachers and a higher percentage of principals agreed that roles and financial incentives would encourage a teacher to remain in a high-need school or subject.

Regarding the teacher evaluation system, HISD administered two district-wide surveys to teachers/administrators to collect feedback. Key results from both surveys are as follows: (1)

64% of teachers and 60% of administrators report that the current number of observations and walkthroughs is “just right”; (2) 87% of administrators rated the system as rigorous or very rigorous; (3) 66% of administrators rated the system as fair or very fair; and (4) 60% of teachers agree that that the standards for effective instruction are clear. Also, nearly two-thirds of teachers selected student growth measures as a component that should be a part of their evaluations.

(e) Project Management.

(1) Clearly identifies and defines the roles and responsibilities of key personnel

The Proposed Director and Key Personnel are qualified to carry out their responsibilities as indicated in their biographies below and their attached resumes.

Carla Stevens, Assistant Superintendent for Research and Accountability, will serve as Project Director for the PBCS, called ASPIRE Award Program. She has more than 21 years of educational research experience, including seven years managing the district's performance-based award program, and is responsible for oversight of projects and district activities which relate to student testing, program evaluation, and student, teacher, building, and district accountability. Ms. Stevens' leadership has been a vital component during the development of the Award model, and she will continue to have a significant role during the implementation phase of the project. Ms. Stevens has a dedicated team of five personnel responsible for the performance-based compensation system model, calculations, communications and payouts.

Dr. Julie Baker, Chief Major Projects Officer, will serve as the project sponsor for the district's HCMS and this project. Dr. Baker came to the district with 15 years of experience in developing and leading large scale initiatives statewide in Ohio. Dr. Baker's leadership is a vital component during the development of the incentive plan, and she will continue to have a significant role during the implementation phase of the project, including developing and

adhering to budgets, creating timelines, and addressing project-specific infrastructure and logistical needs. She will serve as Project Director of the HISD Project.

William “Bill” Horwath, General Manager – Human Capital Accountability/Reward oversees strategic compensation for HISD and will be a key player in ensuring that grant funds budgeted for STEM teacher recruitment and retention bonuses will be managed effectively and aligned to the broader HCMS work. He oversees the HISD CPC work and will lead the rollout of new teacher leader roles for high-quality STEM teachers who wish to take on additional more responsibilities to extend their reach to colleagues and students.

Lance Menster, Assistant Superintendent of Professional Support & Development, supports, develops, and oversees teacher development in the HISD Professional Support & Development Department (PSD). This includes a team of 150 staff members including elementary and secondary Teacher Development Specialists (TDS), professional development designers, online learning, new teacher/mentors, and the district’s Alternative Certification Program. As a part of Mr. Menster’s leadership in the PSD Department, he will oversee the recruitment, support, and retention of STEM teachers aligned with the goals of the TIF Grant.

(2) Allocates sufficient human resources to complete project tasks

In order to complete the full scope of tasks in this project, 12.5 full-time positions will be hired through the grant to ensure that the project tasks are completed effectively and in a timely manner. Through this project, ten teacher development specialists (TDS) will be hired who will be accountable for supporting a caseload of STEM teachers in the project schools by providing individualized feedback, coaching and development to improve teacher performance and increase student achievement. Their role will be to provide critical “on the job” coaching to teachers in support of their professional development. This position requires a Bachelor’s Degree

and five to seven years of proven successful teaching experience as demonstrated by a track record of success in increasing student achievement.

A ½ FTE Academic Program Manager will be hired and located in the Major Projects Office and will be responsible for all reporting, financial monitoring and accountability for the planning and implementation of the TIF Cycle 4 grant in partnership with cross-functional teams in Academics, Human Resources, IT and other divisions of the district. This position requires at least a Bachelor's Degree and three years of experience in project management.

The STEM Manager will provide mathematics, science and technology leadership for the strong implementation of the district curriculum and assessment program. Additionally, this manager will lead STEM strategic planning for HISD, in partnership with other HISD Academics departments and serve on the Career Pathways and Compensation Steering Committee. The STEM Manager will also be responsible for distribution of instructional resources and for managing the Problem-Based Learning Projects across all 24 project schools. This position requires at least a Bachelor's Degree and three to five years campus-based experience in teaching and/or administration to more clearly understand what is needed at the school level, as well as instructional technology experience.

In addition to these grant-funded positions, the district has an abundance of human resources to support the project. The elementary and secondary Math, Science, and Career Technology Education (CTE) Curriculum managers will provide expertise in the field to support the teachers. Teacher Appraisers will observe teacher's instructional strategies and provide feedback after each evaluation. Principals will provide oversight and campus leadership to the teachers in order to ensure that the instruction is effectively addressing student needs. Other district level supports can be found in the Grants, Budgeting, and Accounting offices.

(3) Includes measurable project objectives and performance measures

The project objectives and performance measures are clear and measurable, aligned with GPRA measures and will allow the district to determine program success (goals and objectives). The performance measures use the four key components as a guide for evaluating the HCMS: (1) **Talent Management** (how effective the district is in choosing the right staff for the right position); (2) **Individual Contributors/Support Systems** (how effective the district is in supporting the HCMS); (3) **Accountability & Rewards** (how effective the district is in rewarding those who deserve to be rewarded); and (4) **Professional Support & Development** (how effective the district is in increasing teacher and student success). As with every goal or objective of the district, the bottom line is student achievement and success.

(4) Includes an effective project evaluation plan

The overall responsibility for implementing the project evaluation is the responsibility of the HISD Research and Accountability Department under guidance and in collaboration with the Houston Education Research Consortium (HERC). Under the leadership of the HISD Research and Accountability and HR, all data will be collected, analyzed, and reported, including base-line data for project students, teachers, assistant principals, and principals. Progress toward meeting project goals and objectives will be reported annually for the selected 24 schools. The HERC housed at Rice University will provide expertise and guidance during the evaluation process.

The evaluation will assess the effectiveness of the PBCS in relation to the stated goals and objectives and the impact on the participants in the program. To accomplish this, the following research questions are proposed: 1) How many participants receive an award or a performance-based retention bonus annually?; 2) Have there been any changes in recruiting or retaining teachers, especially effective project STEM teachers, since program implementation?;

3) Have students shown academic gains in STEM courses based on annual standardized test performance since program implementation?; and 4) Based upon survey results, what are the perceptions of respondents regarding the redesigned HCMS, including communication and environment? In addition, the evaluation design will assess the effectiveness of the project by measuring how well HISD addresses the Government Performance and Results Act (GPRA) performance indicators established to evaluate the overall effectiveness of the TIF Program.

Methods: Data collection will involve multiple data sources. HR will provide a file with HISD staff data for each project school year. District-wide performance data will be extracted from the annual state criterion-referenced assessment and the annual norm-referenced assessment, Stanford 10/Aprenda 3. Value-added performance data are provided directly by SAS EVAAS. Data and supporting documentation about the awards will be available from Research and Accountability databases. To determine the perceptions of participants regarding the HCMS, post-award surveys will be administered annually using a survey instrument designed to allow participants to confidentially give their opinions and attitudes regarding the program. Questions will employ a Likert-scaled or single-response format.

Survey Analysis: Quantitative and qualitative research methods will be employed to analyze the results of the surveys. Descriptive statistics in terms of frequencies, percentages, and cross tabulations will be used to examine the single-response and Likert-type questions. Depending on the scale level of the data that will be collected, quantitative analytical procedures may be used to process and present the evaluation findings, including descriptive statistics. Any deviations from the proposed implementation timelines for all major activities will be documented, investigated, and explained in the progress reports.

The Research and Accountability Department responsibilities include: (1) **Program Evaluation** - develops formative and/or summative evaluations of district programs; (2) **District Data Analyses** - develops, publishes, and distributes descriptive and statistical information including school data summaries and special requests; (3) **Operations and Data Control** - designs, prepares, and maintains data files and serves as a data resource for the district, local, state, and federal entities; (4) **Student Performance and Accountability** - analyzes student performance data, produces district accountability system reports and data summaries, and responds to special requests; and (5) **Performance Analysis** - provides expertise, information, modeling, and performance analysis results to district policy makers to facilitate the decision-making process for performance management programs and is responsible for the coordination of all local, state, and federally funded performance pay models and grants. HISD Research and Accountability as the Project Evaluator will report both formative and summative program findings annually to the HISD Superintendent of Schools, the Board of Education, the community, and the US Department of Education. The formative and summative evaluations will be used to further refine and define the program goals and determine project effectiveness.

(5) Specifies realistic and achievable timelines for: (i) Implementing the HCMS, PBCS, and educator evaluation systems, and (ii) Completing project tasks & achieving objectives

The management of the project is already incorporated into the existing management structure of the HISD. The proposed management plan consists of four components: (1) the major activities of the project, (2) the line of responsibility and authority for project personnel within the district, (3) timelines and milestones for the major activities, and (4) performance measures for each activity and sustainability for the Project. The table below illustrates the lines of responsibility, accountability, and milestones for the Project.

Timeline of Major Grant Activities Years 1-5 (Oct. to Sept. 2012-2017)

Timeline	Major Activities	Personnel	Milestones
August Annually	Receive district and campus value-added data.	Project Director	Growth Plan and data issued to Chief Human Resource Officer for dissemination.
August Annually	Mentor Training for TIF STEM model.	Campus Principal	Completion of mentor training during the mentoring year.
Dec. - June Annually	Recruit and hire top talent to fill vacancies	Chief Human Resources Officer	Highly Effective STEM Teachers identified for compensation: Sign-on and Retention bonuses.
Aug. - Sep. Annually	Teacher appraisal of instructional activities.	Deputy Chief Academic Officer; Campus Principal	Submission of IPDP and mid-year and end-of-year conference forms with ratings for every teacher.
Oct - May Annually	Mentor/Mentee direct observation and coaching.	Campus Principal	Mentee Action Plan completed at end of year.
School Year Annually	Implementation of the Staff Review Process.	Chief Human Resources and Chief Major Projects Officers	Completion of the Staff Review Process.

School Year Annually	Implement centralized/ school-based teacher support/development.	Chief Human Resources and Chief Major Projects Officers	TDS log records of observations and feedback conversations conducted into the PSD data management tool.
Summer, Annually	Training for HISD central leadership, principals, and teachers in improvements to teacher support and development.	Chief Human Resources and Chief Major Projects Officers	Completion for HISD central leadership, principals, and teachers in improvements to teacher support and development.
Fall 2012	First wave implementation of refinements to the teacher support and development system.	Chief Human Resources and Deputy Chief Academic Officers	Completion of first wave of refinements to the teacher support and development system.
Fall 2012	Full-scale implementation of SAS EVAAS, comparative growth, and student progress measures in teacher appraisal; application of first-wave of policies regarding the use of	Project Director; Deputy Chief Academic Officer	Completed full-scale implementation of student performance measures in teacher appraisal and implementation of appraisal results to inform teacher contract-granting, dismissal, and layoff decisions.

	appraisal results to inform teacher contract-granting, dismissal decisions.		
School Year Annually	Contract-granting, dismissal, layoff decisions informed by appraisal system ratings and student data.	Superintendent of Schools	Completed contract-granting, dismissal, layoff decisions.
Winter/Spring 2012-2013	First-wave refinements to the teacher appraisal rubrics, process, and tools, based on stakeholder/educator feedback.	Deputy Chief Academic, Chief Human Resources, and Chief Major Projects Officers	HISD Board approval of refinements to teacher appraisal system, including any changes to competency model, rubrics, and appraisal tools.
Spring 2013	Begin the integration of tools and processes within the Talent Management System.	Chief Human Resource Officer	Use of tools and processes within the Talent Management System.
September Annually	Receive teacher value-added data from SAS EVAAS.	Project Director	Analysis of teacher value-added data from SAS EVAAS.

Oct. Year 2 going forward Annually	Complete Principal Confirmation.	Project Director	Principals' confirmation to Chiefs.
Oct - Dec. Year 2 going forward Annually	Complete design and test stipend module for ASPIRE Award.	Project Director; Chief Human Resources Officer	Completed and tested stipend module.
Dec. Year 2 going forward Annually	Complete Award estimates and post for review.	Project Director	Estimates completed and approved.
Dec. Year 2 going forward Annually	Finalize award payout procedures.	Project Director; Chief Financial Officer	Final award payout procedures approved.
Dec. - Jan. Year 2 going forward Annually	Formal inquiry process and make adjustments to award calculations if necessary.	Chief Human Resources Officer; Project Director	Complete formal inquiry process.
Jan. Year 2 going forward Annually	Pay out awards to all qualifying staff.	Chief Financial Officer	Paid annually for previous year.
Year 2 and going forward Annually	Conduct evaluation survey of previous year's ASPIRE.	Project Director	Completed evaluation surveys of previous year's ASPIRE Award model.

May Annually	Linkage and Verification Period.	Project Director	Completed Linkage and Verification Period.
Spring	Annual refinements to the teacher support and development system, to align with refinements to the teacher appraisal system.	Chief Human Resources Officer	Respond to ongoing performance data and feedback from teachers and principals.
Fall and Spring through 2013	Stakeholder engagement for developing STEM Career Pathways and Compensation System.	Chief Human Resources and Chief Major Projects Officers	Completed Teacher and Principal Advisory Groups for developing Career Pathways and Compensation System; Provided feedback by staff on models of teacher leadership.
Fall 2012	Launch in-school collaborative design process in CPC Schools.	Chief Human Resources Officer; Project Director; Principals	Completion and evaluation of piloting in-school collaborative design process for four teacher leadership roles.
Spring 2013	Formal Presentation to HISD Board of Education to adopt proposed new Career Pathways and teacher compensation model.	Chief Human Resources Officer; Chief Major Projects Officer; Project Director	Formal HISD adoption of new Career Pathways and teacher compensation model, as part of HCMS.

<p>Fall 2012 and Spring 2013</p>	<p>Launch STEM TDS recruitment and selection strategy to fully staff 1 TDS Team Lead, 4 Elementary Math, 4 Elementary Science, 1 Middle School Math, and 1 Middle School Science TDS.</p>	<p>Assistant Superintendent, Professional Support & Development</p>	<p>All STEM TDS positions will be fully staffed and assigned a caseload of STEM teachers across grant funded campuses.</p>
<p>Spring 2013 Annually each program year</p>	<p>STEM teachers will participate in personalized coaching by their STEM TDS through observation, videotaping, feedback, and follow up support.</p>	<p>STEM TDS Team Lead and STEM TDS</p>	<p>TDS personalized coaching interactions will be documented in the HISD TDS Data Management System with ongoing formative summary reporting and annual summative reporting features.</p>
<p>Spring 2013 Annually each program year</p>	<p>STEM Teachers and STEM Manager select Project-Based Learning Initiative for 2013-2014</p>	<p>STEM Manager</p>	<p>TDSs, STEM teachers and STEM Manager develop lessons and units, and order instructional materials.</p>

School Year 2013-2014 and Ongoing	Officially launch district-wide Career Pathways/teacher leadership roles (select roles).	Chief Human Resources Officer; Project Director; Principals	Participating schools adopt Career Pathways/teacher leadership roles and provide compensation to STEM teachers.
School Year 2013-2014, Annually	Launch STEM Project-Based Learning.	STEM Instructional leaders, TDSs, Principals	Participating schools implement STEM PBL.
School Year 2014-2015	Add additional STEM roles to CPC.	Chief Human Resources Officer; Project Director	Completion and documentation of additional teachers' CPC system.
School Year 2015-2016	Finalize teachers' Career Pathways and Compensation.	Chief Human Resources Officer; Project Director	Completion and documentation of finalized teachers' Career Pathways and PBCS.
School Year 2015-2016	New hires begin using new salary system. (Ongoing)	Chief Human Resources Officer	Completion and documentation of new hires using new salary system.
School Year 2015-2016	All Teachers begin using new CPC salary system (Ongoing)	Chief Human Resources Officer	Completion and documentation of all teachers using new CPC salary system.
School Year 2012-2013, Ongoing	Use of Internet portal to track progress of ETI, HCMS, PBCS.	Chief Human Resources Officer; Project Director	Completion of updates to HISD Internet portal.

(f) Sustainability.

(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period

HISD has made and will continue to make a significant investment in financial and nonfinancial resources, to support the educator evaluation system and the ASPIRE Award program. In fact, the proposed budget request is reflective of a sliding scale over the five years of the grant, such that the district will be assuming full responsibility (at 100%) of the performance-based compensation model through the district's General Fund Budget by the end of the grant period. In addition, the district has a team of staff in the Research and Accountability Department with expertise and capacity to run the performance-based compensation system, called ASPIRE Award Program. All positions are funded by HISD General Funds.

As part of the work articulated in designing and implementing a new teacher compensation system, the district is working with TNTP and Parthenon Group to redesign the compensation system for teachers. One of the guiding principles adopted by the HISD Board of Education and leadership team is ensuring that the differentiated compensation system will be "financially sound and sustainable." The financial analysis will involve examining all financial resources that can be directed to support educator compensation by way of base pay, performance pay and additional responsibilities and new roles articulated in the career pathways framework that will be created.

The district also has made a \$7,000,000 investment in new technology systems, new field support personnel, and improved teacher selection processes that directly support the core work of the Effective Teachers and Effective Principals Initiatives; the district is planning to direct approximately \$8,000,000 in federal Title funds in future budgets to specifically support teacher

training and development, which is one of the key strategies of these core initiatives of the Strategic Direction. More recently, the HISD Board of Education approved the use of \$1,500,000 out of the general budget to provide incentives to high-performing teachers to teach core tested subjects during summer school to students failing to meet basic skills on the new state exams. HISD will continue to invest in supporting effective teachers and principals as a district priority.

Not only is HISD leveraging federal and state funds to support this work, but also raising significant private funds to support the human capital management systems. Specifically, the Laura and John Arnold Foundation has awarded HISD a five-year grant in the amount of \$6,000,000 to support the four key strategies – recruitment, development, appraisal and compensation of educators in HISD; however, this funding is not sufficient for the magnitude of the work that remains. HISD has also secured a commitment of \$1,500,000 from the Bill and Melinda Gates Foundation which was used primarily to support the design of the new teacher appraisal system. As detailed in the project design, the district will use new federal grant funds to provide the capacity to ensure a meaningful maximum potential award for project teachers, assistant principals, and principals.

(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends

The TIF dollars requested will be used to support an updated appraisal system, including design and professional development for STEM teachers; to increase capacity to attract and sustain effective STEM teachers and principals; and to develop career pathways that will allow STEM teachers to become effective leaders on their campuses. The TIF funds will enable continued preparation for year six of the Project ASPIRE when 100% of the plan will be funded solely with HISD funding.

District policies and regulations have all been updated to embody the new appraisal systems. In addition, HISD has already trained every teacher, teacher development specialist, school leader, school improvement officer, chief school officer and other central office department staff on the new appraisal systems. All of the components of the teacher appraisal system were implemented district-wide during the 2011-2012 school year with the exception of student performance, due to a delay in receipt of state data from the new state assessment system implemented in the Spring of 2012. HISD has already geared up central office and school-based staff to roll out the entire system during the coming year, and schools have set aside an entire day of training on student performance for teachers prior to the start of the school year. In addition, new technology systems will also be launched to streamline the processes.

During the 2011-2012 school year and over the next few years, HISD will continue to partner with TNTP to collect and analyze feedback from all stakeholders on the new appraisal system and the compensation system and make adjustments, as appropriate, to optimize the efficacy and efficiencies of both.

(g) Comprehensive Approach to Improving STEM Instruction (Priority 3).

(1) The financial and nonfinancial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators to work in high-need schools and retaining them in these schools

Through the proposed project, HISD will use the district's existing ASPIRE Award model; the district will only request TIF funds for teachers and principals at the participating high-need campuses, and not "other campus based staff." HISD campus-based employees in STEM-related subjects and principals and assistant principals at the participating schools named will not only have the opportunity to earn performance-based compensation on their success in

raising students' academic progress and achievement levels in STEM-related subjects, but through the project, HISD will provide financial incentives, professional development, and career pathway opportunities to teachers rated effective or higher in STEM-related fields.

HISD is currently designing new career pathways and a compensation system for teachers in STEM-related fields for the participating campuses. For the project, HISD will implement the following financial and non-financial strategies and incentives, within the context of the district's PBCS model, in order to maximize the identification, recruitment, and retention of effective STEM teachers to work in the participating high-need schools:

Expand and enhance existing compensation opportunities for STEM Educators:

HISD will use the district's existing PBCS model to provide STEM teachers with ASPIRE Awards. These incentives are designed to award differentiated compensation to instructional staff based on student growth and achievement data. The incentives use statistically rigorous metrics to measure student academic growth and state achievement data to calculate the awards.

To be eligible to participate in the PBCS awards, STEM educators and Principals must meet all of the ASPIRE Award eligibility requirements. Principals will be rewarded for individual efforts at improving the student academic performance at the school level, based on their students' placement in the top quintile of growth achieved in all core foundation subjects, which includes math and science. Assistant Principals and Deans of Instruction will be eligible for half the total principal amount, based on the same criteria.

The campus value-added scores of each principal are compared to those at the same school level (elementary or middle) and placed into performance quintiles. For example, elementary and middle school principals may receive an incentive for student progress in the first quintile. Based on this determination, HISD ties principal incentives to school and student

success. Using these indicators to determine the award (see award model description), the maximum classroom teacher award for the entire PBCS will be up to \$13,000. The maximum award for principals will be up to \$13,000. Assistant Principals / Deans of Instruction will have an opportunity to receive up to \$6,500. All of these awards leverage TIF4 funds and non-federal funds to achieve financially meaningful incentives as a component of the total compensation package for teachers.

Sign-on Bonuses for STEM Teachers: In order to recruit effective teachers in STEM-related subjects, HISD will provide **Sign-on bonuses**, to be paid over a year, in the amount of \$10,000. These bonuses will be paid only to STEM teachers who transfer from a non-TIF Cycle 4 school to a TIF Cycle 4 school or to STEM teachers from outside HISD who are employed by a TIF Cycle 4 school who have student performance data. This bonus cannot be paid to new teachers or to teachers without demonstrated effectiveness, including student growth data. HISD will also require that teachers that receive these bonuses commit to staying for five years.

Retention Bonuses for STEM Teachers: In order to retain effective teachers in STEM-related subjects, HISD will provide Retention bonuses to eligible teachers in STEM-related subjects. The Retention bonuses, in the amount of \$5,000 per year, will be paid to science and math teachers at the TIF Cycle 4 campuses who receive: (1) Highly Effective or Effective Appraisal Ratings; AND (2) Student growth (EVAAS) Cumulative Gain Index Scores that exceed 1.0. These Retention bonuses will be paid only to STEM teachers who remain on their respective TIF Cycle 4 high-need HISD campus. The retention bonus cannot be paid to new teachers or to teachers without demonstrated effectiveness, without student growth data.

Marketing and Recruitment Efforts to Attract STEM Teachers: To support the project, HISD will expand and enhance existing marketing and recruitment efforts through print,

radio, and television advertising and through the use of the Internet and social media, to attract effective STEM teachers for the district's participating high-need schools. These efforts will be led by the Human Resources Department (HR), which provides support in the areas of recruiting and staffing, employee assessment and discipline, equal employment, and competitive compensation initiatives. In addition, HR will also coordinate with HISD Recruiters as well as industry contacts to recruit staff to teach STEM-related courses. HR will also develop training and preparation programs to diversify opportunities for students by assisting teachers to earn credentials to teach courses in additional high demand areas, as well as to identify mentoring, coaching, and development opportunities for STEM teachers.

Career Pathways and Leadership Opportunities: HISD will expand and enhance existing career pathways and leadership opportunities for STEM teachers to become instructional leaders for the participating high-need schools. HISD will create career pathways for highly effective teachers through differentiated human capital development strategies such as: (1) Providing highly effective teachers a leadership role within their schools (Teachers at the project schools will have an opportunity to receive compensation as mentor teachers to new first and/or second year teachers.); and (2) Including highly effective teachers in the design and delivery of STEM-related professional development resources, tools, and curriculum.

These instructional leaders will be identified and recruited through their eligibility for the ASPIRE Award, Sign-on Bonus, and/or Retention Bonus, based on the statistically rigorous metrics used to measure student academic growth and state achievement data to calculate the awards and bonuses. Release time (equivalent to a period a day and substitutes) and Stipends (up to \$5,000) for STEM instructional leaders will be awarded in order to encourage them to take on additional responsibilities to coach, mentor and train other STEM teachers on their respective

campus. In addition, HISD will pay for them to attend summer institutes and other professional development. Through the career pathways, the instructional leaders will employ both face-to-face small-group and technology-facilitated monthly webinars, featured experts, networking, as well as create virtual communities through the Learning Management System and other technology tools led by TDS and Curriculum, Instruction, and Assessment staff, to further support and enhance student learning and achievement in STEM-related subjects.

(2) The proposed professional development opportunities— (a) Will provide college-level STEM skills and content knowledge to STEM teachers while modeling for teachers pedagogical methods for teaching those skills and that content at the appropriate grade level; and (b) Will enable STEM teachers to provide students in high-need schools with increased access to rigorous and engaging STEM coursework appropriate for their grade level, including college-level material in high schools

To support the proposed project, HISD will identify, develop, and leverage STEM-related training opportunities for STEM teachers. HISD will capitalize on a variety of delivery systems to provide professional growth activities for teachers and administrators, enabling these professionals to maximize their effectiveness through quality support, interaction and skills refinement which will result in improved student achievement. The professional development opportunities for STEM teachers and campus administrators will include the following:

- Through the Baylor College of Medicine, the district will use TIF Cycle 4 funds to support teacher participation in the Baylor College of Medicine science training program. This training is for elementary and middle school teachers. The teacher leader training lasts two weeks and will be provided during the summer of each year during the project period.

- Through Rice University, math content training for elementary and middle school teachers will be provided. HISD will use TIF Cycle 4 funds to support teacher participation in the Rice University math content training program and will build upon the leadership development system through teacher support and development for teachers who lack content expertise. Rice University will continue to partner with HISD to improve the content knowledge of mathematics teachers and Teacher Development Specialists in the elementary and middle schools participating in the TIF Cycle 4 grant. In addition, Rice University will continue to work with HISD to collaboratively design and deliver a leadership development support program for the cohort of Master STEM teachers.
- Through Springboard/LTF, the district will use local funds to support teacher participation in the College Board's Springboard math training program. The College Board's SpringBoard® curriculum is back-mapped from the knowledge and skills students need for success in rigorous coursework and Advanced Placement courses, which both research and experience have shown to be successful in preparing students for post-secondary mathematics experiences (Westat, 2008). Additionally, SpringBoard® will serve as the curricular catalyst to prepare more teachers, at the targeted middle schools, to teach with rigor and to challenge students to their greatest abilities in order to better prepare them for continuing their education when they transition to high school.
- HISD will use TIF Cycle 4 funds to hire 10 additional Teacher Development Specialists (TDS) with math and science expertise to support the 24 participating campuses, at a ratio of two TDS (one math / one science) for every two to three campuses, as part of HISD's new educator evaluation system, or appraisal and development process. Teacher Development Specialists (TDS) are one of the primary ways the district will deliver STEM professional

development through individualized support to teachers. HISD's educator evaluation system, or appraisal and development process, will be used to provide all participating STEM teachers and principals with timely, regular, accurate, useful feedback on their performance and individualized development that will help them do their best work in the classroom and on the campus.

(3) The applicant will significantly leverage STEM-related funds across other Federal, State, and local programs to implement a high-quality and comprehensive STEM plan

HISD has invested significantly in transforming its Career and Technology Education (CTE) programs at the high school level to focus on STEM fields. In fact, this most recent year nearly \$1 million in General Funds, as well as additional Title I and Federal Perkins Funds were committed to launch a new program, called Houston Innovative Learning Zones (HiLZ) in six high schools. In partnership with Houston Community College, HiLZ will allow high school students to earn 45 to 60 hours of college credit during high school and graduate with a high school diploma, an Associate's Degree, and an industry certification in a high-demand, high-growth STEM field – electronic engineering, pharmacy technology, process technology, network and computer administration, logistics and global supply, and manufacturing engineering technology. A grant from Raise Your Hands Texas will provide for a partnership with Jim Stone, professor at the University of Louisville and director of the National Research Center for career and Technical Education to aid in the development of a comprehensive STEM Plan.

The district has recently created and staffed a new position, Assistant Superintendent of College and Career Readiness, who is responsible for CTE programs at high schools and ensuring that students have the opportunities at the district's 44 high schools to graduate college and career ready. To do this effectively requires that there is a pipeline of students entering 9th

grade who have the knowledge and skills to be successful in not only graduating high school with a diploma, but also take advantage of a number of the district's STEM Magnet High Schools, such as the top-ranked DeBakey High School for the Medical Professions, and the CTE programs in the comprehensive high schools, including the HiLZ Programs.

That is why HISD will focus its TIF Cycle 4 grant on a cohort of elementary and middle schools who have the lowest student performance levels in math and science, so that a pipeline of students will be created for high-school and college-level STEM programs offered at our high schools. STEM magnet funds at the elementary and middle school grades will be leveraged for this program, as well as Title II professional development funds to train STEM instructional leaders and other STEM teachers on the participating campuses. Staff, paid for by General Funds, from the Curriculum, Instruction and Assessment Office, the School Offices, the Research and Accountability Department, and the Professional Support and Development department will work cross-functionally to ensure that a comprehensive STEM plan will be created that ensures: (1) there are effective STEM teachers in every school; (2) STEM teachers have leadership/compensation opportunities afforded to them; (3) there is a STEM curriculum and assessments K-12 aligned with state and national standards to prepare students for college and careers; and (4) there are innovative and engaging CTE/STEM programs at all levels.

(4) The applicant provides evidence (e.g., letters of support) that the LEA has or will develop extensive relationships with STEM experts and resources in industry, academic institutions, or associations to effectively implement its STEM plan and ensure that instruction prepares students to be college-and-career ready

Baylor College of Medicine (BCM): BCM is an essential partner with the district under the TIF Cycle 4 grant to build the science content knowledge and leadership capacity of Master

STEM teachers at the participating high-need schools, so that they are able to support their peers on campus in delivering effective science instruction to their students. BCM has been providing high-quality science training, as well as teacher leader training to elementary and middle school teachers in HISD for the past 15 years with funding from the National Science Foundation, the National Institutes of Health, Howard Hughes Medical Institute, and the US Department of Education. These programs have led to statistically significant gains in teacher and student content knowledge, changed practices in classrooms, and helped teachers become school and district science education leaders.

Through their Center for Educational Outreach, BCM provides formal and informal experiences for students, teachers, and the public designed to promote understanding of, and interest in, a wide range of science and related topics. BCM also offers live and online teacher professional development, has developed nationally disseminated science curricula, and has investigated the integration of inquiry science with other subjects and best practices for online teacher education. In 2010, BCM was awarded the prestigious *Science Prize for Online Resources in Education* by the American Association for the Advancement of Science, the largest scientific professional organization in the world. BCM was recently named by *U. S. News and World Report* as one of the top 25 medical schools for research. BCM also is recognized nationally for its contributions to K-12 science education.

Rice University/RUSMP: The Rice University School Mathematics Project (RUSMP) is also an essential partner and has been providing a bridge between the Rice University mathematics research community and the Houston PreK-12 mathematics teaching community since 1987. RUSMP evaluates the effectiveness of mathematics programs, makes recommendations for improvement, and provides targeted professional development, school-

based support, coaching, and mentoring to improve student achievement. RUSMP has developed a comprehensive evaluation protocol to help schools evaluate the effectiveness of their mathematics programs, by examining both the quality of the program and its implementation.

HISD's Research and Accountability Department has analyzed the impact of teachers' participation in RUSMP. They reported that student performance was higher than district-wide performance on TAKS Mathematics in schools whose teachers participated in RUSMP. Furthermore, data indicate that RUSMP also has a positive effect on students whose teachers had participated in RUSMP. Evaluation of previous RUSMP programs shows greater levels of achievement for students whose teachers have completed an RUSMP program than for students of comparable teachers who have not (May, 2004-2009). Rice University is a leading research university in the applied sciences in the fields of nanotechnology, artificial heart research, structural chemistry analysis, and space science and is ranked first in the world by the 2010 Times Higher Education for its materials science research.

The New Teacher Project (TNTP): For the last two years, The New Teacher Project (TNTP) has partnered with HISD to develop the district's Effective Teachers Initiative (ETI) to ensure that there is an effective teacher in every classroom district-wide. With the ETI, TNTP has been instrumental in assisting HISD to improve how it recruits, evaluates, develops, and retains its teachers. TNTP will continue to be a key partner to support the district's efforts.

National Research Center for Career and Technical Education: Director Jim Stone will provide expertise in the development of a comprehensive, district-wide STEM plan and ensure that the district has innovative, engaging, and market-driven programs for students.

Houston Independent School District

Application for the Teacher Incentive Fund Competition with a Focus on STEM

CFDA #84.374B

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* 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>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</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>(a) Coherent & Comprehensive Human Capital Management System (HCMS)</p>	<p>Page 2</p>	<p>N/A</p>
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</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>(1) Aligned with a clearly described vision of instructional improvement</p> <p>(2) Likely to increase the number of effective educators, especially in high-need schools.</p>	<p>Page 2</p>	<p>N/A</p>
		<p>Page 7</p>	<p>N/A</p>

<p>retention, dismissal, compensation, professional development, tenure, and promotion;</p>		
<p>(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</p>	<p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the PBCS, for attracting effective educators...</p>	<p>Page 12 N/A</p>
<p>(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></p>	<p>(1) Aligned with a clearly described vision of instructional improvement</p>	<p>Page 3 N/A</p>

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 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>	(b) Rigorous, Valid and Reliable Educator Evaluation Systems	Page 19	N/A
(1) The frequency of evaluations, which must be at least annually;	Teacher and School Leader Appraisal Systems	Page 19	N/A
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Teacher and School Leader Appraisal Systems	Page 19	N/A
(i) Two or more observations during each evaluation period;	Appraisal Cycle for Teachers	Page 23	N/A
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Rational to Support Considerations of Student Growth	Page 22	N/A
(iii) Additional factors determined by the LEA;	N/A	N/A	N/A
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Teacher and School Leader Appraisal Systems; Rationale to Support Considerations of Student Growth	Page 19-22 Page 22-23	N/A

<p>(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.</p>	<p>(5) Specifies realistic and achievable timelines for: (i) Implementing the HCMS, PBCS, and educator evaluation system, and (ii) Completing project tasks and achieving objectives</p>	<p>Page 41-48</p>	<p>N/A</p>
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<p style="text-align: center;">Absolute Priority 3</p>			
<p>Requirement or Priority</p>	<p>Title of Section or Subsection in which this priority or requirement is discussed</p>	<p>Page Number(s) on which this requirement or priority is discussed</p>	<p>Attachment on which this priority or requirement is discussed</p>
<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>	<p>(g) Comprehensive Approach to Improving STEM Instruction</p>	<p>Page 51</p>	<p>N/A</p>
<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</p>	<p>(g) Comprehensive Approach to Improving STEM Instruction (1) The financial and non-financial strategies and incentives, including the proposed PBCS, are</p>	<p>Page 51-55</p>	<p>N/A</p>

<p>effective or higher under the evaluation system described in the application;</p> <p>(ii) Are selected based on criteria that are predictive of the ability to lead other teachers;</p> <p>(iii) Demonstrate effectiveness in one or more STEM subjects; and</p> <p>(iv) Accept STEM-focused career ladder positions;</p>	<p>adequate for attracting effective STEM educators to work in high need schools and retaining them in those schools</p>	
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>	<p>(2) The proposed professional development opportunities...</p>	<p>Page 55-57</p>
<p>(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;</p>	<p>Expand and enhance existing compensation opportunities for STEM Educators</p>	<p>Page 52-55</p>
<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>	<p>(4) The applicant provides evidence that the LEA has or will develop extensive relationships with STEM experts and resources in industry...</p>	<p>Page 58-60</p>
<p>(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</p>	<p>(1) The 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</p>	<p>Page 51-53</p>

<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>	<p>(3) The applicant will significantly leverage STEM-related funds across other Federal, State, and Local programs to implement a high-quality comprehensive STEM plan</p>	<p>Page 57</p>	<p>N/A</p>
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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>			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	N/A	N/A	N/A
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	N/A	N/A	N/A

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>	An Educator Salary Structure Based on Effectiveness (Priority 5)	Page 16	N/A

<p>both teachers and principals. As part of this proposal, an applicant must describe--</p>	<p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p>	<p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries</p>	<p>Page 16-17</p>	<p>N/A</p>
<p>(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</p>	<p>(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)</p>	<p>(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)</p>	<p>Page 17</p>	<p>N/A</p>
<p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>Page 17-18</p>	<p>N/A</p>

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
<p>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</p>	<p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS for attracting effective educators to work</p>	<p>Page 12-17</p>	<p>N/A</p>

<p>NIA.</p>	<p>in high needs schools and retaining them in those schools</p>		
<ul style="list-style-type: none"> • Design Model 1 or 2 	<p>Design Model 1: (v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS for attracting effective educators to work in high needs schools and retaining them in those schools</p>	<p>Page 12-17</p>	<p>N/A</p>
<ul style="list-style-type: none"> • PBCS Optional Features 	<p>Sign-on Bonuses for STEM Teachers;</p>	<p>Page 53</p>	<p>N/A</p>

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>	<p>(d) Involvement of Educators (1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period</p>	<p>Page 33-35</p>	<p>N/A</p>
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	<p>(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application</p>	<p>Page 35-36</p>	<p>N/A</p>
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period</p>	<p>Page 34</p>	<p>N/A</p>

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>Introduction</p>	<p>Page 2</p>	<p>High Need Documentation</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	<p>N/A</p>	<p>N/A</p>	<p>High Need Documentation</p>
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will</i></p>	<p>N/A</p>	<p>N/A</p>	<p>High Need Documentation</p>

<p><i>not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>	<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>		<p>N/A</p>		<p>N/A</p>		<p>N/A</p>
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**High Need Documentation
Houston Independent School District**

Name of School	% of Students Eligible for Free/Reduced Lunch Program	% of Students who scored in the bottom 40th percentile on the Texas State Assessment in Math	% of Students who scored in the bottom 40th percentile on the Texas State Assessment in Science
Blackshear Elementary	97.52	58	71
Braeburn Elementary	99.45	43	49
Burrus Elementary	93	55	52
Codwell Elementary	91.82	45	65
Dodson Elementary	92.69	56	56
Durkee Elementary	95.43	49	47
Eliot Elementary	95.96	40	42
Fleming Middle	92.7	47	49
Fondren Middle	92.05	55	39
Foster Elementary	99.12	72	64
Garden Oaks Elementary	55.59	42	38
Grissom Elementary	97.83	44	50

Name of School	% of Students Eligible for Free/Reduced Lunch Program	% of Students who scored in the bottom 40th percentile on the Texas State Assessment in Math	% of Students who scored in the bottom 40th percentile on the Texas State Assessment in Science
Herrera Elementary School	92.82	45	45
Houston Gardens Elementary	97.27	53	64
Law Elementary	88.12	39	46
Looscan Elementary	94.71	44	58
Mading Elementary	95.59	40	56
Milne Elementary	93.4	54	58
Montgomery Elementary	97.45	40	50
Pugh Elementary	97.01	40	57
Ross Elementary	94.97	48	54
Southmayd Elementary	92.28	39	48
Sugar Grove Middle	98.22	47	49
Wilson Montessori	57	42	49

Source: Texas Education Agency (TEA) and Houston Independent School District (HISD)

Memorandum of Understanding (MOU)

The Houston Independent School District (HISD) will complete a Memorandum of Understanding (MOU) with each partner once the district's application for the Teacher Incentive Fund Competition with a Focus on STEM, CFDA #84.374B, is approved for funding. HISD has obtained commitment letters from our key partners, which are attached in the Appendices to the application.



Baylor College of Medicine

Nancy P. Moreno, PhD
Professor and Senior Associate Director
Center for Educational Outreach
One Baylor Plaza, MS: BCM411
Houston, Texas 77030-3411
713-798-8200 nmoreno@bcm.edu

July 17, 2012

Terry Grier, EdD
Superintendent of Schools
Houston Independent School District
4400 West 18th St.
Houston, TX 77092

Dear Dr. Grier,

On behalf of Baylor College of Medicine, I am pleased to submit this letter of support for the Houston Independent School District's Teacher Incentive Fund Cycle 4 grant application to the United States Department of Education. Baylor College of Medicine (BCM) was recently named by *U. S. News and World Report* as one of the top 25 medical schools for research, and is the only private medical school in the Greater Southwest, offering excellence in education, research and patient care.

As you know, BCM also is recognized nationally for its contributions to K-12 science education. Through the Center for Educational Outreach, our team provides formal and informal experiences for students, teachers and the public designed to promote understanding of, and interest in a wide range of science and related topics. We offer live and online teacher professional development, have developed nationally disseminated science curricula, and have investigated the integration of inquiry science with other subjects and best practices for online teacher education. In fact, in 2010, we were awarded the prestigious *Science Prize for Online Resources in Education* by the American Association for the Advancement of Science, the largest scientific professional organization in the world.

BCM has been providing high-quality science training, as well as teacher leader training to elementary and middle school teachers in HISD for the past 15 years with funding from the National Science Foundation, the National Institutes of Health, Howard Hughes Medical Institute, and the US Department of Education. These programs have led to statistically significant gains in teacher and student content knowledge, changed practices in classrooms, and helped teachers become school and district science education leaders. We are pleased to be able to partner with the district under the Teacher Incentive Fund to build the science content knowledge and leadership capacity of Master STEM teachers at the participating high-need schools, so that they are able to support their peers on campus in delivering effective science instruction to their students. Upon award of the TIF grant, we are committed to meet with your staff to formalize our role in this important project.

Sincerely,

(b)(6)

Nancy P. Moreno, PhD



RICE UNIVERSITY SCHOOL MATHEMATICS PROJECT

July 17, 2012

Dr. Terry B. Grier
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092-8501

Dear Dr. Grier:

On behalf of Rice University and the Rice University School Mathematics Project (RUSMP), I am pleased to voice my strong support for the Houston Independent School District's (HISD) Teacher Incentive Fund Cycle 4 grant application to the United States Department of Education. In the Vision for the Second Century, Rice University President David W. Leebron called on us at the university to "fully engage with the city of Houston - learning from it and contributing to it - as a successful partnership with our home city is an essential part of our future."

Rice University is a leading research university known as a pioneer in the applied sciences in the fields of nanotechnology, artificial heart research, structural chemical analysis, and space science and is ranked first in the world by the 2010 Times Higher Education for its materials science research. Rice is acknowledged for its expertise in STEM research as well as for the reputation of the Jesse H. Jones Graduate School of Business. Rice is committed to precollege education and educational research. Last year, Rice University's Kinder Institute for Urban Research initiated a partnership between Rice University and HISD through the Houston Education Research Consortium (HERC). I am proud to serve on the HERC advisory board.

As you are aware, Rice University has been partnering with HISD to improve the quality of content knowledge of mathematics and science teachers and to develop aspiring and current school leaders. RUSMP has worked closely with HISD since 1987 at all levels to improve mathematics instruction throughout the district which has resulted in significant progress in systemic mathematics reform.

We will continue partnering with HISD to improve the content knowledge of mathematics and science teachers and teacher development specialists in the secondary schools participating in the TIF grant. Upon award of the grant, we will work collaboratively to design and deliver a leadership development support program for a cohort of master STEM teachers identified by the district in high-need schools. We look forward to continuing our relationship with you through this latest endeavor.

Sincerely,

(b)(6)

Anne Papkonstantinou, Ed.D.
Director, Rice University School Mathematics Project
Clinical Assistant Professor of Mathematics, Weiss School of Natural Sciences



TNTP

imagiae

July 18, 2012

Dear Teacher Incentive Fund Administrator:

I am the President of TNTP, a national non-profit that seeks to end the injustice of education inequity by ensuring that all students have effective teachers. I write this letter in support of the application of the Houston Independent School District (HISD) under the TIF Cycle 4 initiative. TNTP has been privileged to be the lead partner with HISD over the past two years in connection with the district's Effective Teachers Initiative which seeks to ensure that there is an effective teacher in every classroom in the district. We have seen first-hand the strong commitment of HISD's Board of Trustees, Dr. Grier and his team to comprehensive human capital reform generally and to rigorous, fair evaluation systems and performance-based compensation systems specifically. With the Effective Teachers Initiative, HISD has made it a clear priority to improve the way it recruits, evaluates, develops and retains its teachers. It has already accomplished a lot with the design and implementation of a new teacher appraisal and development system, earlier teacher hiring and plans to begin implementation of new compensation and career pathway policies next year. The impact of these reforms can be seen in the data regarding the retention of teachers by performance level, which shows growing gaps in the retention of high vs. low performers.

TNTP is pleased to be a partner on the TIF Cycle 4 initiative, as it is particularly important that high-need schools in HISD have additional systems, capacity and supports to ensure students of poverty and color have access to effective teachers, particularly in the STEM areas, where the need is particularly acute. I am confident that through the TIF grant, HISD will be able to improve the quality of teaching across all of its schools, most importantly in the critical STEM subjects, so that student achievement will improve.

Please let me know if I can provide further information.

Sincerely,

(b)(6)

Timothy Daly

Congress of the United States
House of Representatives
Washington, DC 20543

July 23, 2012

The Honorable Arne Duncan
Secretary
400 Maryland Avenue, SW
Washington, DC 20202

RE: Delegation Support for Houston Independent School District (HISD) Teacher Incentive Fund (TIF) STEM Application

Dear Secretary Duncan:

On behalf of the 18th Congressional District of the United States of America, I am happy to support the Houston Independent School District (HISD) in their submission of a Teacher Incentive Fund-Cycle 4 (TIF) Grant application to the United States Department of Education.

As such, I applaud HISD's proposed project, *Project STEM*, which is designed to focus on increasing the number of high quality STEM teachers to prepare students to take advantage of STEM and Career and Technology programs so they may graduate college- and career-ready. The project is designed to focus on increasing the number of high quality STEM teachers to prepare students to take advantage of STEM and Career and Technology programs so they may graduate college- and career-ready. This project will have long lasting positive impacts on generations to come in our community and will allow HISD to use educator evaluation data to inform a variety of human capital decisions, such as recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion in order to have the best teachers in the country. This project is an example of market-based education leadership: nimble, responsive, and accountable to students, parents and the community.

The range of benefits from this project is incomparable to any other project in our region as it will impact the overall quality of education of our students. One of the most important benefits of this project will be the increase of quality STEM educators for our students. President Obama launched an "Educate to Innovate" campaign to improve the participation and performance of America's students' STEM-based education, and we need highly effective teachers to complete that task. "Teachers matter and great teachers deserve our support." President Obama stated. The HISD project's plan to recruit, retain, support, and develop teachers will ultimately impact student achievement and the workforce of tomorrow.

As such, I strongly encourage you to review this package with full consideration as it is one of the most significant projects underway in our region and has financial benefits for teachers and staff in the district and educational benefits to students.

In closing, I want to express my deep-seated support for my constituent, the Houston Independent School District and encourage you to contact me if you have any questions regarding this letter of support. Thank you for your attention and your consideration.

Very Truly Yours,

A handwritten signature in black ink, reading "Sheila Jackson Lee". The signature is written in a cursive, flowing style with a large initial "S".

Sheila Jackson Lee
Member of Congress



RECEIVED

MAY 30 2012

SUPERINTENDENT

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

May 25, 2012

Robert Scott
Commissioner

101912
DR TERRY B GRIER, SUPERINTENDENT
HOUSTON ISD
4400 W 18TH ST
HOUSTON, TX 77092-8501

SUBJECT: Indirect Cost Rates for July 1, 2012, through June 30, 2013

Dear DR. GRIER:

The Division of Federal Program Compliance at the Texas Education Agency (TEA) calculates, approves, and maintains the federal indirect cost rate for local educational agencies (LEAs) that receive federally funded grants. The approved rate allows LEAs to recover any indirect costs incurred in the administration of federal grants. TEA uses financial data from each LEA's Annual Financial and Compliance Report to calculate the indirect cost rate.

The Division of Federal Program Compliance has calculated the indirect cost rates that will be effective for the period from July 1, 2012, through June 30, 2013. The indirect cost rate for your LEA for this period is as follows:

Restricted Indirect Cost Rate: (applies to federal grant programs with a "supplement not supplant" statutory requirement)	2.761
Nonrestricted Indirect Cost Rate: (applies to federal grant programs that are <i>not</i> subject to the "supplement not supplant" statutory requirement)	16.555

For detailed information regarding TEA's calculation method, please refer to the Financial Accounting and Reporting Module (FAR) of the Texas Education Agency Financial Accountability System Resource Guide, Section 1.6.1. The FAR is available online at <http://www.tea.state.tx.us/index4.aspx?id=1222>.

Please forward a copy of this indirect cost rate notification to your business office/manager and federal fund coordinators and administrators.

If you have any questions related to the indirect cost rates, please contact Dina Hernandez in the Division of Federal Program Compliance at (512) 463-9127.

Sincerely,

(b)(6)

Mara Ash, Senior Director
Division of Federal Program Compliance

Terry B. Grier

(b)(6)

PROFESSIONAL EXPERIENCE

Superintendent, Houston Independent School District, Houston, Texas (Enrollment: 201,500+ Students)
September 2009 -- Present

Superintendent, San Diego Unified School District, San Diego, California (Enrollment: 132,800+ Students)
March 2008 -- September 2009

Superintendent, Guilford County Schools, Greensboro, North Carolina -- 2000-2008

Superintendent, Williamson County Schools, Franklin, Tennessee -- 1996-2000

Superintendent, Sacramento City Unified School District Sacramento, California -- 1994-November 1995

Superintendent, Akron Public School District Akron, Ohio -- 1991-1994

Superintendent, Darlington County School District Darlington, South Carolina -- 1988-1991

Superintendent, Amarillo Independent School District Amarillo, Texas -- 1987-1988

Superintendent, McDowell County Schools Marion, North Carolina -- 1984-1987

Associate Superintendent, Alexander County Schools Taylorsville, North Carolina -- 1982-1984

High School Principal, St. Pauls City Schools St. Pauls, North Carolina -- 1979-1982

High School Principal, Beaufort County Schools Washington, North Carolina -- 1978-1979

Classroom Teacher, Primary subjects taught: Biology, Health Education, Other duties included
Assistant principal, class sponsor, department chairman -- 1972-1978

College Adjunct Professor -- University of North Carolina at Greensboro; Nova Southeastern University,
Vanderbilt University; California State University at Sacramento, and East Carolina University

EDUCATION

Doctor of Education, Vanderbilt University -- 1983

Educational Specialist, East Carolina University -- 1980

Master of Arts, East Carolina University -- 1974 & 1977

Bachelor of Science, East Carolina University -- 1972

ACCOMPLISHMENTS

Board of Directors -- The Children's Initiative -- 2008

Board of Directors -- The National Dropout Prevention Network -- 2007-Present

Board of Directors -- The National Public Relations Association -- 2003-2006

Board of Directors -- The Texas Education Reform Foundation -- Present

Distinguished Educator Award -- North Carolina Association of Supervision and Curriculum
Development -- 2003

Effie H. Jones Humanitarian Award -- The American Association of School Administrators -- 2008

ET3 Tech Champion Award -- Congressional Black Caucus -- 2005

Friend of the League Award -- The Horace Mann League of the United States of America, Inc. -- 2004

International Affiliate Overall Excellence Award -- Association of Supervision and Curriculum
Development -- 2005

Leadership Council -- Association of Supervision and Curriculum Development -- 2004-2005

Membership Committee of the College Board -- 2003-2006

North Carolina Superintendent of the Year -- North Carolina Association of School Administrators & North
Carolina School Boards Association -- 2008

North Carolina Superintendent of the Year -- Visiting International Faculty Program -- 2006

National Coca-Cola Scholars Selection Committee - Coke USA -- 2002-2005

Outstanding Alumni Award -- East Carolina University -- 1995

President -- North Carolina Association of Supervision and Curriculum Development -- 2004-2005

President—Tennessee School Public Relations Association -- 1996-1998
President—The Horace Mann League of the United States of America, Inc. -- 1996
Regional Superintendent of the Year - Piedmont Triad Education Consortium -- 2002 & 2007

MEMBERSHIPS

American Association of School Administrators
Association of Supervision and Curriculum Development—Leadership Council
Century Club (Limited to Two Educators from Each State)
Texas Association of School Administrators

PRESENTATIONS

A Look At The Current Status Of Restructuring—National School Boards Convention, San Francisco, California - Spring 1991
Academic Rigor, Advanced Placement, and School Reform—Southern Regional Institute of the College Board, Duluth, Georgia - Fall 2003
Advanced Placement Courses: Academic Opportunity for The Prepared, Not The Elite—United Negro College Fund's Patterson Research Conference, New York City, New York - Fall 2004
Advanced Placement Success Stories: A District Approach—The First Annual AP National Conference, Chicago, Illinois - Summer 2002
Being Assertive Without Being Aggressive - Mississippi Association of Educational Office Personnel State Conference, Jackson, Mississippi - Winter 1988
Brown vs. Board of Education—Fifty Years Later and Still a Dollar Short- The College Board's Southern Regional Meeting, Atlanta, Georgia - Winter 2004
Building Advanced Placement at the District Level—Georgia Department of Education, Warner Robbins, Georgia - Spring 2007
Building Credibility with Community and Staff—American Association of School Administrators National Conference, San Diego, California - Winter 2002
Building Successful K-16 Initiatives—The University of Texas at Austin's Community College Leadership Program, Austin Texas - Fall 2005
Building the Pipeline: Effectively Recruiting and Selecting Tomorrow's Leaders—Wallace Foundation National Conference, New York - Fall 2007
Communication Matters: Superintendent Blueprint—American Association of School Administrators National Conference, San Antonio, Texas - Winter 2005
Danielson's Model of Clinical Supervision—New Berlin School District, New Berlin, Wisconsin - Winter 1999
Designing and Implementing an Image Campaign for Your District—North Carolina School Boards Association's Annual Conference, Greensboro, North Carolina - Fall 2006
Designing High Schools That "Fit" Students—National School Boards Association National Conference, San Diego, California - Spring 2005
Developing Professional Growth Plans—National Academy of School Executives, Destin, Florida - Spring 1986
Early College High School: Meeting the Needs of Gifted Students—American Association of School Administrators National Convention, San Francisco, California - Winter 2003
Early College High School—The Guilford County Experience—North Carolina College Tech Prep Conference, Greensboro, North Carolina - Spring 2004
Engaging High School Students—Council of Great City Schools Annual Fall Conference, Nashville, Tennessee - Fall 2007
Excellence and Equity in Education—Georgia's Leadership Institute for School Improvement Super SAT COLA, Lawrenceville, Georgia - Fall 2004
Expanding Advanced Placement Accessibility—National School Boards Association National Conference, San Francisco, California - Winter 2003
Gaining Student, Parent, and Community Buy-In and Support for Expanding Advanced Placement—National Governor's Association, Vienna, Virginia - Winter 2005
Guilford County Schools' "Cool to be Smart" Advanced Placement Program—The College Board's Middle

States Major School System Summit, Atlantic City, New Jersey - Fall 2003

PRESENTATIONS (cont.)

- Guilford County Schools' Six Middle College High Schools--The 18th Annual At-Risk Youth National FORUM, Myrtle Beach, South Carolina - Winter 2006
- High Schools That Work--State of Tennessee Department of Education's Annual Conference, Nashville, Tennessee - Spring 1998
- High School with a College Twist--America's At-Risk Youth National FORUM, Myrtle Beach, South Carolina - Spring 2002
- High School with a College Twist--National School Boards Association National Conference, New Orleans, Louisiana - Spring 2002
- How to Conduct a Sacred Cow Hunt--American Association of School Administrators National Conference, San Diego, California - Winter 1998
- How to Help Students Deal with Peer Pressure--National School Boards Convention, New Orleans, Louisiana - Winter 1990
- Improving School/Business Relations--American Association of School Administrators National Convention, New Orleans, Louisiana - Winter 1987
- Improving Teaching Performance--National Academy of School Executives, San Francisco, California - Winter 1989
- Increasing Student Access to Advanced Level Courses, The College Board's Major School District's Meeting, Atlanta, Georgia--Spring 2003
- Initiating a Community Based Literacy Program, Supervising Teachers with Performance Problems--Vanderbilt University's Principals' Institute, Nashville, Tennessee - Summer 1990
- Is the Investment in Public Education Worth It?--American Association of School Administrators National Convention, San Diego, California - Winter 2006
- LINC Guilford-A Business Partnership That Works--Meet in the Middle State Conference, Raleigh, North Carolina - Fall 2001
- Listening to and Implementing Employee's Improvement Suggestions--National School Public Relations Association National Conference, St. Louis, Missouri - Summer 1998
- Middle College High School--North Carolina School Board Association's President's Invitational Conference, Greensboro, North Carolina - Spring 2001
- Middle College High Schools: A Guilford County Alternative School Program--University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia - Fall 2005
- Minority Students and Advanced Placement--North Carolina Department of Education's Closing the Achievement Gap Conference, Greensboro, North Carolina - Spring 2002
- Mission Possible: A Comprehensive Plan to Attract Teachers to At-Risk Schools--Council of Great City Schools Annual Fall Conference--Nashville, Tennessee - Fall 2007
- Mission Possible: Differentiated Pay for Teachers--UNC TV--"North Carolina Now" - January 17, 2007
- Mission Possible: Recruiting and Retaining Teachers in Impacted Schools--The American Association of School Administrators National Conference, Tampa, Florida - Winter 2008
- Nationally Televised Town Hall Meeting--United States Department of Education, Washington, D.C. - Summer 1995
- Planning and Implementing a Local Crisis Management Plan--Safe Home, Safe School Safe Community Summit, Tennessee School Board Association's Safety Summit, Nashville, Tennessee - Fall 1998
- Policy Governance: Focusing on Student Achievement--New Brunswick School Superintendents' Association Conference, New Brunswick, Canada - Fall 2002
- Profiles of Effective Schools--National Academy of School Executives, Tucson, Arizona - Winter 1985
- Public Education: The Cornerstone of Democracy and Our Community--American Association of School Administrators National Conference, San Antonio, Texas - Winter 2005
- Raising the Bar for Disadvantaged Students--Southwestern College Board Meeting, San Antonio, Texas -

Spring 2004

Reconnecting Disconnected Students—American Association of School Administrators National Conference, San Diego, California - Winter 2002

PRESENTATIONS (cont.)

- Recruitment and Retention—Using Targeted Incentive Pay in At-risk Schools—National Comprehensive Center for Teacher Quality Conference "Increasing Student Achievement in High-Need Schools Through Teacher Quality," Washington, D.C. - Fall 2006
- Reducing Teacher Absenteeism—National School Boards Convention, Las Vegas, Nevada - Spring 1986
- Re-visioning and Reinventing the American High School: What Needs to be Done—Penn State University's Waterbury Summit - June 2007.
- School Realities and Graduation Barriers—Confronting the Graduation Rate Crisis in the South, The Civil Rights Project Harvard University Regional Symposium, Spellman College, Atlanta, Georgia - Spring 2005
- Six Guilford County Schools' Middle College High Schools: A Three-Year Case Study—Paper Presented at the American Education Research Association's Annual Conference—Chicago, Illinois - Spring 2007
- Small High Schools—Meeting Student's Needs, North Carolina Association of Supervision and Curriculum Development Annual Conference, Pinehurst, North Carolina - Winter 2004
- Teacher Evaluation Programs That Work—National School Boards Convention, New Orleans, Louisiana - Winter 1988
- Teachers Matter Most: Differentiating Teacher Compensation and Paying for Performance—The 18th Education Trust National Conference—Washington, D.C. - Fall 2007
- Teaming Up for Tobacco Free Schools—North Carolina Department of Health and Human Services Conference, Greensboro, North Carolina - Fall 2002
- The Baby Boom Echo's Effect on America's High Schools—Jim Lehrer's Nationally Televised—News Hour, Public Broadcast System - Fall 1997
- The Principal's Role in the Evaluation Process—Vanderbilt Principals' Institute, Nashville, Tennessee - Summer 1988
- Top Ten Problems Facing Public Education—American Association of School Administrators Convention, San Diego, California - Spring 1996
- Using Data to Identify and Respond to Student Needs—University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia - Fall 2005
- Using The Curriculum Audit As A Tool To Implement School Reform—American Association of School Administrator's Convention, San Francisco, California - Winter 1990
- Using Value-Added Assessment to Differentiate Pay and Improve Schools—The 18th Education Trust National Conference—Washington, D.C. - Fall, 2007.
- Working With Deer Friends—North Carolina School Public Relations Association State Conference, Wilmington, North Carolina - Winter 2002
- Working With Superintendents- -National School Public Relations Association's PR Power Hour, National Telephone Conference - Winter 2002

PUBLICATIONS

- A bus safety plan that emphasizes student awareness and driver training. American School Board Journal, 1986, 11, 37-39.
- A study of the relationship between student achievement and evaluations of teacher performance (Doctoral Dissertation, Vanderbilt University, 1983) Dissertation Abstracts International, 1984, (University Microfilms No. DEM 84-02955).
- A "super sub" is not a sandwich. The Education Digest, 1990, 9, 50-51. Co-authored by Robert Y. Creech.
- A onederful way to develop employee support. Carolina Comment, 1986, 8, 10-11. Co-authored by Beverly Reep.
- Academies for assistant principals. Educational Leadership 1987, 45, 47-48. Co-authored by Kent Peterson and Catherine Marshall.

Advanced Placement: Access to Excellence. Principal Leadership, 2002, 8, 16-19
 Akron principals assess themselves. Quality Network News, 1994, 2, 3.
 An Akron community fights back. Journal of The Ohio School Boards Association, 1993, 10, 24-26. Co-authored by Brian Williams.
 Chartering project teams: What to do and how to do it. NASSP Bulletin, 1996, 584, 96-102
 Community involvement: An apple for the volunteers. American School Board Journal, 2000, 4. Co-authored by Judy Butler.
 Counseling cuts teacher stress. The Executive Educator, 1986, 15, 25 & 35. Co-authored by Sharon Crawford.

PUBLICATIONS (cont.)

Counter the bloated budget charge. The School Administrator, 1987, 8, 31.
 Courageous teacher evaluation proves a principal's prowess. Executive Educator, 1987, 2, 17-19.
 COVER STORY
 Creating High Schools With a College Twist. Manuscript Accepted by Principal Leadership, 2007. Co-authored by Kent Peterson.
 Curriculum audit points out weaknesses, recommends changes to strengthen instruction. Journal-South Carolina School Boards Association, 1990, 10, 3-7 & 11. Co-authored by J. Alex Stanton.
 Diversity becomes us. American School Board Journal, 1993, 11, 44 & 46.
 Engaging the disengaged. American School Board Journal, 2002, 1, 37-39.
 Establishing fair salaries for school administrators. Spectrum, 1993, 4, 13-15. Co-authored by M. Donald Thomas.
 15 Ways to keep staff members happy and productive. Executive Educator, 1988, 10, 26-27.
 Help your secretary help you. The Executive Educator, 1987, 10, 34. Co-authored by Charlie M. Holland
 How to stay out of court. The Executive Educator, 1991, 8, 21-22. Co-authored by Beverly Reep and Jane Turner.
 Hunting sacred cows & other employee recognition programs. Tennessee School Boards Association Journal, 1997, 3, 24-25.
 Implementing six middle college high schools: Leadership in schools for at-risk students. ASCD Express, October 18, 2007. Co-authored by Kent Peterson.
 It's cool to succeed. Educational Leadership, 2005, 7, 65-68. Co-authored by Kent Peterson.
 Keep playground hazards at bay. Executive Educator, 1989, 4, 29 & 39. Co-authored by Vanessa Coker.
 Keeping kids in school. Tennessee School Boards Association Journal, 2000, 2, 23 & 24.
 Landing the big one. The Executive Educator, 1992, 6, 20-22. Co-authored by Louis Trenta.
 Make your charges stick. American School Board Journal, 1990, 2, 20-21. Co-authored by Jane Turner
 Making the team work: Who decides what? Tennessee School Boards Association Journal, 1999, 4, 17.
 Mascots and meaning. The American School Board Journal, 2005, 10, 50-51 & 59.
 Middle College High School: A Meaningful Option for Disconnected High School Students. Clemson National Dropout: Prevention Network (2007). Co-authored by Kent Peterson
 Middle college: High school with a college twist. Leadership-NCASA, Spring/Summer 2002, 21-23.
 Middle college high schools for at risk students. ASCD Express, 2007, 3, 1.
 North Carolina's summative evaluation instrument—Does it identify effective teachers? Carolina Comment, 1984, 3, 9-11.
 Practical recommendations for conducting dismissal hearings. Executive Educator, 1984, 10, 25 & 37.
 Preschool story hours: The perfect welcome to kindergarten. The Palmetto Administrator, 1990, 3, 34-35. Co-authored by Beverly Reep.
 Preventing project teams from developing committee-itis. NASSP Bulletin, 2000, 616, 97-100.
 Reaching the Tipping Point in Community Support. The School Administrator, 2005, 4, 53. Co-authored by Kent Peterson.
 Realtors, business owners are vital audiences. Journal of Educational Public Relations, 1994, 3, 15-19.
 Selling homes or selling schools. The School Administrator, 1991, 10, 38-39.
 Staying in school. American School Journal, 2000, 5, 55-57.
 Student achievement: Find what works for you. Tennessee School Boards Association Journal, 1999, 10, 17.

Super sub program sends administrators back to the trenches. American School Board Journal, 1990, 2, 37. Co-authored with Robert Y. Creech.

Take me out of the ball game: Confronting the issue of Native American mascots. Leadership, 2006, Winter, 10-15

Teacher empowerment: Strategies for success. NASSP Bulletin, 1992, 546, 90-96. Co-authored by Beverly Reep.

PUBLICATIONS (cont.)

The administrator: Secretary relationship—Establishing a productive partnership. The National Educational Secretary, 1985, spring, 10-11 & 23.

The assistant principals' academy: Technical training and socialization of future leaders. NASSP Bulletin, 1987, 501, 32-38. Co-authored by Kent Peterson and Catherine Marshall.

The business side of the house. The American School Board Journal, 2004, 5, 24-27. Co-authored by Sharon Ozment.

The secretary, the telephone and the tarnished image. The National Educational Secretary, 1986, Summer, 10-13. Co-authored by Charlie M. Holland.

Use staff members' one-derful ideas. American School Board Journal, 1985, 10, 46. When consultants poke sacred cows. The Executive Educator, 1991, 6, 29-31.

When disaster strikes: Planning, leadership and communication keys to handling a crisis and its aftermath. NSPRA Counselor, January 2007.

Julie Fox Baker, Ph. D.

(b)(6)

EDUCATION

The Ohio State University

Ph.D. in Educational Administration
June, 2001

The Ohio State University

M.A. in Educational Administration
August, 1996

Murray State University

B.S. in Mathematics
May, 1993

SKILLS

Leadership and Administration
Project Development and Management
Grant Writing and Grants Management
Value-Added Analysis and Interpretation
Quantitative Research
Legislative Advocacy

Public Relations and Communications
Human Resource Management
Policy Development
Educational Technology
Negotiations

WORK EXPERIENCE

Houston Independent School District

Chief Major Projects Officer

February, 2010 – present

Directly reports to the superintendent of schools to carry forth the major initiatives of the district. Currently, serves as principal lead on the district's human capital transformation effort, including the redesign of the recruitment, selection, appraisal, career pathways and differentiated compensation for teachers and principals. Also, serves as project manager for the district's transformation of its lowest performing schools and supports the development of a long-term strategic plan. Co-leads the development of grant proposals for key initiatives. Works with other executive leadership to plan, implement, monitor and evaluate major projects. Leads cross-functional teams and manages resources for success.

Battelle for Kids

Senior Director

December, 2007 – January, 2010

Served as principal lead on a multi-year, multi-million dollar engagement with the Houston Independent School District to launch and implement a new educational improvement model, called ASPIRE (*Accelerating Student Progress. Increasing Results*)

and Expectations) which included district-wide training on and support of the understanding and use of value-added analysis and the creation and maintenance of a pay-for-performance system, called the ASPIRE Award program. Led the strategic communications and professional development efforts as well as the management of the overall engagement. Served as the interim ASPIRE Executive Director for nearly 18 months for HISD. Supported other Battelle for Kids engagement and developed several grant and district proposals.

Educational Service Center of Franklin County
Assistant Superintendent, External Relations August, 2005 – November, 2007

Key Accomplishments: Authored more than \$10 million in state and federal grants in fiscal year 2007; provided management of the regional school improvement team; established legislative communications for agency; served as Regional Value-Added Specialist and trained nearly 100 administrators and educators from 20 districts on understanding value-added analysis; chaired the Ohio Learning First Alliance, a nonprofit of the 17 state educational professional associations and the Ohio Department of Education.

State of Ohio, Ohio SchoolNet Commission
Interim Executive Director August, 2004 - July, 2005

Key Accomplishments: Effectively reported to 13-member Commission; led agency staff; managed agency budget; developed and presented legislative testimony for agency; interpreted state and federal legislation and educational policy; secured biennial budget for fiscal years 2006 and 2007; co-developed and led a successful merger plan of Ohio SchoolNet Commission and the Ohio Educational Telecommunications Network Commission; developed and maintained positive relationships with members of the Ohio General Assembly, state and local agency leaders, school district personnel and businesses; represented Ohio on the State Educational Technology Director's Association (SETDA) and other state organizations and committees.

Chief Programs Officer September, 2001 – July, 2005

Key Accomplishments: Cooperatively developed and implemented project management practices within the agency; served on agency team to develop business process improvements for human resources and fiscal practices including pay-for-performance compensation plan and contracts management system; led the implementation of a \$3.2M statewide technology leadership training program, Ohio Leadership for Integrating Technology (Ohio LIT), funded by the Bill and Melinda Gates Foundation for school district administrators resulting in professional development of more than 2,000 school and district leaders; developed the strategic programs, products and services plan for the agency; developed the initial research-based practices for the agency to better understand the access and use of technology in schools and to advocate for additional funding for the agency based on technology lifecycle and the findings from research.

Director of Technical Programs

May, 2000 – September, 2001

Key Accomplishments: Negotiated state contracts and served on a team to develop product catalog with tier one and tier two technology vendors resulting in savings in excess of \$10M per year for school districts; streamlined grant application and review processes; co-developed communications plans for all projects, products and services; co-developed new staffing evaluation and compensation plan; directed to completion school electrical upgrade program, high school interactive video distance learning program and annual programs for school district technology acquisition.

Senior Program Manager

July 1997- April 2000

Key Accomplishments: Implemented the first statewide interactive video distance learning programs; Co-developed video hardware and infrastructure standards; handled fiduciary responsibilities in excess of \$40M; negotiated state contracts with vendors for videoconferencing hardware and networking components; positioned Ohio as a leader in the nation for distance learning access and use; led a 21-member Telecommunity Policy and Oversight Committee comprised of business and educational leaders to direct and oversee the work of one distance learning program; and scaled projects from only a few schools to more than 400 statewide within six years; set direction for program growth.

Graduate Research Associate

August, 1995 – July, 1997

Key Accomplishments: Developed distance learning grant program request for proposals; instituted grant selection process; implemented accountability requirements for grant recipients; crafted communications plans and marketing collateral for programs; and organized the first statewide distance learning conference.

**The Ohio State University
Graduate Research Associate
Team Teacher**

October 1995-August 1996
1996, 1998

Key Accomplishments: Developed course materials and taught doctoral students research methods; edited and published articles; and tracked trends in educational research in the areas of personnel and compensation.

**Union County Middle School
Mathematics Teacher**

August 1994-May 1995

Key Accomplishments: Served as a positive role model for students and developed math curriculum and lesson plans that were engaging and effective for seventh- and eighth-grade students; implemented successful classroom management strategies; and establish open communications with parents and school leaders.

Carla J. Stevens

(b)(6)

EDUCATION

University of Denver
Denver, Colorado
M.A. Sociology – Research Methods, 1987

University of Denver
Denver, Colorado
B.A. Sociology/Economics, 1985

WORK EXPERIENCE

Assistant Superintendent, Research and Accountability (Sept. 2006-present)
Houston Independent School District – Houston, Texas

- Supervise overall planning, coordination, and implementation of projects and district activities as they relate to student testing, program evaluation, accountability, and student, campus, and district data reporting
- Serve in advisory capacity to the Superintendent, School Board, and other district and public officials regarding student testing, student performance data, program evaluations, and accountability
- Serve on district’s Executive Committee for the implementation of the ASPIRE Award, teacher performance pay program; coordinate and manage the implementation of the performance pay program
- Present evidence of improvement based on analysis of the assessment results and indices
- Develop and implement a systematic review of programs and services that result in continuing improvement and the demonstration of the effective accomplishment of the District’s mission, core values, and objectives
- Provide leadership to the Departments of Student Assessment and Research and Accountability, and manage staff activities consistent with federal, state, and district regulations as they relate to student testing, accountability, and program evaluations
- Assist campuses, central office departments, other non-school related work locations, and outside agencies with compliance issues, data needs, and program evaluations

Manager, Research and Accountability (1996-present)
Houston Independent School District – Houston, Texas

- Coordinate and manage a staff of four to six Research Specialists to produce comprehensive districtwide data publications regarding criterion-referenced and norm-referenced test data, dropout data, and school accountability under local, state, and federal systems
- Supervise and support staff in conducting program evaluations
- Collect and analyze data and coordinate efforts of staff to produce ad hoc projects at the request of the Superintendent, Board Members, and district personnel
- Make presentations to district offices, principals, and community groups

Research Specialist (1991-1996)

Houston Independent School District – Houston, Texas

- Design and conduct program evaluations
- Coordinate production of comprehensive districtwide data publications
- Collect and analyze data, and prepare data as requested

President (1993-1999)

Evaluation & Data Analysis Services, Inc. – Houston, Texas

- Conduct educational research and program evaluations on a contract basis for local universities as well as the Texas Education Agency

Legal Assistant (1987-1990)

Vinson and Elkins – Houston, Texas

- Conduct and coordinate large scale document productions and assist in the preparation of legal memoranda for the Business Litigation section

Graduate Research Assistant (1985-1987)

University of Denver – Denver, Colorado

- Assist in data collection and analysis on grants received by the Department of Sociology

ASSOCIATIONS	American Educational Research Association Southwest Educational Research Association National Association of Professional Women
APPOINTMENTS	Member of Joint Advisory Board for the Texas Education Research Centers appointed by Texas Commissioner of Education, August 2008
VOLUNTEER	University of Denver Alumni Admissions Recruiter CCE Teacher for St. Catherine of Sienna Catholic Church Board of Education, St. Catherine of Sienna Catholic Church 08/2005 to 06/2009 Lamar High School JROTC Parent Booster Club

Publications

- Dial, M., & Stevens, C. J. (Eds.) (1993). Alternative teacher certification. *Education and Urban Society*, 26(1).
- Dial, M., & Stevens, C. J. (1993). Introduction: The context of alternative teacher certification. *Education and Urban Society*, 26(1), 4-17.
- Stevens, C. J. (1994). Evaluation misuse from a user's perspective. *New Directions for Program Evaluation*, 64(4), 79-84.
- Stevens, C. J., & Dial, M. (1993). A qualitative study of alternatively certified teachers. *Education and Urban Society*, 26(1), 63-77.
- Stevens, C. J., & Dial, M. (Eds.) (1994). Preventing the misuse of evaluation. *New Directions for Program Evaluation*, 64(4).
- Stevens, C. J., & Dial, M. (1994). What constitutes misuse? *New Directions for Program Evaluation*, 64(4), 3-13.
- Stevens, C. J., & Sanchez, K. S. (1999). Perceptions of Parents and Community Members as a Measure of School Climate. In H. J. Freiberg (Ed.), *School Climate: Measuring, Improving, and Sustaining Healthy Learning Environments*. Philadelphia, PA: Falmer Press.

Paper Presentations

- Bledsoe, L., Stevens, C., & Ye, R. (April, 2010). *Homework Arrangement of Elementary Mathematics Teachers: A Cross-Cultural Study*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Friedrich, K. R., Stevens, C. J., & Gavito, A. A. (January, 1995). *Alternative education settings for the pregnant student*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.

Ann Best

(b)(6)

Experience:

2/2009-Present Chief Human Resources Officer, Houston Independent School District

- Leads the Human Resources Department to improve the overall talent of the district
- Develops and executing strategic plans, organization wide policies and programs encompassing recruiting, selection, onboarding, succession planning, compensation, and compliance

1/2005-2/2009 Executive Director, Teach For America, Houston

- Articulated a vision for Teach For America's impact in the region
- Contributed to national organizational decision making
- Built staff capacity and infrastructure necessary to sustain scale
- Grew a sustainable, diversified local funding base
- Managed regional board of directors
- Managed program team to ensure significant impact on student outcomes
- Managed alumni team to develop strategy to maximize alumni leadership
- Planned and managed growth from 250 to more than 400 corps members in four years
- Raised over \$15.5 million in four years
- Increased corps member impact on student achievement by 15%
- Built staff capacity and team from twelve to twenty nine employees

5/2004-1/2005 Managing Director of Program, Teach For America, Houston

- Worked closely with the executive director to shape and execute strategy for improving student achievement
- Determined goals for student achievement
- Managed a team of program directors to strong outcomes in student achievement
- Developed a strong, performance culture on the program team
- Established and maintained key school district relationships to ensure long-term partnership sustainability

8/2000 – 5/2004 Program Director, Teach For America, Houston

- Designed and executed programmatic support for corps members
- Observed corps members and provided feedback to assist them in improving their practice in the classroom
- Engaged corps members in data-based problem solving
- Planned and facilitated formal conversations with corps members to increase student achievement outcomes
- Organized and executed monthly professional development

6/2002 – 7/2002 School Director, Teach For America, Summer Institute

- Assumed responsibility for the successful operation of a school site as part of the Teach For America summer institute
- Trained and managed a diverse staff
- Ensured corps members were prepared for their fall placements
- Observed staff members and provided feedback to improve their practice

8/1996 – 7/2000 Kindergarten Teacher, Houston Independent School District, Texas

- Instructed students in a goal-driven environment to help them master Kindergarten content
- Developed components of curriculum based on state standards
- Administered assessments and tracked student progress
- Planned field trips and educational outings aligned to curriculum
- Managed a teacher's aid, student teachers, and parent volunteers
- Collaborated with Kindergarten grade level teachers in planning

Education:

1996-1997 University of St. Thomas, Houston, Texas

Coursework in pursuit of Texas teacher certification grades Pre-K through 6th

1992-1996 Oakwood College, Huntsville, Alabama

Bachelors in Communications

Awards:

2008

Named the United Negro College Fund's local Alumna of the Year and won the organization's national One to Watch Award

2010

Alumni of the Year Award from Oakwood University

MELINDA GARRETT

PROFESSIONAL EXPERIENCE

Houston Independent School District

Chief Financial Officer

March 2002 to present

Controller

September 1985 to February 2002

- ◇ Oversee financial functions of the district's billion dollar budget to ensure accountability of public funds
- ◇ Oversee and approve activities of the accounting, budgeting, tax collection, benefits, real estate, procurement and payroll departments
- ◇ Confer, negotiate and initiate district business activities with representatives of private firms, other local, state and federal governments and the general public
- ◇ Serves as co-senior investment officer of the district in managing billion dollar investment portfolio
- ◇ Negotiate and administer multiple major district contracts
- ◇ Direct, formulate and review bills for legislative adoption and analyze laws, regulations, opinions and decisions affecting business services of the District.
- ◇ Develop, initiate and distribute a variety of reports related to the financial activities and conditions of the district for the public, the Board of Education, the Superintendent of Schools and other governmental agencies
- ◇ Recommends and implements modifications of the district's financial policies and practices to meet changing needs of the district
- ◇ Maintain close liaison with independent auditors, bankers, financial advisors, rating agencies and the Texas Education Agency
- ◇ Serve as senior member of the district's Major Projects Steering Committee overseeing projects related to operational and system changes to financial systems, personnel-payroll systems, transportation and facilities operations.
- ◇ Oversee the strategies for further expansion of the district's new financial system, SAP and the HR/Payroll system, Peoplesoft and maintain management oversight of the SAP and Peoplesoft teams.

Peat, Marwick, Mitchell & Co.

Senior Auditor, Audit Division

January 1982 to September 1985

- ◇ Performed audits of clients in the banking, governmental and architectural/engineering fields including experience on publicly held corporations
- ◇ Performed operational review of school districts' financial practices

Landmark Management Corporation

Director of Personnel/Payroll Operations

Real Estate Division

September 1976 to July 1982

- ◇ Assisted in the startup of company from inception growing from 50 employees to 4000 employees in 6 years
- ◇ Established personnel and payroll practices for the Corporation
- ◇ Co-authored employee personnel manual

EDUCATION, CERTIFICATES AND PROFESSIONAL AFFILIATIONS

CPA, STATE OF TEXAS, 1983

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

Presenter, Annual Conferences

TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Affiliate President; Presenter, Annual Conferences; Instructor, Continuing Education and Nominee, School Business Official of the Year, 1999 and 1995

TEXAS EDUCATION AGENCY (TEA)

Served as Member of Accounting and Auditing Standing Committee; Member of the Coordinating Task Force advising TEA on recommendations to the State Board of Education related to financial policies for school districts

GOVERNMENT FINANCE OFFICER'S ASSOCIATION

AMERICAS' SAP USERS' GROUP

WILLIAM C. HORWATH

EXPERIENCE

HOUSTON INDEPENDENT SCHOOL DISTRICT (HISD)

Houston, TX
2010 to present

Assistant Superintendent for Accountability and Rewards

- Manage multiple cross-functional project teams in the design and implementation of new human capital systems aligned with district's Strategic Direction
- Driving system-wide initiative to transform teacher evaluation system for 12,000 educators, tying performance to student results and other key measures in order to place an effective teacher in every classroom
- Initiating and leading system redesign for differentiated teacher compensation system and clear career pathways based on performance
- Managing overhaul of school leader evaluation system for 700 school leaders as a part of Effective Principal Initiative, including rollout of new performance standards and measures of student learning tied to school leader accountability
- Oversee performance management for the school system, including development and rollout of balanced scorecards currently used by over 80% of central office departments
- Manage multi-million dollar grant budgets and key external partnerships with organizations such as The Parthenon Group, Mid-continent Research for Education Learning (McREL), the Broad Center and Education Pioneers to initiate and drive strategic reform

BOSTON PUBLIC SCHOOLS (BPS)

Boston, MA
2008 to 2010

Assistant Superintendent for Human Resources

- Led staff of 30 and budget of \$2.4 million to create a best-in-class, customer-focused system to recruit and retain over 9,000 district employees
- Member of the Superintendent's Executive Leadership team - served in broad range of strategic district-wide, cross-functional initiatives
- Led initiative to recruit and select talent for 12 turnaround schools
- Oversaw critical elements of district's Acceleration Agenda, including compensation reform, evaluation re-design and dual licensure programs
- Led creation and implementation of BPS Management Institute, a management training program for mid-level central office managers, in response to identified district need for more strategic leadership training
- Partnered with Boston Teacher Residency and Teach for America to expand alternative certification pipeline of teachers into the district
- Managed impact of severe budget cuts, using creative solutions, strategic decision-making and high-impact customer service to minimize impact on teaching and learning

Director of Staffing

2005 to 2008

- Broad Resident in urban education; highly-selective management development program that recruits and trains emerging leaders for senior management positions in public education
- Oversaw all aspects of hiring and staffing for school-based and central office hiring, addressing issues including salary, licensure, and budgeting
- Key member of innovative HR leadership team charged with "re-inventing" all aspects of HR district services - led and coordinated change management, customer service restructuring within the Staffing team to better align HR managers with school-level leaders as a single point of contact
- Built strong labor relationships and served as member of district negotiating team charged with negotiating major union contracts, including with the Boston Teachers Union

DELOITTE CONSULTING

Deerfield, IL
2000 to 2005

Senior Consultant, Public Sector Practice

- Managed operations and client relationships with over 200 school districts to support annual student health service reimbursements totaling \$20 million to districts
- Designed and administered relevant training and technical support for more than 800 district-level personnel
- Led cross-functional team of eight specialists and oversaw combined budget of \$2 million to develop and implement new services to district- and state-level clients

WORLDTEACHEnglish Professor

Latacunga, Ecuador

1997 to 1998

- Taught English as a second language to 120 Ecuadorian engineering and business students

COLLEGEBOUNDProgram Coordinator

Washington, DC

1996 to 1997

- Coordinated student support initiative to promote college access and readiness for Washington DC public high school students for 70+ students
- Recruited and managed volunteers and students for program participation

EDUCATION

UNIVERSITY OF CHICAGO**Graduate School of Business and Harris School of Public Policy***Master of Business Administration, with Honors**Master of Public Policy*

Chicago, IL

2001

DUKE UNIVERSITY*Bachelor of Arts, cum laude, in Public Policy Studies with minor in History*

Durham, NC

1996

SKILLS AND INTERESTS

- Conversational in Spanish
- Enjoy tennis, Duke basketball, traveling, and spending time with my wife and two daughters

Lance Menster

(b)(6)

PROFESSIONAL EXPERIENCES

Assistant Superintendent

Houston Independent School District (July 2012-Present)

Support, develop, and manage teacher development in the HISD Professional Support & Development Department. This includes a team of 150 staff members including elementary and secondary Teacher Development Specialists (TDS), professional development designers, online learning, new teacher/mentors, and the district's Alternative Certification Program.

**Elementary Teacher
Development
Senior Manager**

Houston Independent School District (July 2011-July 2012)

Support, develop and manage a team of 72 Elementary Teacher Development Specialist (TDS) to provide job-embedded professional development across all content areas.

**Mathematics
Manager**

Houston Independent School District (October 2006-July 2011)

Facilitate and manage the development and implementation of high quality mathematics teaching and learning in 198 elementary schools as the Manager for Elementary Mathematics in Houston ISD's Curriculum, Instruction, and Assessment Department.

**Education Program
Manager**

Houston Independent School District (July 2003-October 2006)

Served in a leadership capacity supporting mathematics teaching and learning in Houston ISD—West Region schools. The centerpiece of this work included facilitating the implementation of HISD curricular resources and providing customized professional development for teachers, mathematics specialists, lead teachers, administrators, and parents.

**Non-Profit Program
Coordinator**

The Houston Annenberg Challenge (July 2000-July 2003)

Performed duties as a PK-12 school reform facilitator for 88 schools in six urban school districts. Worked in partnership with the ExxonMobil Foundation and Houston Independent School District in building the leadership capacity of a team of Mathematics Specialists. Facilitated ongoing professional development and program design for mathematics specialists, classroom teachers, school administrators, and parents.

- Mathematics Consultant** *Mount Holyoke College Summer Math for Teachers (Summer 2002, 2004, 2007, and 2008)*
Facilitated *Developing Mathematical Ideas* professional development leadership institutes at Mount Holyoke College in South Hadley, Massachusetts. Responsibilities included providing nationally-known researched-based mathematics professional development to a national audience of mathematics teachers, supervisors, and university faculty as a part of Summer Institute program.
- K-5 Math Specialist** *Michael Kennedy Elementary, Alief ISD (Aug 1997-July 2000)*
Facilitated elementary mathematics curriculum and programming for an Annenberg Beacon K-5 elementary school. Provided tailored professional development experiences to develop children’s mathematical ideas for teachers and parents through coaching structures and facilitating campus and district wide mathematics professional development seminars.
- Classroom Teacher** *Michael Kennedy Elementary, Alief ISD (Aug 1994-July 1997)*
Facilitated instruction for third and fourth grade students in a multi-age setting by developing differentiated curriculum and teaching strategies in the area of mathematics education. Infused technology into the curriculum using internet resources, multimedia and peripheral software. Served as team leader.
- International Teaching** *Dept of Defense Schools, Okinawa, Japan (Jan. 1994-May 1994)*
Facilitated instruction in elementary mathematics classrooms as part of an University of Northern Iowa pilot overseas teaching program.

EDUCATION

- University of Texas at Austin** *Ed.D. (2013 Anticipated Graduation)*
Cooperative Superintendency Program
- University of St. Thomas** *Master’s Degree, Educational Administration (May 2007)*
TX Certification: Principal’s Certificate, ILD, PDAS
- University of Northern Iowa** *Bachelor of Arts Degree, Elementary Education (May 1994)*
Minor: K-6 Reading Education
TX Certifications: K-8, Gifted & Talented, English as Second Language



Houston Independent School District

Job Description

POSITION TITLE:

Academics Program Manager

CONTRACT LENGTH:

12 M

DATE: 04/30/09**DATE OF LAST REVISION:** 04/18/11**JOB CODE:** AC0805**PAY GRADE:** 29**FLSA EXEMPTION STATUS:** E**Job Family - Academics****JOB SUMMARY**

Manages facets of the technology projects in the Academic Services division such as The Source, the student and parent portal project and/or other related projects with schools, community organizations and businesses. Communicates financial as well as other types of support needed to promote technology implementation. Interfaces with District departments to match technology resources with project requirements.

MAJOR DUTIES & RESPONSIBILITIES**List most important duties first**

1. Create, organize, orchestrate and monitor plans to achieve project success.
2. Work with various departments and/or vendors to keep project plans on track.
3. Interact with and/or travel to various schools to promote, and/or assist with problems related to, the project.
4. Keep management abreast of project health and concerns through project milestone reporting, issue tracking, risks and risk mitigation techniques and weekly status reports.
5. Work closely with technology and the helpdesk to detect, test, correct and eliminate problems and technical issues.
6. Performs other job-related duties as assigned.



Houston Independent School District

Job Description

EDUCATION

Bachelor's Degree

WORK EXPERIENCE

3 to 5 years

Campus-based experience in teaching and/or administration to more clearly understand what is needed at the school level.

Technology experience to be able to interact with the various technology departments and/or vendors.

Project management experience to be able to understand, build and organize the project plans.

TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION

Microsoft Office

LEADERSHIP RESPONSIBILITIES

Level 2 - Work Leadership. Regularly provides project management or team leadership to a group of two or more employees, but does not have formal supervisory responsibility. Leading and directing is restricted to monitoring work and providing guidance on escalated issues. Most of work time is spent performing many of the same duties they are leading.

WORK COMPLEXITY/INDEPENDENT JUDGMENT/BUDGET AUTHORITY

Work is non-standardized and widely varied, involving many complex and significant variables including significant time spent planning, evaluating complex solutions and issues, and negotiating outcomes.

Strong analytic ability and inductive thinking are frequently required to devise new approaches to situations where previously accepted solutions have proven inadequate. Position regularly makes recommendations to management on areas of significance to the division. Supervision received typically consists of providing periodic coaching, advice and feedback.

Specifies requirements for a plan and/or budget.

PROBLEM SOLVING /IMPACT OF DECISIONS

Decisions are made with greater freedom and discretion, including recommendations that are subject to approval on matters that may affect multiple departments across HISD. Job is frequently expected to recommend new solutions to problems, to improve existing methods/procedures/services and generate new ideas. May also review decisions made by other individuals on more routine matters.

Decisions have moderate impact to the facility/department or division, causing increased satisfaction or dissatisfaction; producing efficiencies or delays; promoting or inhibiting personal intellectual or professional development; and/or contributing to financial gain or expense. Errors may be serious, usually not subject to direct verification or check, causing losses such as improper cost calculations, overpayment or improper utilization of labor, materials or equipment. Effect usually confined to the organization itself and is short term.

COMMUNICATION/INTERACTIONS

Collaborate and solve problems - works with others to resolve problems, clarify or interpret complex information/policies, and provide initial screening/negotiations without approval authority. Interactions are typically with customers, senior level professional staff, and managers.

CUSTOMER RELATIONSHIPS

Regularly assesses and diffuses complex, and escalated customer issues. Takes personal responsibility and accountability for solving systemic customer service problems. Regularly explores alternative and creative solutions to meeting the needs of the customer within HISD's policies and guidelines.

WORKING/ENVIRONMENTAL CONDITIONS

Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements.



Houston Independent School District

Job Description

POSITION TITLE:

Teacher Development Specialist

CONTRACT LENGTH:

11M

DATE: 03/01/11**DATE OF LAST REVISION:** 03/01/11**JOB CODE:** TR0271**PAY GRADE:** 30**FLSA EXEMPTION STATUS:** E**Job Family – Training****JOB SUMMARY**

The Teacher Development Specialist is accountable for supporting a caseload of teachers by providing individualized feedback, coaching and development to improve teacher performance and increase student achievement.

MAJOR DUTIES & RESPONSIBILITIES**List most important duties first**

1. Observe instructional practice and provide a formative assessment of strengths and weaknesses. Provide real-time feedback and access to relevant development opportunities.
2. Provide critical “on the job” coaching to teachers in support of their professional development.
3. Work with teachers and principals to review performance data and development plans, and to identify teachers’ strengths and prioritize most pressing development needs to increase student achievement.
4. Help identify and connect teachers to appropriate PD opportunities to meet priority needs.
5. Monitor teachers’ efficacy in applying new skill and impact on student learning, adjust approach as necessary to achieve goals for teacher improvement and student achievement.
6. Provide input to the Primary Appraiser as one input into the appraisal process.
7. Partner with Principals and SIOs to ensure focus is aligned to development priorities for individual teachers and across the campus.
8. Collaborate with other Teacher Development Specialists within their team and across teams to think strategically about PD - e.g., review performance data, reflect on themes, determine how to aggregate and prioritize needs, and allocate resources accordingly.
9. Tap into school based resources (e.g., Teacher Leaders, Dept. Heads) to deliver PD support – e.g., mentoring, modeling, facilitation, training, etc..
10. Lead group learning opportunities focused on increasing teacher effectiveness in a specific area.
11. Identify high need training topics, work with PD Central Support to develop high value training, deliver training where appropriate and able.
12. Improve their instructional, content and developmental expertise on an ongoing basis by participating in research-based learning opportunities.
13. Performs other job-related duties as assigned.



Houston Independent School District

Job Description

EDUCATION

Bachelor's Degree

WORK EXPERIENCE

5 to 7 years of proven successful teaching experience as demonstrated by a track record of success in increasing student achievement.

Successful candidate will ideally have a minimum of 5 years of teaching experience in the designated subject.

Subject matter expert in designated subject(s).

Exceptional interpersonal skills, able to relate one-on-one and in groups with confidence and poise.

Ability to provide critical and constructive feedback to effect immediate change.

Highly analytical, able to interpret data and weigh multiple options.

Strong communicator, ability to write clearly and analytically, able to evidence support.

A problem solver, able to prioritize multiple scenarios.

Ability to model research-based teaching strategies

Self-starter, flexible, able to adapt and adjust quickly to changing situations and needs.

TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION

Microsoft Office; Office equipment (e.g., computer, copier)

LEADERSHIP RESPONSIBILITIES

No supervisory or direct people management responsibilities. May provide occasional work guidance, technical advice and training to staff.

WORK COMPLEXITY/INDEPENDENT JUDGMENT

Work is substantially complex, varied and regularly requires the selection and application of technical and detailed guidelines. Independent judgment is required to identify, select, and apply the most appropriate methods as well as interpret precedent. Position regularly makes recommendations to management on areas of significance to the department. Supervision received typically consists of providing direction on the more complex projects and new job duties and priorities.

BUDGET AUTHORITY

No budget development activity is required.

PROBLEM SOLVING

Decisions are made with greater freedom and discretion, including recommendations that are subject to approval on matters that may affect multiple departments across HISD. Job is frequently expected to recommend new solutions to problems, to improve existing methods/procedures/services and generate new ideas. May also review decisions made by other individuals on more routine matters.

IMPACT OF DECISIONS

Decisions have moderate impact to the facility/department or division, causing increased satisfaction or dissatisfaction; producing efficiencies or delays; promoting or inhibiting personal intellectual or professional development; and/or contributing to financial gain or expense. Errors may be serious, usually not subject to direct verification or check, causing losses such as improper cost calculations, overpayment or improper utilization of labor, materials or equipment. Effect usually confined to the organization itself and is short term.

COMMUNICATION/INTERACTIONS

Collaborate and solve problems - works with others to resolve problems, clarify or interpret complex information/policies, and provide initial screening/negotiations without approval authority. Interactions are typically with customers, senior level professional staff, and managers.

CUSTOMER RELATIONSHIPS

Follows through with customer inquiries, requests and complaints. Forwards difficult and non-routine inquiries or requests to appropriate level for resolution.

WORKING/ENVIRONMENTAL CONDITIONS

Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements.



Baylor College of Medicine

Nancy P. Moreno, PhD
Professor and Senior Associate Director
Center for Educational Outreach
One Baylor Plaza, MS: BCM411
Houston, Texas 77030-3411
713-798-8200 nmoreno@bcm.edu

July 17, 2012

Terry Grier, EdD
Superintendent of Schools
Houston Independent School District
4400 West 18th St.
Houston, TX 77092

Dear Dr. Grier,

On behalf of Baylor College of Medicine, I am pleased to submit this letter of support for the Houston Independent School District's Teacher Incentive Fund Cycle 4 grant application to the United States Department of Education. Baylor College of Medicine (BCM) was recently named by *U. S. News and World Report* as one of the top 25 medical schools for research, and is the only private medical school in the Greater Southwest, offering excellence in education, research and patient care.

As you know, BCM also is recognized nationally for its contributions to K-12 science education. Through the Center for Educational Outreach, our team provides formal and informal experiences for students, teachers and the public designed to promote understanding of, and interest in a wide range of science and related topics. We offer live and online teacher professional development, have developed nationally disseminated science curricula, and have investigated the integration of inquiry science with other subjects and best practices for online teacher education. In fact, in 2010, we were awarded the prestigious *Science Prize for Online Resources in Education* by the American Association for the Advancement of Science, the largest scientific professional organization in the world.

BCM has been providing high-quality science training, as well as teacher leader training to elementary and middle school teachers in HISD for the past 15 years with funding from the National Science Foundation, the National Institutes of Health, Howard Hughes Medical Institute, and the US Department of Education. These programs have led to statistically significant gains in teacher and student content knowledge, changed practices in classrooms, and helped teachers become school and district science education leaders. We are pleased to be able to partner with the district under the Teacher Incentive Fund to build the science content knowledge and leadership capacity of Master STEM teachers at the participating high-need schools, so that they are able to support their peers on campus in delivering effective science instruction to their students. Upon award of the TIF grant, we are committed to meet with your staff to formalize our role in this important project.

Sincerely,

(b)(6)

Nancy P. Moreno, PhD



RICE UNIVERSITY SCHOOL MATHEMATICS PROJECT

July 17, 2012

Dr. Terry B. Grier
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092-8501

Dear Dr. Grier:

On behalf of Rice University and the Rice University School Mathematics Project (RUSMP), I am pleased to voice my strong support for the Houston Independent School District's (HISD) Teacher Incentive Fund Cycle 4 grant application to the United States Department of Education. In the Vision for the Second Century, Rice University President David W. Leebron called on us at the university to "fully engage with the city of Houston - learning from it and contributing to it - as a successful partnership with our home city is an essential part of our future."

Rice University is a leading research university known as a pioneer in the applied sciences in the fields of nanotechnology, artificial heart research, structural chemical analysis, and space science and is ranked first in the world by the 2010 Times Higher Education for its materials science research. Rice is acknowledged for its expertise in STEM research as well as for the reputation of the Jesse H. Jones Graduate School of Business. Rice is committed to precollege education and educational research. Last year, Rice University's Kinder Institute for Urban Research initiated a partnership between Rice University and HISD through the Houston Education Research Consortium (HERC). I am proud to serve on the HERC advisory board.

As you are aware, Rice University has been partnering with HISD to improve the quality of content knowledge of mathematics and science teachers and to develop aspiring and current school leaders. RUSMP has worked closely with HISD since 1987 at all levels to improve mathematics instruction throughout the district which has resulted in significant progress in systemic mathematics reform.

We will continue partnering with HISD to improve the content knowledge of mathematics and science teachers and teacher development specialists in the secondary schools participating in the TIF grant. Upon award of the grant, we will work collaboratively to design and deliver a leadership development support program for a cohort of master STEM teachers identified by the district in high-need schools. We look forward to continuing our relationship with you through this latest endeavor.

Sincerely,

(b)(6)

Anne Papkonstantinou, Ed.D.
Director, Rice University School Mathematics Project
Clinical Assistant Professor of Mathematics, Weiss School of Natural Sciences



TNTP

imagiae

July 18, 2012

Dear Teacher Incentive Fund Administrator:

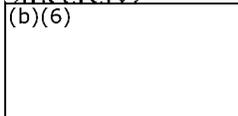
I am the President of TNTP, a national non-profit that seeks to end the injustice of education inequity by ensuring that all students have effective teachers. I write this letter in support of the application of the Houston Independent School District (HISD) under the TIF Cycle 4 initiative. TNTP has been privileged to be the lead partner with HISD over the past two years in connection with the district's Effective Teachers Initiative which seeks to ensure that there is an effective teacher in every classroom in the district. We have seen first-hand the strong commitment of HISD's Board of Trustees, Dr. Grier and his team to comprehensive human capital reform generally and to rigorous, fair evaluation systems and performance-based compensation systems specifically. With the Effective Teachers Initiative, HISD has made it a clear priority to improve the way it recruits, evaluates, develops and retains its teachers. It has already accomplished a lot with the design and implementation of a new teacher appraisal and development system, earlier teacher hiring and plans to begin implementation of new compensation and career pathway policies next year. The impact of these reforms can be seen in the data regarding the retention of teachers by performance level, which shows growing gaps in the retention of high vs. low performers.

TNTP is pleased to be a partner on the TIF Cycle 4 initiative, as it is particularly important that high-need schools in HISD have additional systems, capacity and supports to ensure students of poverty and color have access to effective teachers, particularly in the STEM areas, where the need is particularly acute. I am confident that through the TIF grant, HISD will be able to improve the quality of teaching across all of its schools, most importantly in the critical STEM subjects, so that student achievement will improve.

Please let me know if I can provide further information.

Sincerely,

(b)(6)



Timothy Daly

Terry B. Grier

(b)(6)

PROFESSIONAL EXPERIENCE

Superintendent, Houston Independent School District, Houston, Texas (Enrollment: 201,500+ Students)
September 2009 -- Present
Superintendent, San Diego Unified School District, San Diego, California (Enrollment: 132,800+ Students)
March 2008 -- September 2009
Superintendent, Guilford County Schools, Greensboro, North Carolina -- 2000-2008
Superintendent, Williamson County Schools, Franklin, Tennessee -- 1996-2000
Superintendent, Sacramento City Unified School District Sacramento, California -- 1994-November 1995
Superintendent, Akron Public School District Akron, Ohio -- 1991-1994
Superintendent, Darlington County School District Darlington, South Carolina -- 1988-1991
Superintendent, Amarillo Independent School District Amarillo, Texas -- 1987-1988
Superintendent, McDowell County Schools Marion, North Carolina -- 1984-1987
Associate Superintendent, Alexander County Schools Taylorsville, North Carolina -- 1982-1984
High School Principal, St. Pauls City Schools St. Pauls, North Carolina -- 1979-1982
High School Principal, Beaufort County Schools Washington, North Carolina -- 1978-1979
Classroom Teacher, Primary subjects taught: Biology, Health Education; Other duties included:
Assistant principal, class sponsor, department chairman -- 1972-1978
College Adjunct Professor -- University of North Carolina at Greensboro; Nova Southeastern University;
Vanderbilt University; California State University at Sacramento; and East Carolina University

EDUCATION

Doctor of Education, Vanderbilt University -- 1983
Educational Specialist, East Carolina University -- 1980
Master of Arts, East Carolina University -- 1974 & 1977
Bachelor of Science, East Carolina University -- 1972

ACCOMPLISHMENTS

Board of Directors -- The Children's Initiative -- 2008
Board of Directors -- The National Dropout Prevention Network -- 2007-Present
Board of Directors -- The National Public Relations Association -- 2003-2006
Board of Directors -- The Texas Education Reform Foundation -- Present
Distinguished Educator Award -- North Carolina Association of Supervision and Curriculum
Development -- 2003
Effie H. Jones Humanitarian Award -- The American Association of School Administrators -- 2008
ET3 Tech Champion Award -- Congressional Black Caucus -- 2005
Friend of the League Award -- The Horace Mann League of the United States of America, Inc.-- 2004
International Affiliate Overall Excellence Award -- Association of Supervision and Curriculum
Development -- 2005
Leadership Council -- Association of Supervision and Curriculum Development -- 2004-2005
Membership Committee of the College Board -- 2003-2006
North Carolina Superintendent of the Year--North Carolina Association of School Administrators & North
Carolina School Boards Association -- 2008
North Carolina Superintendent of the Year--Visiting International Faculty Program -- 2006
National Coca-Cola Scholars Selection Committee - Coke USA -- 2002-2005
Outstanding Alumni Award -- East Carolina University -- 1995
President--North Carolina Association of Supervision and Curriculum Development -- 2004-2005

President—Tennessee School Public Relations Association -- 1996-1998
President—The Horace Mann League of the United States of America, Inc. -- 1996
Regional Superintendent of the Year - Piedmont Triad Education Consortium -- 2002 & 2007

MEMBERSHIPS

American Association of School Administrators
Association of Supervision and Curriculum Development—Leadership Council
Century Club (Limited to Two Educators from Each State)
Texas Association of School Administrators

PRESENTATIONS

A Look At The Current Status Of Restructuring--National School Boards Convention, San Francisco, California - Spring 1991
Academic Rigor, Advanced Placement, and School Reform—Southern Regional Institute of the College Board, Duluth, Georgia - Fall 2003
Advanced Placement Courses: Academic Opportunity for The Prepared, Not The Elite—United Negro College Fund's Patterson Research Conference, New York City, New York - Fall 2004
Advanced Placement Success Stories: A District Approach—The First Annual AP National Conference, Chicago, Illinois - Summer 2002
Being Assertive Without Being Aggressive—Mississippi Association of Educational Office Personnel State Conference, Jackson, Mississippi - Winter 1988
Brown vs. Board of Education—Fifty Years Later and Still a Dollar Short—The College Board's Southern Regional Meeting, Atlanta, Georgia - Winter 2004
Building Advanced Placement at the District Level—Georgia Department of Education, Warner Robbins, Georgia - Spring 2007
Building Credibility with Community and Staff—American Association of School Administrators National Conference, San Diego, California - Winter 2002
Building Successful K-16 Initiatives—The University of Texas at Austin's Community College Leadership Program, Austin Texas - Fall 2005
Building the Pipeline: Effectively Recruiting and Selecting Tomorrow's Leaders—Wallace Foundation National Conference, New York - Fall 2007
Communication Matters: Superintendent Blueprint—American Association of School Administrators National Conference, San Antonio, Texas - Winter 2005
Danielson's Model of Clinical Supervision—New Berlin School District, New Berlin, Wisconsin - Winter 1999
Designing and Implementing an Image Campaign for Your District—North Carolina School Boards Association's Annual Conference, Greensboro, North Carolina - Fall 2006
Designing High Schools That "Fit" Students—National School Boards Association National Conference, San Diego, California - Spring 2005
Developing Professional Growth Plans—National Academy of School Executives, Destin, Florida - Spring 1986
Early College High School: Meeting the Needs of Gifted Students—American Association of School Administrators National Convention, San Francisco, California - Winter 2003
Early College High School—The Guilford County Experience—North Carolina College Tech Prep Conference, Greensboro, North Carolina - Spring 2004
Engaging High School Students—Council of Great City Schools Annual Fall Conference, Nashville, Tennessee - Fall 2007
Excellence and Equity in Education—Georgia's Leadership Institute for School Improvement Super SAT COLA, Lawrenceville, Georgia - Fall 2004
Expanding Advanced Placement Accessibility—National School Boards Association National Conference, San Francisco, California - Winter 2003
Gaining Student, Parent, and Community Buy-In and Support for Expanding Advanced Placement—National Governor's Association, Vienna, Virginia - Winter 2005
Guilford County Schools' "Cool to be Smart" Advanced Placement Program—The College Board's Middle

States Major School System Summit, Atlantic City, New Jersey - Fall 2003

PRESENTATIONS (cont.)

- Guilford County Schools' Six Middle College High Schools--The 18th Annual At-Risk Youth National FORUM, Myrtle Beach, South Carolina - Winter 2006
- High Schools That Work--State of Tennessee Department of Education's Annual Conference, Nashville, Tennessee - Spring 1998
- High School with a College Twist--America's At-Risk Youth National FORUM, Myrtle Beach, South Carolina - Spring 2002
- High School with a College Twist--National School Boards Association National Conference, New Orleans, Louisiana - Spring 2002
- How to Conduct a Sacred Cow Hunt--American Association of School Administrators National Conference, San Diego, California - Winter 1998
- How to Help Students Deal with Peer Pressure--National School Boards Convention, New Orleans, Louisiana - Winter 1990
- Improving School/Business Relations--American Association of School Administrators National Convention, New Orleans, Louisiana - Winter 1987
- Improving Teaching Performance--National Academy of School Executives, San Francisco, California - Winter 1989
- Increasing Student Access to Advanced Level Courses, The College Board's Major School District's Meeting, Atlanta, Georgia--Spring 2003
- Initiating a Community Based Literacy Program, Supervising Teachers with Performance Problems--Vanderbilt University's Principals' Institute, Nashville, Tennessee - Summer 1990
- Is the Investment in Public Education Worth It?--American Association of School Administrators National Convention, San Diego, California - Winter 2006
- LINC Guilford-A Business Partnership That Works--Meet in the Middle State Conference, Raleigh, North Carolina - Fall 2001
- Listening to and Implementing Employee's Improvement Suggestions--National School Public Relations Association National Conference, St. Louis, Missouri - Summer 1998
- Middle College High School--North Carolina School Board Association's President's Invitational Conference, Greensboro, North Carolina - Spring 2001
- Middle College High Schools: A Guilford County Alternative School Program--University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia - Fall 2005
- Minority Students and Advanced Placement--North Carolina Department of Education's Closing the Achievement Gap Conference, Greensboro, North Carolina - Spring 2002
- Mission Possible: A Comprehensive Plan to Attract Teachers to At-Risk Schools--Council of Great City Schools Annual Fall Conference--Nashville, Tennessee - Fall 2007
- Mission Possible: Differentiated Pay for Teachers--UNC TV--"North Carolina Now" - January 17, 2007
- Mission Possible: Recruiting and Retaining Teachers in Impacted Schools--The American Association of School Administrators National Conference, Tampa, Florida - Winter 2008
- Nationally Televised Town Hall Meeting--United States Department of Education, Washington, D.C. - Summer 1995
- Planning and Implementing a Local Crisis Management Plan--Safe Home, Safe School, Safe Community Summit, Tennessee School Board Association's Safety Summit, Nashville, Tennessee - Fall 1998
- Policy Governance: Focusing on Student Achievement--New Brunswick School Superintendents' Association Conference, New Brunswick, Canada - Fall 2002
- Profiles of Effective Schools--National Academy of School Executives, Tucson, Arizona - Winter 1985
- Public Education: The Cornerstone of Democracy and Our Community--American Association of School Administrators National Conference, San Antonio, Texas - Winter 2005
- Raising the Bar for Disadvantaged Students--Southwestern College Board Meeting, San Antonio, Texas -

Spring 2004

Reconnecting Disconnected Students—American Association of School Administrators National Conference, San Diego, California - Winter 2002

PRESENTATIONS (cont.)

Recruitment and Retention—Using Targeted Incentive Pay in At-risk Schools—National Comprehensive Center for Teacher Quality Conference "Increasing Student Achievement in High-Need Schools Through Teacher Quality," Washington, D.C. - Fall 2006

Reducing Teacher Absenteeism—National School Boards Convention, Las Vegas, Nevada - Spring 1986

Re-visioning and Reinventing the American High School: What Needs to be Done—Penn State University's Waterbury Summit - June 2007.

School Realities and Graduation Barriers—Confronting the Graduation Rate Crisis in the South, The Civil Rights Project Harvard University Regional Symposium, Spellman College, Atlanta, Georgia - Spring 2005

Six Guilford County Schools' Middle College High Schools: A Three-Year Case Study—Paper Presented at the American Education Research Association's Annual Conference—Chicago, Illinois - Spring 2007

Small High Schools—Meeting Student's Needs, North Carolina Association of Supervision and Curriculum Development Annual Conference, Pinehurst, North Carolina - Winter 2004

Teacher Evaluation Programs That Work—National School Boards Convention, New Orleans, Louisiana - Winter 1988

Teachers Matter Most: Differentiating Teacher Compensation and Paying for Performance—The 18th Education Trust National Conference—Washington, D.C. - Fall 2007

Teaming Up for Tobacco Free Schools—North Carolina Department of Health and Human Services Conference, Greensboro, North Carolina - Fall 2002

The Baby Boom Echo's Effect on America's High Schools—Jim Lehrer's Nationally Televised—News Hour, Public Broadcast System - Fall 1997

The Principal's Role in the Evaluation Process—Vanderbilt Principals' Institute, Nashville, Tennessee - Summer 1988

Top Ten Problems Facing Public Education—American Association of School Administrators Convention, San Diego, California - Spring 1996

Using Data to Identify and Respond to Student Needs—University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia - Fall 2005

Using The Curriculum Audit As A Tool To Implement School Reform—American Association of School Administrator's Convention, San Francisco, California - Winter 1990

Using Value-Added Assessment to Differentiate Pay and Improve Schools—The 18th Education Trust National Conference—Washington, D.C. - Fall, 2007.

Working With Deer Friends—North Carolina School Public Relations Association State Conference, Wilmington, North Carolina - Winter 2002

Working With Superintendents—National School Public Relations Association's PR Power Hour, National Telephone Conference - Winter 2002

PUBLICATIONS

A bus safety plan that emphasizes student awareness and driver training. American School Board Journal, 1986, 11, 37-39.

A study of the relationship between student achievement and evaluations of teacher performance. (Doctoral Dissertation, Vanderbilt University, 1983) Dissertation Abstracts International, 1984, (University Microfilms No. DEM 84-02955).

A "super sub" is not a sandwich. The Education Digest, 1990, 9, 50-51. Co-authored by Robert Y. Creech.

A onederful way to develop employee support. Carolina Comment, 1986, 8, 10-11. Co-authored by Beverly Reep.

Academies for assistant principals. Educational Leadership, 1987, 45, 47-48. Co-authored by Kent Peterson and Catherine Marshall.

Advanced Placement: Access to Excellence. Principal Leadership, 2002, 8, 16-19.
 Akron principals assess themselves. Quality Network News, 1994, 2, 3.
 An Akron community fights back. Journal of The Ohio School Boards Association, 1993, 10, 24-26. Co-authored by Brian Williams.
 Chartering project teams: What to do and how to do it. NASSP Bulletin, 1996, 584, 96-102.
 Community involvement: An apple for the volunteers. American School Board Journal, 2000, 4. Co-authored by Judy Butler.
 Counseling cuts teacher stress. The Executive Educator, 1986, 15, 25 & 35. Co-authored by Sharon Crawford.

PUBLICATIONS (cont.)

Counter the bloated budget charge. The School Administrator, 1987, 8, 31.
 Courageous teacher evaluation proves a principal's prowess. Executive Educator, 1987, 2, 17-19.
 COVER STORY
 Creating High Schools With a College Twist. Manuscript Accepted by Principal Leadership, 2007. Co-authored by Kent Peterson.
 Curriculum audit points out weaknesses, recommends changes to strengthen instruction. Journal-South Carolina School Boards Association, 1990, 10, 3-7 & 11. Co-authored by J. Alex Stanton.
 Diversity becomes us. American School Board Journal, 1993, 11, 44 & 46.
 Engaging the disengaged. American School Board Journal, 2002, 1, 37-39.
 Establishing fair salaries for school administrators. Spectrum, 1993, 4, 13-15. Co-authored by M. Donald Thomas.
 15 Ways to keep staff members happy and productive. Executive Educator, 1988, 10, 26-27.
 Help your secretary help you. The Executive Educator, 1987, 10, 34. Co-authored by Charlie M. Holland.
 How to stay out of court. The Executive Educator, 1991, 8, 21-22. Co-authored by Beverly Reep and Jane Turner.
 Hunting sacred cows & other employee recognition programs. Tennessee School Boards Association Journal, 1997, 3, 24-25.
 Implementing six middle college high schools: Leadership in schools for at-risk students. ASCD Express, October 18, 2007. Co-authored by Kent Peterson.
 It's cool to succeed. Educational Leadership, 2005, 7, 65-68. Co-authored by Kent Peterson.
 Keep playground hazards at bay. Executive Educator, 1989, 4, 29 & 39. Co-authored by Vanessa Coker.
 Keeping kids in school. Tennessee School Boards Association Journal, 2000, 2, 23 & 24.
 Landing the big one. The Executive Educator, 1992, 6, 20-22. Co-authored by Louis Trenta.
 Make your charges stick. American School Board Journal, 1990, 2, 20-21. Co-authored by Jane Turner.
 Making the team work: Who decides what? Tennessee School Boards Association Journal, 1999, 4, 17.
 Mascots and meaning. The American School Board Journal, 2005, 10, 50-51 & 59.
Middle College High School: A Meaningful Option for Disconnected High School Students. Clemson: National Dropout Prevention Network (2007). Co-authored by Kent Peterson.
 Middle college: High school with a college twist. Leadership-NCASA, Spring/Summer 2002, 21-23.
 Middle college high schools for at-risk students. ASCD Express, 2007, 3, 1.
 North Carolina's summative evaluation instrument—Does it identify effective teachers? Carolina Comment, 1984, 3, 9-11.
 Practical recommendations for conducting dismissal hearings. Executive Educator, 1984, 10, 25 & 37.
 Preschool story hours: The perfect welcome to kindergarten. The Palmetto Administrator, 1990, 3, 34-35. Co-authored by Beverly Reep.
 Preventing project teams from developing committee-itis. NASSP Bulletin, 2000, 616, 97-100.
 Reaching the Tipping Point in Community Support. The School Administrator, 2005, 4, 53. Co-authored by Kent Peterson.
 Realtors, business owners are vital audiences. Journal of Educational Public Relations, 1994, 3, 15-19.
 Selling homes or selling schools. The School Administrator, 1991, 10, 38-39.
 Staying in school. American School Journal, 2000, 5, 55-57.
 Student achievement: Find what works for you. Tennessee School Boards Association Journal, 1999, 10, 17.

Super sub program sends administrators back to the trenches. American School Board Journal, 1990, 2, 37. Co-authored with Robert Y. Creech.

Take me out of the ball game: Confronting the issue of Native American mascots. Leadership, 2006, Winter, 10-15.

Teacher empowerment: Strategies for success. NASSP Bulletin, 1992, 546, 90-96. Co-authored by Beverly Reep.

PUBLICATIONS (cont.)

The administrator: Secretary relationship—Establishing a productive partnership. The National Educational Secretary, 1985, spring, 10-11 & 23.

The assistant principals' academy: Technical training and socialization of future leaders. NASSP Bulletin, 1987, 501, 32-38. Co-authored by Kent Peterson and Catherine Marshall.

The business side of the house. The American School Board Journal, 2004, 5, 24-27. Co-authored by Sharon Ozment.

The secretary, the telephone and the tarnished image. The National Educational Secretary, 1986, Summer, 10-13. Co-authored by Charlie M. Holland.

Use staff members' one-derful ideas. American School Board Journal, 1985, 10, 46. When consultants poke sacred cows. The Executive Educator, 1991, 6, 29-31.

When disaster strikes: Planning, leadership and communication keys to handling a crisis and its aftermath. NSPRA Counselor, January 2007.

Julie Fox Baker, Ph. D.

(b)(6)

EDUCATION

The Ohio State University

Ph.D. in Educational Administration
June, 2001

The Ohio State University

M.A. in Educational Administration
August, 1996

Murray State University

B.S. in Mathematics
May, 1993

SKILLS

Leadership and Administration
Project Development and Management
Grant Writing and Grants Management
Value-Added Analysis and Interpretation
Quantitative Research
Legislative Advocacy

Public Relations and Communications
Human Resource Management
Policy Development
Educational Technology
Negotiations

WORK EXPERIENCE

Houston Independent School District

Chief Major Projects Officer

February, 2010 – present

Directly reports to the superintendent of schools to carry forth the major initiatives of the district. Currently, serves as principal lead on the district's human capital transformation effort, including the redesign of the recruitment, selection, appraisal, career pathways and differentiated compensation for teachers and principals. Also, serves as project manager for the district's transformation of its lowest performing schools and supports the development of a long-term strategic plan. Co-leads the development of grant proposals for key initiatives. Works with other executive leadership to plan, implement, monitor and evaluate major projects. Leads cross-functional teams and manages resources for success.

Battelle for Kids

Senior Director

December, 2007 – January, 2010

Served as principal lead on a multi-year, multi-million dollar engagement with the Houston Independent School District to launch and implement a new educational improvement model, called ASPIRE (*Accelerating Student Progress. Increasing Results*)

and Expectations) which included district-wide training on and support of the understanding and use of value-added analysis and the creation and maintenance of a pay-for-performance system, called the ASPIRE Award program. Led the strategic communications and professional development efforts as well as the management of the overall engagement. Served as the interim ASPIRE Executive Director for nearly 18 months for HISD. Supported other Battelle for Kids engagement and developed several grant and district proposals.

Educational Service Center of Franklin County

Assistant Superintendent, External Relations August, 2005 – November, 2007

Key Accomplishments: Authored more than \$10 million in state and federal grants in fiscal year 2007; provided management of the regional school improvement team; established legislative communications for agency; served as Regional Value-Added Specialist and trained nearly 100 administrators and educators from 20 districts on understanding value-added analysis; chaired the Ohio Learning First Alliance, a nonprofit of the 17 state educational professional associations and the Ohio Department of Education.

State of Ohio, Ohio SchoolNet Commission

Interim Executive Director

August, 2004 - July, 2005

Key Accomplishments: Effectively reported to 13-member Commission; led agency staff; managed agency budget; developed and presented legislative testimony for agency; interpreted state and federal legislation and educational policy; secured biennial budget for fiscal years 2006 and 2007; co-developed and led a successful merger plan of Ohio SchoolNet Commission and the Ohio Educational Telecommunications Network Commission; developed and maintained positive relationships with members of the Ohio General Assembly, state and local agency leaders, school district personnel and businesses; represented Ohio on the State Educational Technology Director's Association (SETDA) and other state organizations and committees.

Chief Programs Officer

September, 2001 – July, 2005

Key Accomplishments: Cooperatively developed and implemented project management practices within the agency; served on agency team to develop business process improvements for human resources and fiscal practices including pay-for-performance compensation plan and contracts management system; led the implementation of a \$3.2M statewide technology leadership training program, Ohio Leadership for Integrating Technology (Ohio LIT), funded by the Bill and Melinda Gates Foundation for school district administrators resulting in professional development of more than 2,000 school and district leaders; developed the strategic programs, products and services plan for the agency; developed the initial research-based practices for the agency to better understand the access and use of technology in schools and to advocate for additional funding for the agency based on technology lifecycle and the findings from research.

Director of Technical Programs

May, 2000 – September, 2001

Key Accomplishments: Negotiated state contracts and served on a team to develop product catalog with tier one and tier two technology vendors resulting in savings in excess of \$10M per year for school districts; streamlined grant application and review processes; co-developed communications plans for all projects, products and services; co-developed new staffing evaluation and compensation plan; directed to completion school electrical upgrade program, high school interactive video distance learning program and annual programs for school district technology acquisition.

Senior Program Manager

July 1997- April 2000

Key Accomplishments: Implemented the first statewide interactive video distance learning programs; Co-developed video hardware and infrastructure standards; handled fiduciary responsibilities in excess of \$40M; negotiated state contracts with vendors for videoconferencing hardware and networking components; positioned Ohio as a leader in the nation for distance learning access and use; led a 21-member Telecommunity Policy and Oversight Committee comprised of business and educational leaders to direct and oversee the work of one distance learning program; and scaled projects from only a few schools to more than 400 statewide within six years; set direction for program growth.

Graduate Research Associate

August, 1995 – July, 1997

Key Accomplishments: Developed distance learning grant program request for proposals; instituted grant selection process; implemented accountability requirements for grant recipients; crafted communications plans and marketing collateral for programs; and organized the first statewide distance learning conference.

**The Ohio State University
Graduate Research Associate
Team Teacher**

October 1995-August 1996
1996, 1998

Key Accomplishments: Developed course materials and taught doctoral students research methods; edited and published articles; and tracked trends in educational research in the areas of personnel and compensation.

**Union County Middle School
Mathematics Teacher**

August 1994-May 1995

Key Accomplishments: Served as a positive role model for students and developed math curriculum and lesson plans that were engaging and effective for seventh- and eighth-grade students; implemented successful classroom management strategies; and establish open communications with parents and school leaders.

DOCTORAL AND POST-DOCTORATE ACADEMIC HONORS AND AWARDS

Davis Award, University Council in Educational Administration, 2003 Recipient for Best Article Published in Education Administration Quarterly during 2002

Roald F. and Della J. Campbell Memorial Scholarship Fund in Educational Administration, The Ohio State University College of Education, 1996 & 1998 Recipient

Emerson S. and Lucy J. Zuck Fund, The Ohio State University College of Education, 1998 Recipient

David L. Clark Graduate Student Research Seminar in Educational Administration and Policy, University Council in Educational Administration, 1998 Attendee

PUBLICATIONS

Young, I. P. & Fox, J. (2002). Asian, Hispanic, and Native American job candidates: Prescreened or Screened within the Selection Process? *Educational Administration Quarterly*.

Alge, Gresham, Heneman, Fox & McMasters (2002). Measuring customer service orientation using a measure of interpersonal skills: A preliminary test in a public service organization. *Journal of Business and Psychology*.

Heneman, Robert L., Greenberger, David B. & Fox, Julie A. (Dec. 2002). Pay increase satisfaction: A reconceptualization of pay raise satisfaction based on changes in work and pay practices. *Human Resource Management Review*.

Heneman, R. L., Eskew, D., & Fox, J. (Jan/Feb 1998). Using survey data to evaluate the effectiveness of a profit sharing and performance management system in a high technology firm. *Compensation and Benefits Review*.

Carla J. Stevens

(b)(6)

EDUCATION

University of Denver
Denver, Colorado
M.A. Sociology – Research Methods, 1987

University of Denver
Denver, Colorado
B.A. Sociology/Economics, 1985

WORK EXPERIENCE

Assistant Superintendent, Research and Accountability (Sept. 2006-present)
Houston Independent School District – Houston, Texas

- Supervise overall planning, coordination, and implementation of projects and district activities as they relate to student testing, program evaluation, accountability, and student, campus, and district data reporting
- Serve in advisory capacity to the Superintendent, School Board, and other district and public officials regarding student testing, student performance data, program evaluations, and accountability
- Serve on district’s Executive Committee for the implementation of the ASPIRE Award, teacher performance pay program; coordinate and manage the implementation of the performance pay program
- Present evidence of improvement based on analysis of the assessment results and indices
- Develop and implement a systematic review of programs and services that result in continuing improvement and the demonstration of the effective accomplishment of the District’s mission, core values, and objectives
- Provide leadership to the Departments of Student Assessment and Research and Accountability, and manage staff activities consistent with federal, state, and district regulations as they relate to student testing, accountability, and program evaluations
- Assist campuses, central office departments, other non-school related work locations, and outside agencies with compliance issues, data needs, and program evaluations

Manager, Research and Accountability (1996-present)
Houston Independent School District – Houston, Texas

- Coordinate and manage a staff of four to six Research Specialists to produce comprehensive districtwide data publications regarding criterion-referenced and norm-referenced test data, dropout data, and school accountability under local, state, and federal systems
- Supervise and support staff in conducting program evaluations
- Collect and analyze data and coordinate efforts of staff to produce ad hoc projects at the request of the Superintendent, Board Members, and district personnel
- Make presentations to district offices, principals, and community groups

Research Specialist (1991-1996)

Houston Independent School District – Houston, Texas

- Design and conduct program evaluations
- Coordinate production of comprehensive districtwide data publications
- Collect and analyze data, and prepare data as requested

President (1993-1999)

Evaluation & Data Analysis Services, Inc. – Houston, Texas

- Conduct educational research and program evaluations on a contract basis for local universities as well as the Texas Education Agency

Legal Assistant (1987-1990)

Vinson and Elkins – Houston, Texas

- Conduct and coordinate large scale document productions and assist in the preparation of legal memoranda for the Business Litigation section

Graduate Research Assistant (1985-1987)

University of Denver – Denver, Colorado

- Assist in data collection and analysis on grants received by the Department of Sociology

ASSOCIATIONS	American Educational Research Association Southwest Educational Research Association National Association of Professional Women
APPOINTMENTS	Member of Joint Advisory Board for the Texas Education Research Centers appointed by Texas Commissioner of Education, August 2008
VOLUNTEER	University of Denver Alumni Admissions Recruiter CCE Teacher for St. Catherine of Sienna Catholic Church Board of Education, St. Catherine of Sienna Catholic Church 08/2005 to 06/2009 Lamar High School JROTC Parent Booster Club

Publications

- Dial, M., & Stevens, C. J. (Eds.) (1993). Alternative teacher certification. *Education and Urban Society*, 26(1).
- Dial, M., & Stevens, C. J. (1993). Introduction: The context of alternative teacher certification. *Education and Urban Society*, 26(1), 4-17.
- Stevens, C. J. (1994). Evaluation misuse from a user's perspective. *New Directions for Program Evaluation*, 64(4), 79-84.
- Stevens, C. J., & Dial, M. (1993). A qualitative study of alternatively certified teachers. *Education and Urban Society*, 26(1), 63-77.
- Stevens, C. J., & Dial, M. (Eds.) (1994). Preventing the misuse of evaluation. *New Directions for Program Evaluation*, 64(4).
- Stevens, C. J., & Dial, M. (1994). What constitutes misuse? *New Directions for Program Evaluation*, 64(4), 3-13.
- Stevens, C. J., & Sanchez, K. S. (1999). Perceptions of Parents and Community Members as a Measure of School Climate. In H. J. Freiberg (Ed.), *School Climate: Measuring, Improving, and Sustaining Healthy Learning Environments*. Philadelphia, PA: Falmer Press.

Paper Presentations

- Bledsoe, L., Stevens, C., & Ye, R. (April, 2010). *Homework Arrangement of Elementary Mathematics Teachers: A Cross-Cultural Study*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Friedrich, K. R., Stevens, C. J., & Gavito, A. A. (January, 1995). *Alternative education settings for the pregnant student*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.

- Spillane, S. & Stevens, C. (February, 2003). *A university and community collaborative: Using space science and biotechnology to transform learning and instruction*. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
- Stevens, C., Ye, R., Lu, J., Lai, S. & Lin, C. (April, 2010). *What Young Pupils Read Outside-of-School: A Cross-Cultural Study*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Stevens, C. J. (November, 2007). *HISD Teacher Performance Pay: ASPIRE Award*. Paper presented at the annual meeting of the Council of Great City Schools, Nashville, TN.
- Stevens, C. J., & Dial, M. (April, 1993). *A comparison of student academic performance at multi-ethnic schools versus single-ethnic schools*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Stevens, C. J., Gavito, A. A., & de la Rosa, D. (April, 1994). *Evaluation of the Even Start--Padres y Progreso program in the Houston Independent School District*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Stevens, C. J., Gavito, A. A., & Sanchez, K. S. (January, 1996). *Evaluation of the fourth and final year of the Even Start--Padres y Progreso program*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Stevens, C. J., Gonzalez, J., Tullis, R., & Sanchez, K. (January, 1992). *Effectiveness of STRIVE: A pull-out program for at-risk ninth grade students*. Paper presented at the annual meeting of the Southwest Educational Research Association, Houston, TX.
- Stevens, C. J., Sanchez, K., & Ye, R. (April, 2004). *Why do high school students study mathematics?: Analyses of NELS:88*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stevens, C. J., Sanchez, K., & Ye, R. (January, 2001). *Internal and External Factors Influencing the Teaching of Mathematics*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Stevens, C. J., Shroder, M., Kwari, L., & Sanchez, K. S. (January, 1996). *The first year evaluation of the JROTC Career Academy at Worthing High School*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Ye, R., Stevens, C. & Sanchez, K. (January, 1999). *Analysis of dropout reasons in grades 10 and 12 using national data NELS:88*. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio TX.
- Ye, R., & Stevens, C. (March, 2008). *Mathematics Teaching Methods in Middle Schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Ye, R., & Stevens, C. (April, 2000). *Effects of Motivations on Academic Achievement in High School Students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Zimmerman, L., Stevens, C., & Ye, R. (March, 2008). *Elementary Students' Literacy Activities and Reading Habits Outside of School*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Invited Speaker/Panelist

NAEP's Trial Urban District Assessment Closing the Gaps, Analyzing and Disseminating the Data (Panel Discussion). (October, 2009). Annual meeting of the Council of Great City Schools, Portland, OR.

National Conversation on Differentiated Compensation (Panel Discussion). (September, 2009). Ohio Value-Added Conference, Sponsored by Battelle for Kids, Columbus, OH.

Practical Applications and Lessons Learned by Early Adopters (Panel Discussion). (November, 2009). Differentiated Compensation in Education Symposium, Sponsored by Battelle for Kids, Houston, TX.

Strengthening Human Capital in K-12 Education: The Role of Incentives and Resources (invited "faculty"). (October, 2008). Senior Congressional Staff Retreat, Sponsored by The Aspen Institute, Stevensville, MD.

MELINDA GARRETT

PROFESSIONAL EXPERIENCE

Houston Independent School District

Chief Financial Officer

March 2002 to present

Controller

September 1985 to February 2002

- ◇ Oversee financial functions of the district's billion dollar budget to ensure accountability of public funds
- ◇ Oversee and approve activities of the accounting, budgeting, tax collection, benefits, real estate, procurement and payroll departments
- ◇ Confer, negotiate and initiate district business activities with representatives of private firms, other local, state and federal governments and the general public
- ◇ Serves as co-senior investment officer of the district in managing billion dollar investment portfolio
- ◇ Negotiate and administer multiple major district contracts
- ◇ Direct, formulate and review bills for legislative adoption and analyze laws, regulations, opinions and decisions affecting business services of the District.
- ◇ Develop, initiate and distribute a variety of reports related to the financial activities and conditions of the district for the public, the Board of Education, the Superintendent of Schools and other governmental agencies
- ◇ Recommends and implements modifications of the district's financial policies and practices to meet changing needs of the district
- ◇ Maintain close liaison with independent auditors, bankers, financial advisors, rating agencies and the Texas Education Agency
- ◇ Serve as senior member of the district's Major Projects Steering Committee overseeing projects related to operational and system changes to financial systems, personnel-payroll systems, transportation and facilities operations.
- ◇ Oversee the strategies for further expansion of the district's new financial system, SAP and the HR/Payroll system, Peoplesoft and maintain management oversight of the SAP and Peoplesoft teams.

Peat, Marwick, Mitchell & Co.

Senior Auditor, Audit Division

January 1982 to September 1985

- ◇ Performed audits of clients in the banking, governmental and architectural/engineering fields including experience on publicly held corporations
- ◇ Performed operational review of school districts' financial practices

Landmark Management Corporation

Director of Personnel/Payroll Operations

Real Estate Division

September 1976 to July 1982

- ◇ Assisted in the startup of company from inception growing from 50 employees to 4000 employees in 6 years
- ◇ Established personnel and payroll practices for the Corporation
- ◇ Co-authored employee personnel manual

EDUCATION, CERTIFICATES AND PROFESSIONAL AFFILIATIONS

CPA, STATE OF TEXAS, 1983

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

Presenter, Annual Conferences

TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Affiliate President; Presenter, Annual Conferences; Instructor, Continuing Education and Nominee, School Business Official of the Year, 1999 and 1995

TEXAS EDUCATION AGENCY (TEA)

Served as Member of Accounting and Auditing Standing Committee; Member of the Coordinating Task Force advising TEA on recommendations to the State Board of Education related to financial policies for school districts

GOVERNMENT FINANCE OFFICER'S ASSOCIATION

AMERICAS' SAP USERS' GROUP

Ann Best

(b)(6)

Experience:

2/2009-Present Chief Human Resources Officer, Houston Independent School District

- Leads the Human Resources Department to improve the overall talent of the district
- Develops and executing strategic plans, organization wide policies and programs encompassing recruiting, selection, onboarding, succession planning, compensation, and compliance

1/2005-2/2009 Executive Director, Teach For America, Houston

- Articulated a vision for Teach For America's impact in the region
- Contributed to national organizational decision making
- Built staff capacity and infrastructure necessary to sustain scale
- Grew a sustainable, diversified local funding base
- Managed regional board of directors
- Managed program team to ensure significant impact on student outcomes
- Managed alumni team to develop strategy to maximize alumni leadership
- Planned and managed growth from 250 to more than 400 corps members in four years
- Raised over \$15.5 million in four years
- Increased corps member impact on student achievement by 15%
- Built staff capacity and team from twelve to twenty nine employees

5/2004-1/2005 Managing Director of Program, Teach For America, Houston

- Worked closely with the executive director to shape and execute strategy for improving student achievement
- Determined goals for student achievement
- Managed a team of program directors to strong outcomes in student achievement
- Developed a strong, performance culture on the program team
- Established and maintained key school district relationships to ensure long-term partnership sustainability

8/2000 – 5/2004 Program Director, Teach For America, Houston

- Designed and executed programmatic support for corps members
- Observed corps members and provided feedback to assist them in improving their practice in the classroom
- Engaged corps members in data-based problem solving
- Planned and facilitated formal conversations with corps members to increase student achievement outcomes
- Organized and executed monthly professional development

6/2002 – 7/2002 School Director, Teach For America, Summer Institute

- Assumed responsibility for the successful operation of a school site as part of the Teach For America summer institute
- Trained and managed a diverse staff
- Ensured corps members were prepared for their fall placements
- Observed staff members and provided feedback to improve their practice

8/1996 – 7/2000 Kindergarten Teacher, Houston Independent School District, Texas

- Instructed students in a goal-driven environment to help them master Kindergarten content
- Developed components of curriculum based on state standards
- Administered assessments and tracked student progress
- Planned field trips and educational outings aligned to curriculum
- Managed a teacher's aid, student teachers, and parent volunteers
- Collaborated with Kindergarten grade level teachers in planning

Education:

1996-1997 University of St. Thomas, Houston, Texas

Coursework in pursuit of Texas teacher certification grades Pre-K through 6th

1992-1996 Oakwood College, Huntsville, Alabama

Bachelors in Communications

Awards:

2008

Named the United Negro College Fund's local Alumna of the Year and won the organization's national One to Watch Award

2010

Alumni of the Year Award from Oakwood University

WILLIAM C. HORWATH

EXPERIENCE

HOUSTON INDEPENDENT SCHOOL DISTRICT (HISD)

Houston, TX
2010 to present

Assistant Superintendent for Accountability and Rewards

- Manage multiple cross-functional project teams in the design and implementation of new human capital systems aligned with district's Strategic Direction
- Driving system-wide initiative to transform teacher evaluation system for 12,000 educators, tying performance to student results and other key measures in order to place an effective teacher in every classroom
- Initiating and leading system redesign for differentiated teacher compensation system and clear career pathways based on performance
- Managing overhaul of school leader evaluation system for 700 school leaders as a part of Effective Principal Initiative, including rollout of new performance standards and measures of student learning tied to school leader accountability
- Oversee performance management for the school system, including development and rollout of balanced scorecards currently used by over 80% of central office departments
- Manage multi-million dollar grant budgets and key external partnerships with organizations such as The Parthenon Group, Mid-continent Research for Education Learning (McREL), the Broad Center and Education Pioneers to initiate and drive strategic reform

BOSTON PUBLIC SCHOOLS (BPS)

Boston, MA
2008 to 2010

Assistant Superintendent for Human Resources

- Led staff of 30 and budget of \$2.4 million to create a best-in-class, customer-focused system to recruit and retain over 9,000 district employees
- Member of the Superintendent's Executive Leadership team - served in broad range of strategic district-wide, cross-functional initiatives
- Led initiative to recruit and select talent for 12 turnaround schools
- Oversaw critical elements of district's Acceleration Agenda, including compensation reform, evaluation re-design and dual licensure programs
- Led creation and implementation of BPS Management Institute, a management training program for mid-level central office managers, in response to identified district need for more strategic leadership training
- Partnered with Boston Teacher Residency and Teach for America to expand alternative certification pipeline of teachers into the district
- Managed impact of severe budget cuts, using creative solutions, strategic decision-making and high-impact customer service to minimize impact on teaching and learning

Director of Staffing

2005 to 2008

- Broad Resident in urban education; highly-selective management development program that recruits and trains emerging leaders for senior management positions in public education
- Oversaw all aspects of hiring and staffing for school-based and central office hiring, addressing issues including salary, licensure, and budgeting
- Key member of innovative HR leadership team charged with "re-inventing" all aspects of HR district services - led and coordinated change management, customer service restructuring within the Staffing team to better align HR managers with school-level leaders as a single point of contact
- Built strong labor relationships and served as member of district negotiating team charged with negotiating major union contracts, including with the Boston Teachers Union

DELOITTE CONSULTING

Deerfield, IL
2000 to 2005

Senior Consultant, Public Sector Practice

- Managed operations and client relationships with over 200 school districts to support annual student health service reimbursements totaling \$20 million to districts
- Designed and administered relevant training and technical support for more than 800 district-level personnel
- Led cross-functional team of eight specialists and oversaw combined budget of \$2 million to develop and implement new services to district- and state-level clients

WORLDTEACHEnglish Professor

Latacunga, Ecuador

1997 to 1998

- Taught English as a second language to 120 Ecuadorian engineering and business students

COLLEGEBOUNDProgram Coordinator

Washington, DC

1996 to 1997

- Coordinated student support initiative to promote college access and readiness for Washington DC public high school students for 70+ students
- Recruited and managed volunteers and students for program participation

EDUCATION

UNIVERSITY OF CHICAGO**Graduate School of Business and Harris School of Public Policy***Master of Business Administration, with Honors**Master of Public Policy*

Chicago, IL

2001

DUKE UNIVERSITY*Bachelor of Arts, cum laude, in Public Policy Studies with minor in History*

Durham, NC

1996

SKILLS AND INTERESTS

- Conversational in Spanish
- Enjoy tennis, Duke basketball, traveling, and spending time with my wife and two daughters

Lance Menster

(b)(6)

PROFESSIONAL EXPERIENCES

Assistant Superintendent

Houston Independent School District (July 2012-Present)

Support, develop, and manage teacher development in the HISD Professional Support & Development Department. This includes a team of 150 staff members including elementary and secondary Teacher Development Specialists (TDS), professional development designers, online learning, new teacher/mentors, and the district's Alternative Certification Program.

**Elementary Teacher
Development
Senior Manager**

Houston Independent School District (July 2011-July 2012)

Support, develop and manage a team of 72 Elementary Teacher Development Specialist (TDS) to provide job-embedded professional development across all content areas.

**Mathematics
Manager**

Houston Independent School District (October 2006-July 2011)

Facilitate and manage the development and implementation of high quality mathematics teaching and learning in 198 elementary schools as the Manager for Elementary Mathematics in Houston ISD's Curriculum, Instruction, and Assessment Department.

**Education Program
Manager**

Houston Independent School District (July 2003-October 2006)

Served in a leadership capacity supporting mathematics teaching and learning in Houston ISD—West Region schools. The centerpiece of this work included facilitating the implementation of HISD curricular resources and providing customized professional development for teachers, mathematics specialists, lead teachers, administrators, and parents.

**Non-Profit Program
Coordinator**

The Houston Annenberg Challenge (July 2000-July 2003)

Performed duties as a PK-12 school reform facilitator for 88 schools in six urban school districts. Worked in partnership with the ExxonMobil Foundation and Houston Independent School District in building the leadership capacity of a team of Mathematics Specialists. Facilitated ongoing professional development and program design for mathematics specialists, classroom teachers, school administrators, and parents.

- Mathematics Consultant** *Mount Holyoke College Summer Math for Teachers (Summer 2002, 2004, 2007, and 2008)*
Facilitated *Developing Mathematical Ideas* professional development leadership institutes at Mount Holyoke College in South Hadley, Massachusetts. Responsibilities included providing nationally-known researched-based mathematics professional development to a national audience of mathematics teachers, supervisors, and university faculty as a part of Summer Institute program.
- K-5 Math Specialist** *Michael Kennedy Elementary, Alief ISD (Aug 1997-July 2000)*
Facilitated elementary mathematics curriculum and programming for an Annenberg Beacon K-5 elementary school. Provided tailored professional development experiences to develop children’s mathematical ideas for teachers and parents through coaching structures and facilitating campus and district wide mathematics professional development seminars.
- Classroom Teacher** *Michael Kennedy Elementary, Alief ISD (Aug 1994-July 1997)*
Facilitated instruction for third and fourth grade students in a multi-age setting by developing differentiated curriculum and teaching strategies in the area of mathematics education. Infused technology into the curriculum using internet resources, multimedia and peripheral software. Served as team leader.
- International Teaching** *Dept of Defense Schools, Okinawa, Japan (Jan. 1994-May 1994)*
Facilitated instruction in elementary mathematics classrooms as part of an University of Northern Iowa pilot overseas teaching program.

EDUCATION

- University of Texas at Austin** *Ed.D. (2013 Anticipated Graduation)*
Cooperative Superintendency Program
- University of St. Thomas** *Master’s Degree, Educational Administration (May 2007)*
TX Certification: Principal’s Certificate, ILD, PDAS
- University of Northern Iowa** *Bachelor of Arts Degree, Elementary Education (May 1994)*
Minor: K-6 Reading Education
TX Certifications: K-8, Gifted & Talented, English as Second Language

LEADERSHIP/HONORS

- *Developing Mathematical Ideas* national facilitator
- *Critical Friends Groups*, local and national facilitator
- Rice University School Math Program (RUSMP) Master Teacher
- National mathematics consultant for the Education Development Center in Newton, Mass. and for the Oregon Intel Mathematics Initiative
- Region IV Education Agency www.mathbenchmarks.org revisions project leader
- Pilot facilitator for the professional development module *Reasoning Algebraically about Operations*
- Contributing writer for the Charles Dana Center Middle School Textteams Institute: *Teaching Problem Solving Across the TEKS*
- Advisor and professional development provider for the Children's Museum of Houston mathematics projects
- Written and published numerous articles for the ExxonMobil Foundation's K-5 Mathematics Specialist Initiative
- Summer Math for Teachers, Mount Holyoke College, Leadership Institute staff member
- Presenter and member of the National Council of Teachers of Mathematics (NCTM)
- Presenter and member of the National Council of Supervisors of Mathematics (NCSM)
- Published reviewer of student and teacher resource books including *Math on Call* and *Math at Hand* (Great Source)
- Shared responsibility in the design of the Annenberg Reforming Schools Summer Institute
- Mathematics facilitator of math professional development in Alief, Ft. Bend, and Houston ISD
- Grant Writer securing over \$1,000,000 in professional development resources
- Coordinator of gifted and talented education and summer school programs at Michael Kennedy Elementary
- Texas Education Agency Statewide Parental Involvement Facilitator
- US Department of Education 21st Century Learning Community Grant Reviewer
- National Exemplary Blue Ribbon School Award and contributing writer
- Alief ISD District Educational Improvement Council representative
- Alief ISD New Teacher of the Year Award—1994

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
FEDERAL FUNDS						
Payroll						
TIF Project ASPIRE Award with Decreasing Cost		75%	55%	40%	25%	
All Classroom Teachers (860 in all project schools)						
93 teachers with the qualifying value-added metric of campus gain index at project schools; TIF award=\$1,000	\$ 93,000	\$ 69,750	\$ 51,150	\$ 37,200	\$ 23,250	\$ 274,350
Core Foundation Classroom Teachers (759 in all project schools)						\$ -
91 Core Teachers with classroom-level value-added metric, grades 3-8; CGI >=2: TIF award=\$5,000; 2>CGI>=1: TIF award=\$2,500	\$ 360,000	\$ 270,000	\$ 198,000	\$ 144,000	\$ 90,000	\$ 1,062,000
98 Core Teachers with Comparative Growth, grades PK-2; <u>Read OR Math</u> : TIF award=\$1,250; <u>Read AND Math</u> : TIF award=\$2,500	\$ 146,250	\$ 109,688	\$ 80,438	\$ 58,500	\$ 36,563	\$ 431,438
11 Core Teachers without classroom-level value-added metric, grades 3-8; Top Quintile Department CGI All Subjects Taught (Award Prorated by Subject): TIF maximum award=\$2,500	\$ 9,375	\$ 7,031	\$ 5,156	\$ 3,750	\$ 2,344	\$ 27,656
Principals (24 in all project schools)						\$ -
5 principals at project schools with the qualifying value-added metric of campus gain index; TIF award=\$3,000	\$ 15,000	\$ 11,250	\$ 8,250	\$ 6,000	\$ 3,750	\$ 44,250
Assistant principals (14 in all project schools)						\$ -
5 assistant principals at project schools with the qualifying value-added metric of campus gain index; TIF award=\$3,000	\$ 15,000	\$ 11,250	\$ 8,250	\$ 6,000	\$ 3,750	\$ 44,250

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
Salary Costs, ASPIRE Award	\$ 638,625	\$ 478,969	\$ 351,244	\$ 255,450	\$ 159,656	\$ 1,883,944
Fringe Benefits, ASPIRE Award						\$ -
Benefits for teachers, APs, and principals qualifying under the project @ 8.45% (1.45% Medicare and 7% TRS)	\$ 53,964	\$ 40,473	\$ 29,680	\$ 21,586	\$ 13,491	\$ 159,194
TOTAL COST TIF ASPIRE Award	\$ 692,589	\$ 519,442	\$ 380,924	\$ 277,036	\$ 173,147	\$ 2,043,138
<hr/>						
STEM Teacher Development Specialists (10 FTE) These staff will be a part of the Professional Support and Development Department and work in alignment with the Curriculum, Instruction and Assessment Department. Their role will be to develop school level capacity in STEM curriculum and instructional practice; observe and coach teachers; and partner with STEM Instructional Leaders during the first three years of the project to lead professional learning communities, and support the development of lessons and units associated with the PBL initiatives.	\$ 374,300	\$ 748,600	\$ 748,600	\$ -	\$ -	\$ 1,871,500
Extra Duty Pay for STEM Teacher Development Specialists to participate in professional development during summer institutes and for conducting training for teachers on their campus after school hours.		\$ 25,000	\$ 25,000	\$ 10,000	\$ 10,000	\$ 70,000

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
STEM Teacher Development Specialist Team Lead (1 FTE) This Team Lead will be part of the Professional Support and Development Department and work in alignment with the Curriculum, Instruction and Assessment Department. Their role will be to develop, support, and manage the team of STEM Teacher Development Specialists and ensure that observations and coaching are conducted and training is delivered.	\$ 86,000	\$ 86,000	\$ 86,000			\$ 258,000
Academic Program Manager (.5 FTE) -- The Academic Program Manager will be located in the Major Projects Office and will be responsible for all reporting, financial monitoring and accountability for the planning and implementation of the TIF Cycle 4 grant in partnership with cross-functional teams in Academics, Human Resources, IT and other Divisions of the district.	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 200,000

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
STEM Manager (1 FTE) This manager will provide mathematics, science and technology leadership for the strong implementation of the district curriculum and assessment program. Additionally, this manager will lead STEM strategic planning for HISD, in partnership with other HISD Academics Departments. The STEM Manager will also be responsible for distribution of instructional resources and for managing the Problem-Based Learning Projects across all 24 schools.	\$ 86,000	\$ 86,000	\$ 86,000	\$ 86,000	\$ 86,000	\$ 430,000
Stipends for STEM Instructional Leaders		\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,000,000
Retention Bonuses for Qualified STEM Teachers	\$ 150,000	\$ 175,000	\$ 200,000	\$ 225,000	\$ 250,000	\$ 1,000,000
Sign-On Bonuses for Qualified STEM Teacher New Hires and Transfers	\$ 250,000	\$ 200,000	\$ 150,000	\$ 100,000	\$ 80,000	\$ 780,000
Extra Duty Pay for STEM Teachers to Participate in Focus Groups for Career Pathways and Compensation Design, professional development from Rice University, Baylor College of Medicine, and district-led training and support	\$ 75,000	\$ 75,000	\$ 75,000	\$ 25,000	\$ 25,000	\$ 275,000
Benefit Cost, Salary, Stipends, and STEM bonuses, rate variable by type of compensation	\$ 172,910	\$ 225,039	\$ 222,951	\$ 73,589	\$ 75,676	\$ 770,165
Subtotal Salary/Personnel	\$ 1,699,925	\$ 2,164,569	\$ 2,011,844	\$ 991,450	\$ 900,656	\$ 7,768,444

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
<i>Subtotal Fringe Benefits</i>	\$ 226,874	\$ 265,512	\$ 252,631	\$ 95,175	\$ 89,167	\$ 929,359
<i>Subtotal Payroll</i>	\$ 1,926,799	\$ 2,430,081	\$ 2,264,475	\$ 1,086,625	\$ 989,823	\$ 8,697,803
Professional and Contracted Services						
HISD will contract with an organization to recruit STEM talented teachers to the participating high-need schools; monitor and analyze teacher performance data; participate and guide the district in the development of Career Pathways for STEM teachers and a new districtwide Compensation System for teachers; support the district in the recruitment and training teacher development specialists; prepare presentations and reporting on the success of the project and the overall Human Capital Development System -- Effective Teachers Initiative						
	\$ 750,000	\$ 1,000,000	\$ 750,000	\$ 250,000	\$ -	\$ 2,750,000
<i>Subtotal Professional and Contracted Services</i>	\$ 750,000	\$ 1,000,000	\$ 750,000	\$ 250,000	\$ -	\$ 2,750,000
Professional Development Services						
Baylor College of Medicine (Partner)		\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 600,000
Rice University (Partner)		\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 600,000

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
HISD will contract with STEM experts to host webinars and engage in professional development opportunities for STEM Instructional Leaders and Teacher Development Specialists and to serve on an advisory committee for the design of a strategic STEM plan districtwide.		\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
<i>Subtotal Professional Development Services</i>	\$ -	\$ 325,000	\$ 325,000	\$ 325,000	\$ 325,000	\$ 1,300,000
Supplies						
These funds will be used to purchase supplies related to delivering professional development to teachers and facilitation of meetings as it relates to the project.	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 90,000
<i>Subtotal Supplies</i>	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 90,000
Travel						
Travel funds will be used to pay for staff to attend required TIF Cycle 4 grant meetings and in-district travel for TDS to work with participating 24 campuses.	\$ 28,500	\$ 28,500	\$ 28,500	\$ 28,500	\$ 28,500	\$ 142,500
<i>Subtotal Travel</i>	\$ 28,500	\$ 28,500	\$ 28,500	\$ 28,500	\$ 28,500	\$ 142,500

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
Technology						
iPads for 50 STEM Instructional Leaders, 10 TDS, 1 TDS Team Lead, and 1 STEM Manager	\$ 6,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 31,000
Laptops (13 - one for each staff member employed under the grant)	\$ 13,000					\$ 13,000
Subtotal Technology	\$ 19,000	\$ 25,000				\$ 44,000
Instructional Materials						
Instructional Materials will be purchased for STEM Instructional Leaders to conduct Project-Based Learning Activities on their campuses with cross-functional, interdisciplinary teams. Each year, STEM Manager will work with STEM Instructional Leaders to selected the PBL initiative across schools.	\$ 480,000	\$ 480,000	\$ 480,000	\$ 480,000	\$ 480,000	\$ 2,400,000
Subtotal Instructional Materials	\$ 480,000	\$ 2,400,000				
Print Shop						
Printing Costs for training materials and resources to support STEM teachers	\$ 20,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 220,000
Subtotal Print Shop	\$ 20,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 220,000
SUBTOTAL GRANT FUNDS REQUESTED	\$ 3,234,299	\$ 4,358,581	\$ 3,917,975	\$ 2,240,125	\$ 1,893,323	\$ 15,644,303
Indirect Costs @2.761%	\$ 88,774	\$ 110,677	\$ 99,202	\$ 52,877	\$ 43,301	\$ 394,831
GRAND TOTAL GRANT FUNDS REQUESTED	\$ 3,323,073	\$ 4,469,258	\$ 4,017,177	\$ 2,293,002	\$ 1,936,624	\$ 16,039,134

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
NON-FEDERAL FUNDS						
Payroll						
TIF Project ASPIRE Award with Increasing Cost Share <i>All Classroom Teachers (860 in all project schools)</i> 93 teachers with the qualifying value-added metric of campus gain index at project schools; TIF award=\$1,000/Non-federal award=\$1,000/Total award = \$2,000	\$ 93,000	\$ 116,250	\$ 134,850	\$ 148,800	\$ 162,750	\$ 655,650
Core Foundation Classroom Teachers (759 in all project schools) 91 Core Teachers with value-added metric, grades 3-8; CGI >=2: TIF award=\$5,000/Non-federal Award=\$5,000/ Total award = \$10,000; 2>CGI>=1: TIF award=\$2,500/Non-federal Award=\$2,500/ Total award = \$5,000	\$ 360,000	\$ 450,000	\$ 522,000	\$ 576,000	\$ 630,000	\$ 2,538,000
98 Core Teachers with Comparative Growth, grades PK-2; <u>Read OR Math</u> : TIF award=\$1,250/Non-federal Award=\$500/Total award = \$1750; <u>Read AND Math</u> : TIF award=\$2,500/Non-federal Award=\$1,000/ Total award = \$3,500	\$ 58,500	\$ 95,063	\$ 124,313	\$ 146,250	\$ 168,188	\$ 592,313

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
11 Core Teachers without classroom-level value-added metric, grades 3-8; Top Quintile Department CGI All Subjects Taught (Award Prorated by Subject): TIF maximum award=\$2,500/Non-federal Award=\$1,000/Total maximum award = \$3,500	\$ 3,750	\$ 6,094	\$ 7,969	\$ 9,375	\$ 10,781	\$ 37,969
Principals (24 in all project schools)						
5 principals at project schools with the qualifying value-added metric of campus gain index; TIF award=\$3,000/Non-federal Award=\$6,000/Total award = \$9,000	\$ 30,000	\$ 33,750	\$ 36,750	\$ 39,000	\$ 41,250	\$ 180,750
Assistant principals (14 in all project schools)						
5 assistant principals at project schools with the qualifying value-added metric of campus gain index; TIF award=\$3,000/Non-federal Award=\$1,500/Total award = \$4,500	\$ 7,500	\$ 11,250	\$ 14,250	\$ 16,500	\$ 18,750	\$ 68,250
86 classroom teachers, principals, and assistant principals qualifying for an achievement award						
<u>Non-federal award only:</u> varying amounts depending on position and type of data	\$ 98,000	\$ 98,000	\$ 98,000	\$ 98,000	\$ 98,000	\$ 98,000
Total Salary Costs, ASPIRE Award	\$ 552,750	\$ 712,406	\$ 840,131	\$ 935,925	\$ 1,031,719	\$ 4,072,931
Fringe Benefits, ASPIRE Award						

Budget Narrative - Teacher Incentive Fund Grant with STEM Focus
Houston Independent School District

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year Total
Benefits for teachers, APs, and principals qualifying under the project Estimated @ 8.45% (1.45% Medicare and 7.00% TRS; rate is variable by funding source)	\$ 46,707	\$ 60,198	\$ 70,991	\$ 79,086	\$ 87,180	\$ 344,162
TOTAL COST Non-federal Payroll	\$ 599,457	\$ 772,604	\$ 911,122	\$ 1,015,011	\$ 1,118,899	\$ 4,417,093
Non-Federal Professional and Contracted Services						
Grant for Human Capital Transformation	\$ 1,287,000	\$ 987,000				\$ 2,274,000
Bill and Melinda Gates Foundation for Human Capital Transformation	\$ 550,000					\$ 550,000
Subtotal Non-Federal Professional and Contracted Services	\$ 1,837,000	\$ 987,000	\$ -	\$ -	\$ -	\$ 2,824,000
Non-Federal STEM Instructional Supplies						
School-Based Instructional Supplies and Materials	\$ 360,000	\$ 360,000	\$ 360,000	\$ 360,000	\$ 360,000	\$ 1,800,000
Subtotal Non-Federal STEM Instructional Supplies	\$ 360,000	\$ 1,800,000				
GRAND TOTAL Non-Federal Costs	\$ 2,796,457	\$ 2,119,604	\$ 1,271,122	\$ 1,375,011	\$ 1,478,899	\$ 9,041,093

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:	Houston Independent School District
Applicant's DUNS Name:	0612921240000
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

Houston Independent School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,699,925.00	2,164,569.00	2,011,844.00	991,450.00	900,656.00	7,768,444.00
2. Fringe Benefits	226,874.00	265,512.00	252,631.00	95,175.00	89,167.00	929,359.00
3. Travel	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	142,500.00
4. Equipment	19,000.00	25,000.00				44,000.00
5. Supplies	10,000.00	20,000.00	20,000.00	20,000.00	20,000.00	90,000.00
6. Contractual	750,000.00	1,325,000.00	1,075,000.00	575,000.00	325,000.00	4,050,000.00
7. Construction						
8. Other	500,000.00	530,000.00	530,000.00	530,000.00	530,000.00	2,620,000.00
9. Total Direct Costs (lines 1-8)	3,234,299.00	4,358,581.00	3,917,975.00	2,240,125.00	1,893,323.00	15,644,303.00
10. Indirect Costs*	88,774.00	110,677.00	99,202.00	52,877.00	43,301.00	394,831.00
11. Training Stipends						
12. Total Costs (lines 9-11)	3,323,073.00	4,469,258.00	4,017,177.00	2,293,002.00	1,936,624.00	16,039,134.00

***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 2.76 %.

(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 Houston Independent School District	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)