

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



APPLICATION FOR GRANTS
UNDER THE

FY 2016 TIF Competition 84.374A

CFDA # 84.374A

PR/Award # U374A160049

Grants.gov Tracking#: GRANT12215926

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

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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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/15/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Cross County School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="71-0392273"/>	* c. Organizational DUNS: <input type="text" value="0304141480000"/>

d. Address:

* Street1:	<input type="text" value="21 CR 215"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Cherry Valley"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AR: Arkansas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="72324-8957"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Matt"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McClure"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>

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-053116-002

* Title:

Office of Innovation and Improvement (OII): Teacher Incentive Fund (TIF) CFDA Number 84.374A

13. Competition Identification Number:

84-374A2016-2

Title:

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

[Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

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

Rural and Ready: A Pathway for Improving Human Capital in Cross County Schools

Attach supporting documents as specified in agency instructions.

[Add Attachments](#) [Delete Attachments](#) [View Attachments](#)

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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	901,320.00
* b. Applicant	77,787.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	979,107.00

*** 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

Add Attachment

Delete Attachment

View Attachment

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Matt McClure</p>	<p>TITLE</p> <p>Chief Learning and Financial Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Cross County School District</p>	<p>DATE SUBMITTED</p> <p>07/15/2016</p>

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

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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Cross County School District * Street 1: 21 CR 215 Street 2: _____ * City: Cherry Valley State: AR: Arkansas Zip: 72324 Congressional District, if known: AR001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name NA Middle Name _____ * Last Name NA Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name NA Middle Name _____ * Last Name NA Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Matt McClure * Name: Prefix _____ * First Name Matt Middle Name _____ * Last Name McClure Suffix _____ Title: _____ Telephone No.: _____ Date: 07/15/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U374A160049

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

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 <input style="width: 90%;" type="text" value="Cross County School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 150px;" type="text" value="Matt"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="McClure"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief Learning and Financial Officer"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Matt McClure"/>	* DATE: <input style="width: 150px;" type="text" value="07/15/2016"/>

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:

CC Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

Rural and Ready: A Pathway for Improving Human Capital in Cross County Schools

Cross County School District (CC), a remote rural Local Education Agency, is applying for a five-year grant under the Teacher Incentive Fund Program (CFDA 84.364A). This project includes two schools that are designated as high-need as defined by TIF guidelines and will be served by the performance-based compensation system proposed in this grant. CC will partner with a national non-profit focused on educator quality, as well as an Arkansas university to meet the goals of this project.

CC struggles with attracting and retaining effective educators to their schools. This project will enhance a human capital management system (HCMS) in CC schools that includes evaluation and support for educators to increase educator effectiveness and student achievement. The primary goal of this project is to implement innovative strategies for attracting, developing, and retaining the most effective educators to CC. This will be done through the implementation of *TAP: The System for Teacher and Student Advancement*, developed by the National Institute for Excellence in Teaching (NIET). The TAP System includes a comprehensive performance-based compensation system, grounded in strong educator professional development structures and supported by a comprehensive HCMS. CC has been implementing TAP, which has resulted in the development of an educator-focused culture, emphasizing data-driven decision targeting specific needs of CC educators and students. However, CC has realized that more significant efforts must take place in order to attract and retain the most effective teachers. This project provides the ability for CC to expand their recruitment and retention efforts in partnership with Arkansas Tech University's School of Education, and also develop further enhancements to their HCMS with the support of NIET. This project meets the requirements for both Competitive Preference Priority 1, 2 and the Invitational Priority.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Rural and Ready: A Pathway for Improving Human Capital in Cross County Schools

Proposal Submitted under the Teacher Incentive Fund Program

CFDA 84.364A

July, 2016

Cross County School District, Arkansas

Rural and Ready: A Pathway for Improving Human Capital in Cross County Schools

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INTRODUCTION AND SIGNIFICANCE

“The TAP System provides meaningful learning and support that is tailored to the individual teacher’s needs, resulting in a recipe for teacher and student success.”

Principal, Cross County School District

Cross County School District (CC) in Cherry Valley, Arkansas is applying for a \$3,473,379 Teacher Incentive Fund (TIF) grant with the primary goal of supporting, developing, and implementing a sustainable performance-based compensation system (PBCS) as part of CC’s overall human capital management system (HCMS) that includes evaluation and support for educators, in order to increase educator effectiveness and student achievement. The project includes activities that will further develop local human capital and capacity to provide and enhance educational services that are required to improve teacher effectiveness in order for all students in CC’s high-need schools to demonstrate academic growth. CC is a rural Local Education Agency (LEA) as defined by the state of Arkansas and the US Department of Education. CC will partner with a national non-profit focused on educator quality, as well as an Arkansas university to meet the goals of this project.

Through the *Promoting Educator Effectiveness in Rural Arkansas* grant, CC schools will increase the rigor and reach of their HCMS by enhancing the implementation of *TAP: The System for Teacher and Student Advancement*. The TAP System was developed by the National Institute for Excellence in Teaching (NIET) whose expertise is in educator evaluation and performance-based compensation systems. It is more than just a performance-based compensation system. It is a coherent and integrated strategy for strengthening the educator workforce as it addresses the most important element in a school – human capital. It does so by working with teachers, principals and other school leaders to systematically increase their skills leading to improved student achievement. The TAP System consists of four elements:

- **Performance-based compensation**, which rewards teachers and principals who demonstrate effectiveness through multiple measures, including student growth, with differentiated levels of bonuses.
- **Multiple career paths**, which incentivize teachers to take on new leadership roles (mentor/master teacher) and additional responsibilities with corresponding growth in pay.
- **Instructionally focused accountability**, which provides an evaluation structure that is rigorous, transparent and fair with multiple measures, including student growth.
- **Ongoing applied professional growth**, which is continuous, job-embedded professional development that takes place during the regular school day in weekly “cluster groups.” Professional development is focused on specific student, teacher and principal needs.

The TAP System has been implemented in the CC schools as partners in an earlier Teacher Incentive Fund grant. This new TIF grant will allow for expansion and enhancement of the comprehensive educator improvement system, building on the lessons learned and identification of areas in need of further innovation. Through TAP, schools will have expanded access to the data system called CODE allowing for schools to better use their data-driven HCM systems.

This project will also allow CC to work with the Arkansas Tech University School of Education’s Center for Leadership and Learning (ATU) to recruit highly-skilled teachers, and to develop a reciprocal professional development partnership where expert faculty will work with and learn from CC teachers in the schools, and expert CC educators will share their knowledge and best practices with teacher candidates at ATU.

Addressing Local Needs

Cross County is located in the southeastern corner of Arkansas, with the nearest large town being Memphis, Tennessee, about 56 miles east. CC has a population of just under 20,000, and the Cross County School District is one of two districts in county. The largest town, Wynne, has its own district. Cross County School District consists of two schools, a high school and an elementary school, with administrative offices in Cherry Valley, a rural town with a population of just 616 (Retrieved 7/11/2016 from: <http://www.city-data.com/city/Cherry-Valley-Arkansas.html>). The district serves 636 students, 10% minority and 73% eligible for free or reduced-price lunch.

In 2014, the middle school merged with the elementary school, creating two campuses that house the 636 students of the community. The elementary school and high school both offer a rigorous, academic curriculum for high-need, traditionally low-performing student populations. The chart below summarizes the key demographics of each school, demonstrating the high-need of the students across all campuses.

Table 1: CC School Eligibility

Name	Grade Levels	# Students	% FRL	# Teachers	# Principals	# Asst Principals
CC Elementary	K-6	343	74%	26	1	0
CC High School	7-12	283	73%	27	1	1

CC needs to develop bold incentives in order to attract, retain and motivate the most effective educators to their rural schools. Over the past five years, annual teacher turnover in the schools has ranged from 10-26% which is at or above the national annual turnover rate. Often the educators willing to come to CC are products of less rigorous, lower-quality alternative certification programs, or they are Teach for America students who by definition are not yet trained as teachers nor committed to stay beyond the two year program. As such, new teachers

are all too often unprepared to teach, struggle with their responsibilities and do not stay for more than one or two years. The most effective teachers are also drawn to larger city schools due to significantly higher salaries and more robust cultural and social communities. Beginning CC teachers earn \$31,500, \$5,500 less than in Wynne schools and nearly \$11,000 less than Memphis, Tennessee first-year teachers (Tennessee Education Association, 2015).

Both schools will have full implementation of TAP and all aspects of the HCMS fully functioning in Year 1 of the grant, and will serve high-need students in schools with over 70% eligible for free and reduced lunch. Cross County will work closely with ATU to provide incentives and professional development focused on educator retention and effectiveness, as well as with NIET to ensure full implementation of the TAP System and ongoing access to trainings and support. Please see Appendix E for the MOU, which addresses all required information. TIF funds will only be used as specified in the TIF notice. See the budget narrative for additional detail.

Promoting Educator Effectiveness in Rural Arkansas supports local commitment to increase expectations for classroom instruction

The mission of CC is to educate the whole child by preparing them to be life-long learners and responsible citizens in a global society. In order to succeed in a rapidly changing world, all students will be able to: think analytically, solve problems creatively, utilize technology appropriately, collaborate effectively and communicate articulately. The goal is for all students to reach proficiency and matriculate to the next level with adequate skills for success. CC makes data-determined decisions, using teacher and student data to develop professional development and student assessment processes. A shared philosophy within CC is that educator effectiveness is the primary driver of student achievement.

Promoting Educator Effectiveness in Rural Arkansas builds local capacity

CC schools have been implementing the TAP System with the essential goal of building local capacity to improve educator effectiveness. Although teachers and administrators greatly value the data-driven, supportive culture that has developed through TAP implementation, there remains a struggle to attract and retain the most effective educators. Financial incentives are helpful; however, what has been learned is that for hardest-to-staff subjects and grade levels, the most effective educators are wooed away from CC by larger city districts that not only pay higher salaries, but also have stronger cultural and social communities.

Implementation of the TAP System aligns directly to the TIF Absolute Priority of implementing an LEA-wide Human Capital Management System (HCMS) with the core focus on educator evaluation and support systems, as well as the TIF Requirements of implementing a performance-based compensation system and documenting that schools participating in the implementation of the grant are high-need schools. This proposal also fully meets the Competitive Priorities of both supporting high-need students served by Rural LEAs and as a project that promotes equitable access to effective teachers for students from low-income families and minority students across and within district schools. Finally, the project meets the Invitational Priority of promoting equitable access by aligning to the State of Arkansas' plan to ensure equitable access to excellent educators.

QUALITY OF PROJECT DESIGN

Plan of Action

Table 2: Project Goals

<p><i>Promoting Educator Effectiveness in Rural Arkansas Project Goal:</i> With funding from the U.S. Department of Education, the <i>Promoting Educator Effectiveness in Rural Arkansas</i> will leverage school, district, university and national non-profit resources to create</p>
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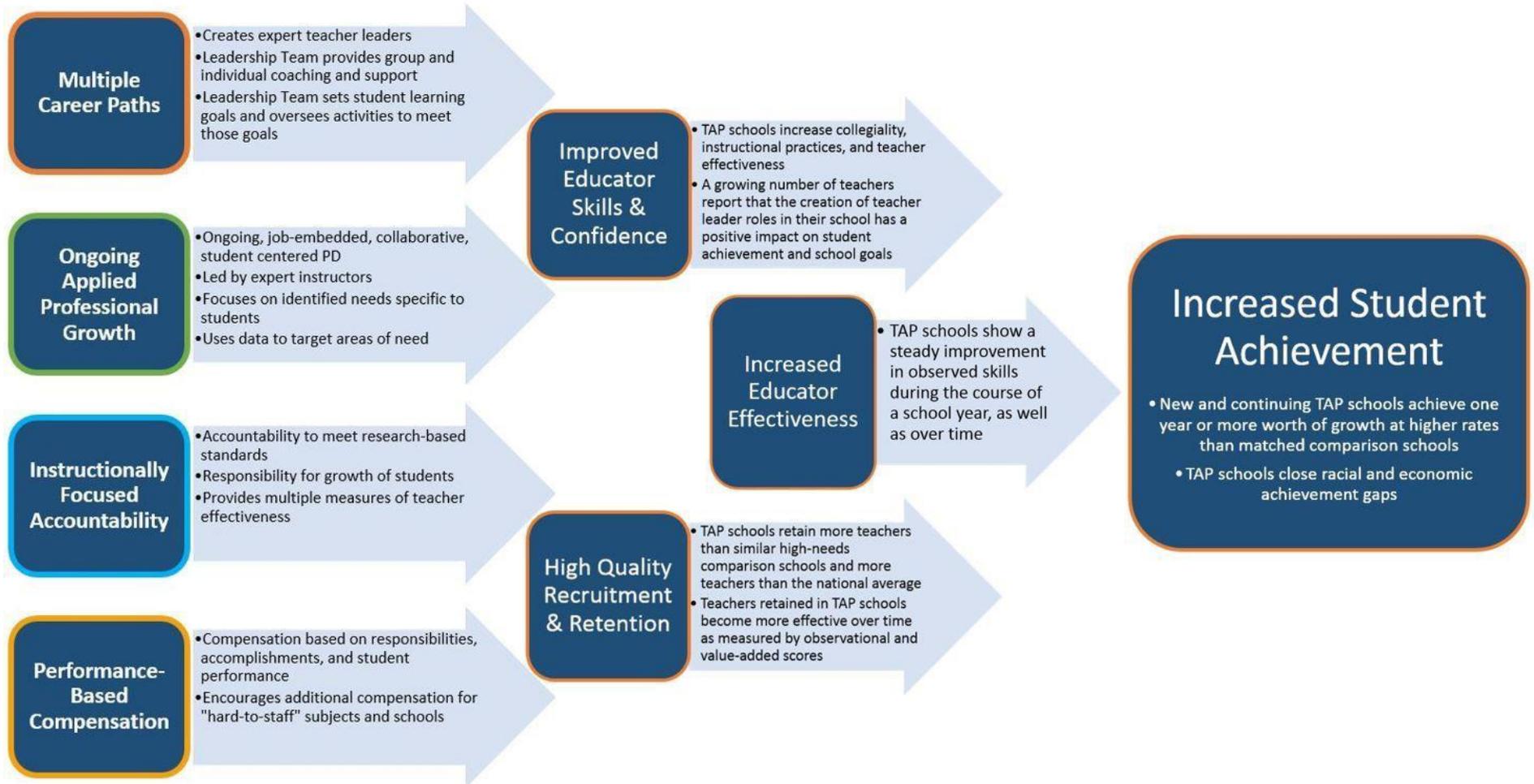
sustainable model of rural educator effectiveness to be used as a model for Arkansas and the nation.
Objective One: CC will continue and enhance implementation of NIET’s TAP System along with a comprehensive HCMS to foster educator excellence and student achievement.
Objective Two: In collaboration with ATU, CC will recruit highly-skilled teacher candidates to work in high-need classrooms. In addition, CC will collaborate with ATU to provide ongoing, professional development targeting specific needs of educators as well as provide reciprocal PD sharing lessons learned from rural district with ATU faculty and teacher candidates.
Objective Three: CC will contribute to the research and practice knowledge base on educator effectiveness systems that foster rural educator excellence and student learning. CC will partner with national organizations such as the Association of Supervision and Curriculum Development (ASCD) and NIET to share lessons learned from the <i>Promoting Educator Effectiveness in Rural Arkansas</i> project.

The extent to which the proposed project is supported by a strong theory

In order to meet the grant’s Absolute Priority of developing an HMCS with educator evaluation and support systems at the center, as well as meeting requirements to implement a performance-based compensation system, educators in the high-need, rural schools in the *Partnership* have supported the adoption of the TAP System. TAP is a comprehensive school reform developed by the National Institute for Excellence in Teaching (NIET) with proven success in rural schools across the country.

Our plan of action to implement the TAP System is detailed in the Figure 1 logic model (also included in Appendix C) that is based on valid research and strong theory. Research supporting TAP includes studies demonstrating that effective leadership is characterized by collective responsibility (Elmore, 2000), and other work that finds student achievement and teacher learning increases when professional development is teacher-led, ongoing and collaborative (Desimone, Porter, Garet, Yoon, & Birman, 2002; Smylie, Allensworth, Greenberg, Harris, &

Figure 1: TAP Action Plan



Luppescu, 2001). Further, there is evidence that states and school districts need to identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teacher performance (Odden, Milanowski & Youngs, 1998; Odden and Clune, 1998). Other studies have shown that performance award programs are successful when integrated with strong leadership, professional development, reliable analysis of student performance and strong feedback. (Odden & Kelly 1996; Odden 2000). These studies, as well as the input of hundreds of teachers and administrators were used to develop the core elements of the TAP System.

The proposed project incorporates the following essential factors: 1) It is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students; 2) The services provided involve the collaboration of appropriate partners for maximizing the effectiveness of the project services; 3) The project is supported by a strong theory; and, 4) The project builds upon similar or related efforts to improve relevant outcomes, using existing funding streams from other programs or policies supported by community, State, and Federal resources.

Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.

For the past five years, CC has used an LEA-wide HCMS that has at its core a comprehensive educator evaluation system characterized by a strong support structure for teachers and principals. The TAP System was developed by NIET to provide a fair, rigorous, valid, reliable, and objective educator evaluation system complimented with support for educator improvement, career advancement and performance-based compensation. Over a decade of research has demonstrated that schools implementing TAP demonstrate improved student achievement results. TAP provides teachers, principals, and other school leaders with ongoing,

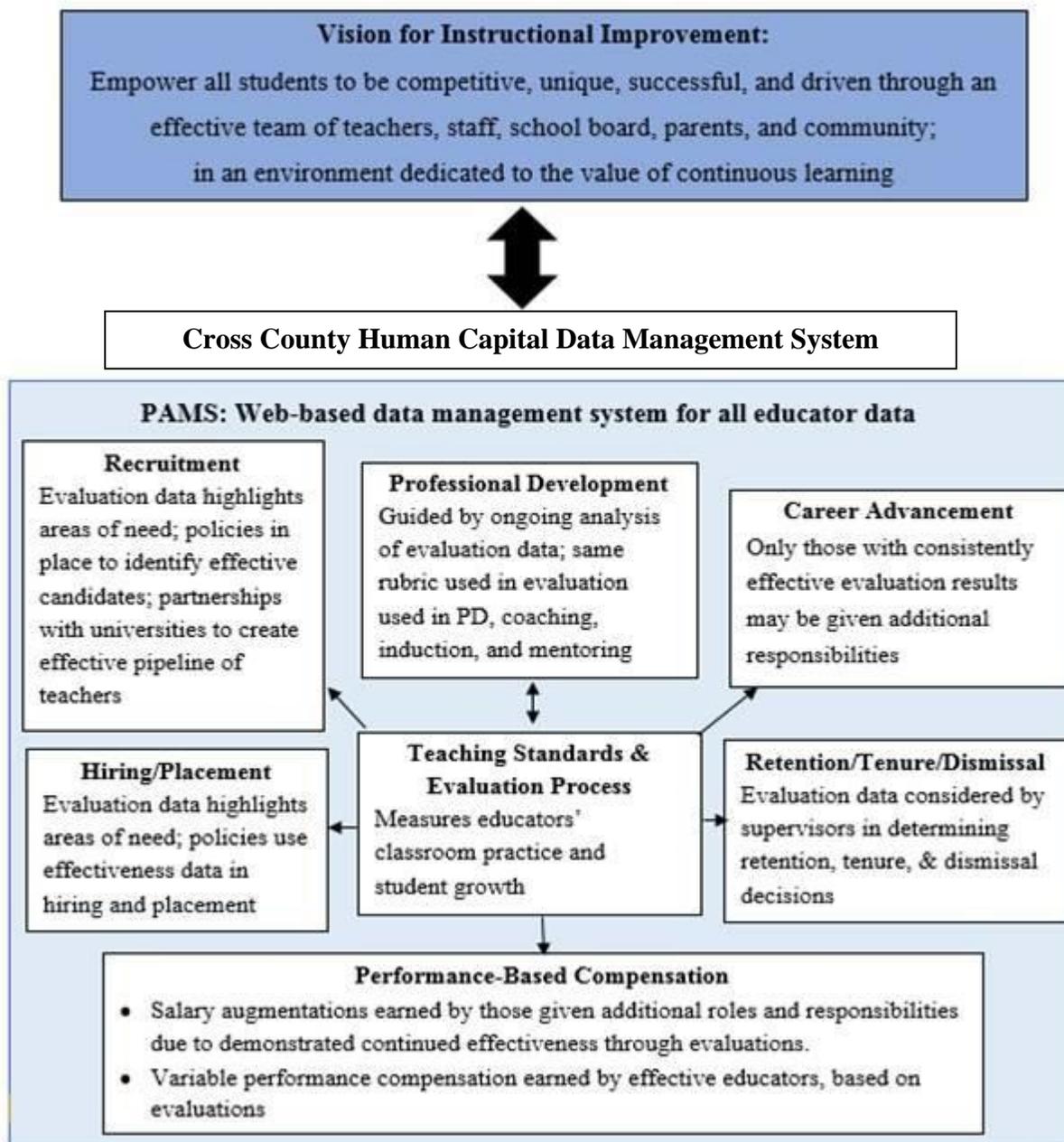
differentiated, targeted, and personalized support and feedback for improvement. The focus of the job-embedded professional development is designed to support and improve educator effectiveness and, in turn, student achievement.

(1) Alignment with vision of instructional improvement:

CC has an ambitious vision of instructional improvement: all teachers must be effective enough such that all students to achieve *at least* one year's growth each school year. To achieve this goal, the schools focus on instructional accountability and data-driven, rigorous instruction centered on clearly defined state and school standards. The goal for educators is to teach each student at a challenging academic level in an environment that cultivates the individual needs of each child. To accomplish this goal, the collective instructional vision for CC provides that:

- Teachers will be able to differentiate instruction to meet individual students' needs.
- Instructional decisions will be based upon data analysis.
- Professional development will focus on the needs of teachers in order to improve student learning.
- Students will receive a well-rounded educational experience, preparing them for higher education and the workforce.

Figure 2: CC HCMS Alignment to Vision for Instructional Improvement



This alignment is true for principals as well. The current principal evaluation is the Arkansas Leadership Excellence and Development System (LEADS) rubric and holds CC principals and assistant principals accountable for multiple measures of leadership capabilities. In addition to LEADS, CC administrators are evaluated as part of the TAP System by the TAP Leadership Team (TLT) and the school-wide student achievement gains made on their campus.

Having teacher and principal evaluation systems that reflect the vision for instructional improvement, and using the data from the evaluation system to inform other human capital strategies (see following section for detail) ensures that the entire HCMS is aligned to the CC's vision for instructional improvement.

CC proposes to make innovative improvements to their existing HCMSs to ensure that they continue to meet the goals set for teachers and students, aligning to their vision for instructional improvement. Currently, the HCMS houses teacher evaluation, student achievement, and school accountability data. The project proposes to expand the functionality of the HCMS in order to better analyze and use data in real time.

(2) Use of information generated by Evaluation and Support System to inform key human capital decisions, such as recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion.

TAP's comprehensive teacher evaluation and support system allows CC leaders to use data to make human capital decisions including placement, retention, dismissal, compensation, and promotion. The results of teacher evaluations also drive the focus and goals of each school's professional development priorities, targeting specific needs of teachers and students within the school.

CC will continue to develop its educator-supportive culture, and to use educator effectiveness to inform decision making in all stages of the educator employment pipeline. TAP's evaluation system ensures that teachers are observed in classroom instruction multiple times a year by multiple trained observers, including principals and master and mentor teachers. Evaluators use a detailed instructional rubric that includes several dimensions of instructional effectiveness. Evaluators are trained and certified, and school leadership teams monitor the reliability and consistency of evaluations in their schools. The classroom evaluations are complemented by

analyzing student achievement growth, creating a multi-measure system of teacher evaluation. Data from teacher evaluations are managed through the TAP CODE system, the interactive human capital management system (HCMS) for storing and analyzing teacher evaluation and other school data. It is a web-based system that provides secure access to real-time data and analytics that allow school leaders to enter observation data, monitor evaluator inter-rater reliability, generate multiple reports, and calculate teacher effectiveness and performance-based compensation. CODE enables CC schools to connect valuation data to professional learning. This is accomplished through CODE's role as the "data backbone" of the HCMS which includes an explicit link to professional development (PD) through the TAP System Training Portal (see Appendix F). Based on evaluation results, CODE recommends specific areas for PD that a teacher may immediately access on the Portal, and which are highlighted in their Individual Growth Plan.

Currently, significant efforts are needed to improve recruitment and retention practices and build capacity within CC. Although the implementation of TAP has provided career advancement, professional development and salary augmentation for effective teachers, CC needs to do more in order to *retain* the most effective, most skilled teachers. Not only is CC losing effective teachers to larger city districts, but over the past few years, CC has relied heavily on Teach for America participants to fill open teaching positions. Over the past three years, Teach for America has seen a 35% drop in participants. This drop has had a disproportionate negative impact on rural schools, particularly those in less populated states such as Arkansas.

Through this grant, CC will partner with ATU to recruit up to two (2) highly-skilled teacher candidates in high-need subject areas each year with demonstrated teacher effectiveness characteristics that have been identified using the TAP rubrics. These candidates will go through a highly-selective hiring process, targeting the most difficult to fill positions in CC. These highly

promising pre-service teachers will receive a \$10,000 stipend during their semester of pre-service teaching, which will take place in CC. These rigorously selected candidates will also be asked to make a three year commitment to teach in CC. Research has shown that teacher candidates become “invested” in the districts where they do their student teaching; hence, attracting highly skilled candidates during their pre-service will greatly increased the likelihood of these candidates staying in CC.

If the selectively recruited teachers are rated effective using the TAP System evaluation during their first year of teaching, they will receive a additional \$10,000 bonus when they sign their Year 2 contract. If they are rated as effective in their second year, they will receive a another \$10,000 bonus when they sign their Year 3 contract. This will occur as well for contracts signed for Year 4 and Year 5. In addition, all teachers, not just those hired through the targeted selection process, who are deemed effective, based on their annual evaluation, will be eligible for an additional \$1,000 bonus upon signing the following year contract.

Recruiting and developing capacity to lead the schools is also a priority for CC. Additional significant incentives will be provided over the course of the grant for three (3) highly-effective teachers within the district who have demonstrated sustained effectiveness as educators to obtain their principal certification. These individuals will be provided with full tuition and fee reimbursement for their studies. Once the certification has been achieved, the educators will be given priority hiring status as administrative positions opened up in CC. As with the teacher, human capital decisions regarding principals and assistant principals are based on data collected and maintained through CC’s HCMS. In summary, the following PBCS elements will be in place to attract and retain the most effective educators to CC.

Table 3: Performance Compensation

	Compensation Category	Amount
Master Teachers	Additional roles and responsibilities as described in the TAP System	\$ 7,500
Mentor Teachers	Additional roles and responsibilities as described in the TAP System.	\$ 4,000
Teachers	Performance compensation pool	\$ 3,000
Principals	Performance compensation pool	\$ 7,500
Assistant Principal	Performance compensation pool	\$ 4,000
Teacher Retention	For effective teachers sign contract	\$ 1,000
Highly Effective Teacher	Selective recruitment process in partnership with ATU to attract highly effective teachers	\$ 10,000
Prospective Principals	Selection of effective educators to pursue administrative credentials	Tuition and Fees

Enhancements to HCMS: Through this project, the following enhancements to CC’s HCMS will take place: 1) Additional teacher information collection, including each teacher’s preparation program and years of experience, which the principal may use to inform future hiring decisions. 2) A more explicit link to professional development (PD) through the TAP System Training Portal. Based on evaluation results, CODE will recommend specific areas for PD that the teacher may immediately access on the Portal. 3) A simple query-builder that will allow principals to perform custom searches and analytics based on the specific needs at their school site.

The following table details current human capital policies and data used for decisions, compared to new policies and data used for decisions under new policies or practices.

Table 4: Core Elements of CC TIF Proposal

HCMS Area	Current Policy/Practice	Data Used for Decisions under Current Policies	Modifications to Policy/Practice (developed through grant)	Evaluation and other Data To Inform new Policy/Practice
Recruitment	Educators are recruited through traditional means of posting positions, attracting candidates primarily from Teach for America and Arkansas State University in Jonesboro, AR.	Number of applicants per position	The grant will include targeted, significant resources to recruit hard-to-staff grades/subjects from ATU teacher candidates. Substantial bonuses tied to teacher effectiveness and retention will be used to improve recruitment strategies within the district. CC will continue to maintain its teacher-focused culture, and increase efforts to higher teacher candidates with demonstrated records of effectiveness as student teachers. Use of evaluation data to monitor effectiveness of highly-skilled Arkansas Tech teachers eligible for	Number of applicants per position by position type. New teachers' performance will be tracked using evaluation data to inform future recruiting.

			recruitment incentives.	
Selection/ Hiring	Interviews for new hires are currently conducted by TLT members. Educator effectiveness data is utilized when available.	Number of qualified applications hired and retention rate at each campus.	CC schools will “employ and retain the best qualified personnel.” The district will consider available teacher effectiveness data to fulfill its commitment to employing the best qualified personnel. TLT will continue to lead interview process.	Monitor new hires performance and use to target support
Placement	Teachers are placed based on alignment of training to areas of need. High-need subjects such as special education, high school math and science, honors/AP classes, remain very difficult to fill.	Number of positions available throughout district and qualified applicants.	Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. Placement will continue based on need.	Observation / evaluation data based on job expectations and responsibilities for different types of teachers
Teacher Professional Development/ Support	PD is job-embedded and focused on the specific needs of teachers and their students.	Student assessment results.	PD will take place weekly in cluster groups led by master and mentor teachers; PD will occur during normal school hours; individualized follow up from the leadership team. Most effective teachers will be identified using evaluation data and	PD will be informed by teacher evaluation results

			<p>provided tuition and fee incentive to pursue principal certification and return to CC as a school leader.</p> <p>ATU will provide expert faculty to support targeted professional development needs of master/mentor teachers and career teachers in CC schools where existing educators have limited capacity.</p> <p>The most effective teachers in CC will meet with ATU teacher candidates training on and sharing use of TAP teacher evaluation rubric, and teacher and principal PD. They will also disseminate lessons learned from educator effectiveness efforts in rural community through Symposia and national conferences.</p>	
Principal Professional Development/ Support	Principal PD held monthly during Administrative meetings, however does not address each campus' specific needs based on TAP data.	Student Achievement data, campus walkthrough	PD in areas of collaboration, feedback, coaching will be provided on site and in regional trainings. Effective principal will share	PD will be informed by CODE reports and analytics

		reports, overall TAP averages.	expertise with ATU students and participate in Symposium.	
Tenure	Not applicable – AR is a right to work state.	n/a	Not applicable – AR is a right to work state.	n/a
Dismissal	Following state and district policy.	Evaluation data	Following state and district policy. Educator effectiveness data will be used to support dismissal decisions if appropriate.	Evaluation data.
Retention (especially of teachers in hard-to-staff grades, subjects)	Teachers receive bonuses based on multiple measures of effectiveness including individual classroom student achievement growth, score on TAP teacher evaluation rubric and school wide achievement gains. Retention remains a challenge due to salaries offered in neighboring, non-rural districts.	Teacher evaluation data by position and grade level.	All effective educators will be eligible for a \$1000 retention bonus for continuing contracts. Highly-effective educators in hard-to-staff subjects recruited as part of the ATU partnership will be eligible for \$10,000 retention award for continuing contract.	Teacher evaluation data by position and grade level.
Teacher Evaluation	Teachers are evaluated using the TAP rubric, schoolwide value added score and individual classroom value added score.	SKR scores, classroom VA score, schoolwide VA score,	Teachers are evaluated using the TAP rubric, schoolwide value added score and individual classroom value added score.	SKR scores, classroom VA score, schoolwide VA score, overall effectiveness rating

		overall effectiveness rating		
Principal Evaluation	Principals are evaluated using Arkansas' LEADS rubric, along with the TLT	Schoolwide VA, TLT observation, and LEADS rubric	Principals will be evaluated through student performance (schoolwide value add), NIET's TLT observation, and AR LEADS rubric.	Schoolwide VA, TLT observation, and LEADS rubric will be combined to create an overall measure of effectiveness annually
Teacher Bonuses, Performance Pay or other incentives	Teachers can earn augmentations by taking on additional roles as master or mentor teachers; teachers may earn incentives based on their effectiveness.	SKR scores, classroom VA score, schoolwide VA score, overall effectiveness rating	Teachers can earn augmentations by taking on additional roles as master or mentor teachers; teachers may earn incentives based on their effectiveness.	SKR scores, classroom VA score, schoolwide VA score, overall effectiveness rating
Principal Bonuses, Performance Pay or other incentives	Principals may earn additional incentives based on their overall effectiveness scores	Schoolwide VA, TLT observation, and NIET Principal rubric will be	Principals may earn additional incentives based on their overall effectiveness scores	Schoolwide VA, TLT observation, and LEADS rubric will be combined to create an overall measure of effectiveness annually

		combined to create an overall measure of effectiveness annually		
Career Advancement Opportunities	Limited access to career paths available for current teaching staff.	Number of positions available throughout district and qualified applicants.	Teachers with a record of effectiveness may take on the role of master or mentor teacher	SKR scores, classroom VA score, schoolwide VA score, overall effectiveness rating

(3) The human capital strategies the LEA uses or will use ensure that High-Need Schools are able to attract and retain effective Educators.

As a small, rural, remote district, both CC schools and nearly all of the students are high-need. All efforts to attract and retain effective educators, as described in Table 4 will ensure that high-need schools are able to attract and retain effective educators. Through the implementation of the TAP System, CC has made strides in attracting more effective teacher candidates. However, due to higher salaries and benefits, as well as social and cultural opportunities afforded by neighboring, more urban or suburban districts, it has become increasingly difficult to retain the most effective teachers. Further, as noted above, the decrease in Teach for American participants has negatively impacted teacher recruitment.

As such, the partnership with ATU will target the most highly effective teachers who will chose to work in CC, and then substantially incentivize these educators not only for their effectiveness, but also their commitment to the students of the community. As more effective teachers are retained, the collaborative culture will further strengthen leading to more reason for other teachers to remain in CC as well.

Effective educators will also be attracted by the opportunity to share their knowledge with teacher candidates at ATU and to participate in national conference, such as ASCD. All too often, educators in rural communities do not have the opportunity to participate in national or regional education events. The activities outlined in this grant will provide a unique opportunity for effective educators from a rural district to contribute to the national conversation about school reform.

Requirement 1: Implementation of Performance-based Compensation System

The proposed TIF grant is based on a comprehensive, results-oriented, successful model of educator development, evaluation and compensation with proven positive impacts on students and educators nationally, specifically in CC. The TAP System includes differentiated levels of compensation based in part on measurable increases in student academic achievement; and differentiated levels of compensation, in the form of salary augmentations, on the basis of roles and responsibilities. The system also provides bonus pay for effective teachers, principals and other school leaders in hard-to-staff schools and high-need subject areas. Finally, the TAP PBCS recognizes the skills and knowledge of educators as demonstrated through teacher leadership roles and evidenced by the mastery of content knowledge and superior teaching and leadership skills. In this project, enhancements and additional innovative practices are included to build upon the successes and address some of the deficits in the current system.

Evaluating and Compensating Teachers

Teacher effectiveness will be evaluated *annually* based on several measures, including student achievement growth at the classroom and school-wide level, the average of scores from at least four classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. CC teachers are evaluated by members of the TAP Leadership Team (i.e., principal(s), master and mentor teachers) at least four times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. Evaluators are annually recertified before conducting evaluations. The Standards cover “Instruction,” “Designing and Planning Instruction,” and “The Learning Environment” as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to

Proficient (3) to Exemplary (5). See Figure 3 for an example indicator and Appendix F for the complete rubric.

Figure 3: Indicator from the Standards - "Academic Feedback"

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.

All teachers are taught the elements of the rubric and thoroughly trained prior to the observation tool being used, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a “pre-conference” session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a “post-conference” session with the evaluator to discuss the findings. As a CC master teacher noted, “Prior to TAP, I’m not sure I knew what a refinement area was. I did not reflect on teaching. TAP provides opportunity for true growth. Without the rubric descriptors, that is not possible.”

Responsibilities survey. Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of educator effectiveness. These performance standards are measured using a survey that takes into account the different responsibilities and leadership roles of the educators in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final SKR score. See Figure 4 for an example indicator and Appendix F for the complete rubric.

Figure 4: Responsibilities Survey - "Growing and Developing Professionally"

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

Student growth measures. Teacher effectiveness and differentiated compensation depend in significant part on student growth measures. This includes student growth in the school as a whole, and also within individual classrooms. For grades and subjects with available state or benchmark tests, CC uses a “value-added” model from SAS, a reputable provider of value-added calculations, to measure the contributions of teachers and schools to student achievement during a school year at both the classroom and school level. Value added is a well-established and widely recognized methodology for determining student growth. Beyond tracking the difference in scores of the same students from one year to the next, value added estimates the impact schools and teachers have on student learning isolated from other contributing factors such as family characteristics and socioeconomic background (Braun, 2005; Goldschmidt, et al., 2005). As such, value-added analysis provides a way to measure the specific effect a school or teacher has on student academic performance over the course of a school year or another period of time. Value-added analysis can be used to differentiate ineffective and effective levels of teacher and school performance as referenced against rigorous standards of expected student growth for an academic year (Goldhaber, 2010; Glazerman et al., 2011). Although some may suggest that value added scores may fluctuate, educators in CC have found this measure to be valid and consistent with the experiences they are having in their schools. Indeed, though any single measure of performance will contain error and only capture one aspect of performance, used in

concert with other measures of performance value added remains a highly predictive measure of future student gains (Steele et al., 2010).

For grades and subjects without state or benchmark tests, the CC TIF Advisory Committee (described later) will explore alternative measures to include in the effectiveness measure. In the past, CC teachers without classroom value-added had their bonuses calculated based 50% on the school value-added score. With a culture that now focuses on educator effectiveness and has seen the benefits of a fair and transparent performance-based compensation system, CC will move forward with identifying additional measures to include in the PBCS for teachers in classrooms that do not have state or benchmark assessments. Among other things, the TIF Advisory Committee will survey other schools nationwide that have developed alternative measures of student achievement growth and determine the best measure to include in CC.

Generating an overall effectiveness rating for teachers. Supported by a 100% approval of TAP implementation, the CC school leadership teams generate an annual overall effectiveness rating for each teacher. Effectiveness is calculated using the following framework:

Table 5: Teacher Evaluation Percentages

Teachers with classroom VA	Teachers with/out classroom VA
SKR Score*=50%	SKR Score* 50%
Schoolwide Value-Added Score=30%	Schoolwide Value-Added Score=30%
Classroom Value-Added Score=20%	Alternative measure (TBD)=20%

Table 6: Effectiveness Ratings

Weighted Average Score	Overall Evaluation Rating
1.0 – 1.99	Unsatisfactory
2.0 – 2.99	Developing
3.0 – 3.99	Proficient
4.0 – 5.00	Exemplary

“Unsatisfactory” teachers are ineligible for performance pay. Teachers will automatically fall into the “Unsatisfactory” performance rating if they do not meet performance minimums on the SKR score (average score below a 2.0); classroom value-added (score below a 2.0); or alternative measure (score below a 2.0). Both “Developing” and “Proficient” bands contain effective teachers. “Exemplary” teachers are highly effective. A low school wide value-added score will not result in a teacher automatically falling into the lowest category, as we do not want to discourage otherwise effective teachers from moving to struggling schools. The following table illustrates outcomes for three teachers at the same school.

Table 7: Example Evaluation Outcomes

	Teacher A	Teacher B	Teacher C
SKR Score	$2.5 * 50\% = 1.25$	1=Automatic “Unsatisfactory” $1 * 50\% = 0.5$	$4 * 50\% = 2$
Schoolwide VA	$4 * 20\% = 0.8$	$4 * 20\% = 0.8$	$4 * 20\% = 0.8$
Classroom VA	$2 * 30\% = 0.6$	$2 * 30\% = 0.6$	$5 * 30\% = 1.5$
Weighted Avg Score	2.65	1.9	4.3
Effectiveness Rating	Developing	Unsatisfactory	Exemplary

Evaluating and Compensating Principal/Assistant Principal (Principal)

Principal effectiveness will be evaluated *annually* based on student achievement growth at the school level, scores on the state of Arkansas' LEADS evaluation rubric, and TAP Leadership Team (TLT) observation scores.

Multiple observation-based assessments per year. Principals will be observed two or more times a year during the TAP Leadership Team (TLT) meetings by the CC Superintendent. TLT meetings occur weekly and drive the implementation of the TAP model at the building level, helping to ensure a strong degree of fidelity to TAP implementation. One of the principal's main responsibilities during these meetings is to facilitate them as the instructional leader in the school.

Student growth measures. A significant portion of principal effectiveness will depend on student growth measured by school-wide value-added scores.

Generating an overall evaluation rating for principals. Half of the principal evaluation rating will depend on schoolwide value-added scores, 30% will depend on LEADS assessment, and 20% will depend on the average score from TLT observations.

Requirement 2: Documentation of High-Need Schools

CC is designated by the National Center for Educational Statistics as a "remote rural" district. As demonstrated in Table 1, over 70% of all students are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act. Given the high percentage of students in poverty, both Cross County Elementary School and Cross County High School are designated as high-need schools.

Competitive Preference Priority 1 – Supporting High Need Students

This grant is designed to improve the academic outcomes for all students served in the CC schools. The implementation of the TAP System, complimented by the use of a HCMS that supports the instructional vision of the district, emphasizes CC’s commitment to improving academic outcomes for students. CC’s mission to educate the whole child by preparing them to be life-long learners and responsible citizens in a global society is at the core of their academic programs. The implementation of a research-based, educator effectiveness system was done so with the intent to improve achievement for all CC students.

Competitive Preference Priority 2 – Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educator

The implementation of the enhanced TAP System and the connected comprehensive HCMS focuses on the priority of improving educator effectiveness for all teachers and administrators in CC. Given the small size of the district, and the pervasive level of poverty among all students, everyone benefits from CC’s efforts to improve educator effectiveness. There is not one school that benefits more than another, nor is there a particular group of students who benefit over another. All students are positively impacted by the evaluation and support system that is fair, rigorous, valid, reliable and objective. As described, the TAP System’s evaluation and support structures are based on comprehensive teacher observations, student achievement growth and other inputs. Further, decisions about professional development and support are made based on data collected through the evaluations. The link between evaluation and support in TAP schools is targeted and direct.

The Extent to Which the Proposed Project will Integrate with or Build On similar or Related Efforts to Improve Relevant Outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies

Improving educator effectiveness has been and continues to be the highest priority of CC. All strategic planning and school improvement plans have focused on improving practice and policies to attract, retain and develop educators to the schools. CC has been very successful, through the implementation of the TAP System, in developing effective educators; however, they continue to be challenged with attracting new teachers and principals, as well as keeping their most successful educators.

CC is currently using existing districts funds to support ongoing implementation of the TAP System, and will continue to use these funds moving forward. In addition, CC will aggressively pursue other streams of funding that support all efforts to improve educator effectiveness. Funds that are currently being used, and will continue to be used, include local funding, state National School Acts funding (based on poverty), and Title II(A) funding. CC will also leverage partnerships, such as those with ATU and NIET, to develop capacity and effectiveness among district educators.

Invitational Priority-Promoting equitable access through state plans to ensure equitable access to excellent educators.

The table below demonstrates how the proposed project promotes equitable access to excellent educators consistent with the state of Arkansas' Plan to Ensure Equitable Access to Excellent Educators.

Table 8: Alignment to Arkansas Equity Plan

Arkansas Equity Plan Summary Strategies	CC’s TAP System Strategies
Attract & Prepare	TAP’s Performance-Based Compensation System enables rural districts to attract educators through incentives tied to effectiveness. The ongoing, applied professional growth element of TAP focuses on job-embedded PD that relates specifically to the needs of students and educators within a school.
Develop, Support & Retain	Ongoing, applied professional growth: Job-embedded PD focused on the specific needs of students and educators within a school. Targeted incentives focus on retaining the most effective educators.
Leverage Agency Resources	Partnering with national organizations and state universities leverages human capital to support teacher effectiveness. Further, sustainability is driven by maximizing existing resources to maintain HCMS and PBCS.

PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS & PRINCIPALS IDENTIFIED THROUGH THE EVALUATION PROCESS

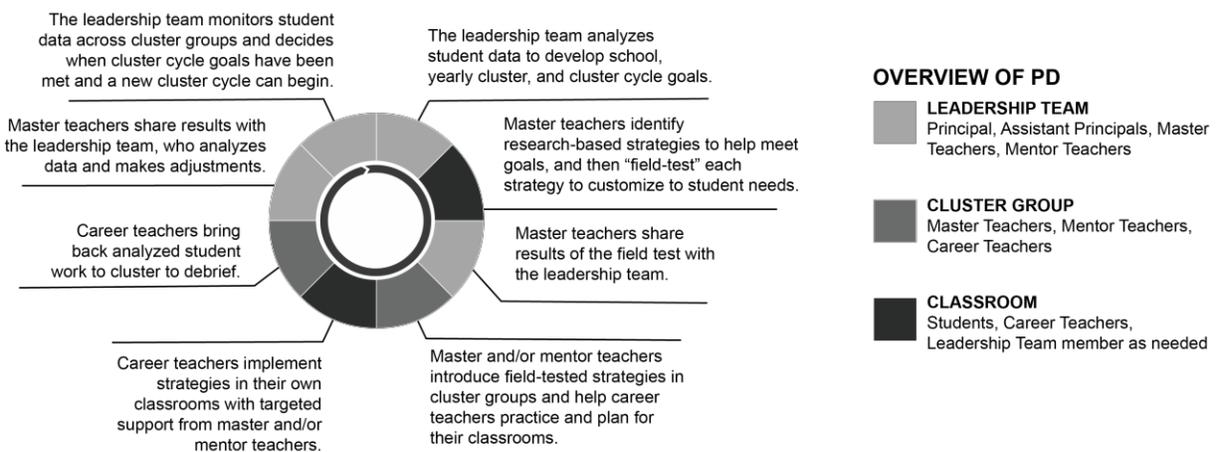
High quality plan to support all educators

The TAP System’s ongoing, applied professional development incorporates two strategies that research has found to be effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP

System combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

CC teachers receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders also lead collaborative teams of teachers called “cluster groups,” which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher’s individual needs. The districts’ master and mentor teachers will also serve on a schoolwide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success. Underlying TAP’s powerful model of professional development is the TAP System Training Portal (Appendix F), an interactive Web tool that provides individualized trainings, resources and support for all educators. The following chart provides an illustration of how the PD system works in CC schools.

Figure 3: Overview of TAP Professional Development



In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by analysis of student and teacher needs in any given school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

How TAP uses disaggregated data from evaluation to support educators and schools

Individualized Coaching. CC structures its school schedules to enable master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. Teacher leaders are provided training, authority, time, and additional compensation for these roles, and their work with classroom teachers is not voluntary or optional. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms such as teaching demonstration

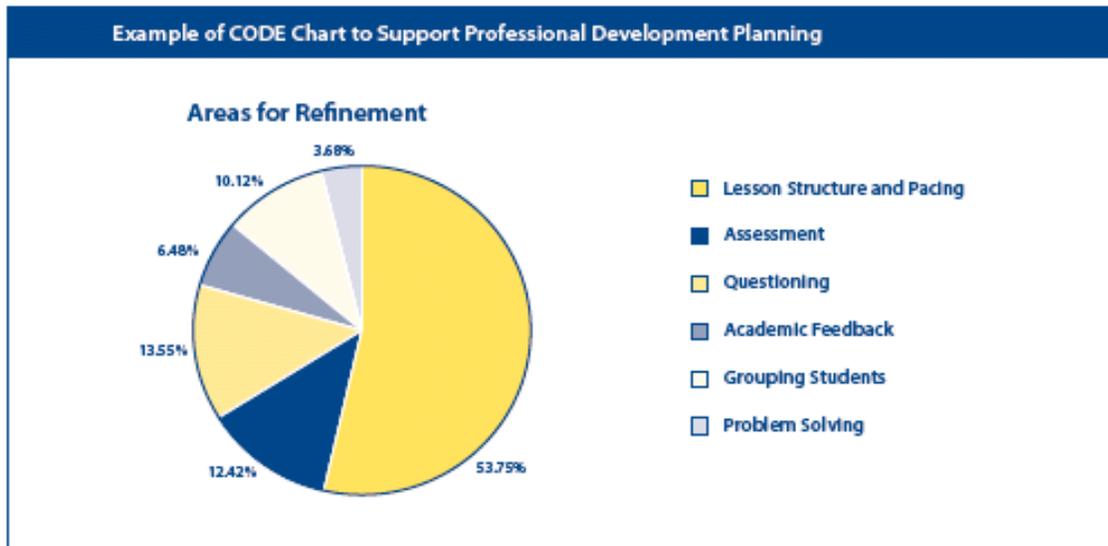
lessons, modeling specific instructional strategies or skills or team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went. Through this project, CC will make enhancements to the NIET-built infrastructure and content of the on-line TAP System Training Portal for both teachers and leadership teams in their schools to expand access to instructional videos, strategies, interactive professional development modules, and reports.

School Level Support and Planning

The leadership team analyzes school-wide areas of strength or weakness, trends by grade or subject, and individual teacher performance. The data is used to determine professional development needs for individuals and groups of teachers in TAP schools. As a result of the TAP evaluation process, every teacher in a TAP school receives an area of reinforcement (strength) and an area of refinement (weakness) through the post-conference.

The following chart, generated using CODE data, shows how often particular indicators on the TAP Rubric have been chosen as the area of refinement (i.e., area of relative weakness) during the post-conference. In this case, more than half of observations at this example school have led to the "Lesson Structure and Pacing" indicator being targeted as an area for improvement, suggesting that master and mentor teachers might want to pay particular attention to this skill in upcoming professional development.

Figure 4: Example CODE Report – Areas for Refinement



Enhancements to Professional Development and Support

Through this project, there are several enhancements to the currently professional development structure that will strengthen educator effectiveness and also serve as recruitment and retention tools. Through a partnership with ATU, faculty will come to CC and work with the TAP Leadership Teams targeting specific, data-determined areas of improvement related to the faculty’s research and expertise. The faculty will also learn from CC teachers about effective classroom practices and real-life impact of state and federal policies. As with the determination of topics for weekly PD, the focus of this ongoing support will be determined by the specific needs of educators within CC.

Although the master and mentor teachers are determined based on their effectiveness, being in a remote, rural district can sometimes limit the scope of areas of expertise among school leaders. The ATU faculty will come to CC to help build additional capacity if needed; however, they will also learn from the TAP leaders about the application of theory into classroom practice. The relationship with ATU will be truly reciprocal as ATU will draw upon the expertise of CC

educators, in particular master and mentor teachers, to train and support teacher candidates.

Effective CC teachers will travel to ATU to work with and share their experiences with teacher candidates and encourage them to apply for positions within the district.

Dissemination of Lessons Learned

Although CC has been challenged to attract and retain highly-effective educators to the district, they have begun to see shifts and know that the additional federal funding provided by the Teacher Incentive Fund will allow for further innovation and enhancements to improve the quality of educators who come to the district, and most importantly to help keep effective educators in the district. Because of their own struggles, CC educators want to be able to share their experiences with other rural districts so that best practices can be disseminated, and missteps can be avoided. The grant will provide resources for two Symposia that will focus on rural educator reform. Both meetings will be hosted by CC and highlight the teachers and administrators from the district. The first will be in Year 2 of the grant and focus on a regional rural Arkansas community. The second will take place in Year 4 of the grant and expand to include a national audience. The 2020 Rural School Effective Educator Symposium (Year 4) will focus on what CC and other rural districts across the country that are implementing the TAP System have learned. The emphasis will be on recruitment and retention of effective educators in rural schools. In addition, educators from CC will submit proposals each year of the grant to state and national conferences such as those run by the AR Association for Supervision and Curriculum Development (ASCD), the national ASCD and the American Educational Research Association (AERA) conference.

QUALITY OF THE MANAGEMENT PLAN

CC will serve as the fiscal agent for the proposed TIF grant. The roles and responsibilities of CC personnel are noted in the “TIF Project Timeline” and in the memorandum of understandings (see Appendix E). The management plan describes CC’s management structure for implementing this project. As part of this plan, CC will maintain the proposed HCMS in the high-need schools under this grant for the five years of the TIF project period. The management plan for this TIF grant is designed to fulfill the goals and objectives of this project on time and within budget.

Oversight, management and coordination of this project will ultimately be the responsibility of the TIF Project Director who will oversee and administer the grant. This will include three subsets of activities to ensure the goals and objectives are achieved on time and within budget: **oversight** of grant execution; **management** of grant activities; and **work** to implement the proposed HCMS in the CC schools. CC will use routine cost-control mechanisms that involve work and budget planning and systematic review. CC believes the key to effectively controlling project costs are detailed work and budget planning, coupled with systematic reviews of actual performance against those plans and the ability to make adjustments as required. Actual accomplishments and their costs will be compared to the planned work flows and budgets.

CC has assembled a well-qualified team who will complete their project responsibilities on time and within budget. The qualifications of the staff described below represent the full range of skills to guarantee quality and timely work on all project tasks. The time commitments these key personnel will devote to this grant are adequate to implement the project effectively. Resumes for key personnel showing their relevant training and experience are included in Appendix D. Cross County will also draw upon the expertise from NIET through bi-monthly support for additional training throughout the grant, as well as assistance for reporting and evaluation.

Table 9: Project Personnel

Project Personnel	Title	Project Role	%FTE
Carolyn Wilson	Superintendent	Will work with schools to oversee and ensure effective implementation TIF project.	In-kind
TO BE HIRED	Project Director	Will be responsible for the oversight and implementation of the grant, including adhering to all timelines and goals.	100%
Matt McClure	Chief Learning and Financial Officer	Will be responsible for budget and activities in partnership with ATU and NIET.	20%

CC has served as the fiscal agent to a number of other federal grants and as a remote, rural district has extensive experience with federal funding. The Project Director will allocate 100% of his or her time to accomplish the goals set forth in this grant on time and with fidelity to the TIF requirements. In addition, CC’s Chief Learning and Financial Officer will devote 20% of his time to ensure fiscal integrity and also to oversee the partnerships with AUT and NIET.

In addition, upon notification of funding CC will convene a TIF Advisory Committee that may include: the TIF Project Director; each school’s principal, the CC superintendent or her designee, a teacher representative from each school; and a representative from NIET. The TIF Advisory Committee will meet regularly to provide a consistent platform for systematic review of the status and improvement of the TIF project. The TIF Advisory Committee will also convene to make decisions regarding PBCS implementation, such as developing an alternative student growth measure for those who teach in non-tested subjects or grade-levels.

Based on the Committee’s findings and with approval of the U.S. Department of Education (ED), changes or adaptations will be made in the implementation of the HCMS and PBCS to guarantee that all of the project’s objectives are met.

Includes measurable project objectives and performance measures

In addition to the four required GPRA measures, our evaluation will collect and analyze the following measures of performance related to the goals of the project.

1: Increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development.

1.a. Increase the percent of effective teachers retained each year.

1.b. Enhance the opportunity for principals to recruit teachers likely to be effective.

1.c. Increase the percent of effective teachers as defined within the TIF grant.

2: Increase the percent of effective principals through incentives, evaluation, and professional development.

2.a. Increase the percent of effective principals as defined within the TIF grant.

2.b. Increase the percent of principals retained each year.

3: Improve student achievement.

3.a. Achieve a year or more of student growth at the school level as defined within grant.

3.b. Improve annual performance on state and district tests.

Includes an effective project evaluation plan

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below.

In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools.

The evaluation will be “utilization focused” (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluator and CC, with participation from NIET if needed, will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to CC presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools as well as for the possible expansion of TAP to other rural districts.

Table 10: Timeline of implementation of HCMS, PBCS

Project Milestones	Responsible Parties	Timeline				
		Y1	Y2	Y3	Y4	Y5
HCMS Development & Implementation (Absolute Priority 1)						
Provide feedback to NIET quarterly to guide future development of the CODE system.	District Administration (DA), Schools	x	x	x	x	x
Add analytic and data management functionality to the CODE system.	Project Director (PD), NIET	x	x	x	x	x
CC will sign a memorandum of understanding with NIET and other parties, as applicable.*	DA, NIET, ATU	x				
Establish a TIF Advisory Committee to meet at least annually to assess the progress of meeting the stated goals of the TIF grant.	PD, DA	x	x	x	x	x
PBCS Preparation						
Career Advancement						

Project Milestones	Responsible	Timeline				
	Parties	Y1	Y2	Y3	Y4	Y5
Establish a Staffing Committee for master and mentor teacher selection and accountability.	DA.	x	x	x	x	x
Schools conduct a staff meeting to review TAP's Multiple Career Path opportunities, including mentor and master teacher roles, responsibilities and qualifications, along with the interview and selection process.	Schools, PD	x				
All master and mentor teaching positions are posted and applications may be sent to the district personnel department.	TAP Leadership Team (TLT)	x				
Mentor and master teacher applications are reviewed by the TLT. TLT members will interview and select these teachers from the pool of qualified candidates.	TLT	x				
Master and mentor teachers will sign addendums to their contract, outlining the responsibilities, job descriptions and compensation.	Schools	x				
Professional Development						
Participating schools will restructure the school schedule to allow for ongoing applied professional growth activities to take place during the school day.*	DA, Schools	x				
The TAP Leadership Teams (TLT) of each school will meet with a NIET representative to review: cluster group assignments and schedule; roles and responsibilities; TLT meeting expectations; and preparations for the Startup of School Workshop.	TLT, NIET	x				

Project Milestones	Responsible Parties	Timeline				
		Y1	Y2	Y3	Y4	Y5
Provide professional learning for teachers	TLT	x	x	x	x	x
<i>Evaluation</i>						
Convene TIF Advisory Committee to allocate specific weight given to student growth measures, review annually	TIF Advisory Committee (TAC)	x	x	x	x	x
TIF Advisory Committee will determine alternative student growth measure and develop rubric	TAC	x	x			
<i>Calculating Student Growth</i>						
TAP schools will sign a form releasing student-level test data. In addition, each TAP school is required to make arrangements to have value-added calculations done through an approved external vendor.	DA, Schools	x				
<i>PBCS Implementation: All Schools</i>						
Schools complete TAP Core Trainings*	TLT, NIET	x				
Members of the school TLT will attend the TAP Summer Institute.*	TLT	x	x	x	x	x
Members of the school TLT will attend the annual National TAP Conference and Training.*	TLT	x	x	x	x	x
CC will work with NIET to disseminate information about their HCMS and the success of the schools to key stakeholders.*	DA, PD, NIET	x	x	x	x	x
Implement LEA-wide educator evaluation system.	DA	x	x	x	x	x
All participating schools receive a School Review.*	NIET, Schools	x	x	x	x	x

Project Milestones	Responsible Parties	Timeline				
		Y1	Y2	Y3	Y4	Y5
CC will work to develop a plan for sustaining and expanding TAP beyond the life of the grant.*	DA, PD, NIET	x	x	x	x	x
PBCS Implementation: Teachers						
CC will ensure that evaluators are trained and certified, and recertified annually to ensure ratings align with national raters and value-added measures.	DA, Schools	x	x	x	x	x
<i>Evaluation:</i> All teachers will have received a minimum of four classroom evaluations and associated pre- and post-conference sessions.	TLT	x	x	x	x	x
CC will reward effective teachers in participating schools with performance-based compensation.*	DA	x	x	x	x	x
CC will award recruitment bonuses to teachers in high-need subjects. Including selective recruitment incentives in partnership with ATU.	DA	x	x	x	x	x
PBCS Implementation: Principals						
ATU and NIET will provide professional development for principals.	DA, ATU, NIET	x	x	x	x	x
CC will ensure that evaluators are trained.	DA, Schools	x	x	x	x	x
All principals will have received a minimum of two observation evaluations using the TLT rubric and the principal evaluation tool.	DA, Schools	x	x	x	x	x
CC will reward effective principals in participating schools with performance-based compensation.*	DA	x	x	x	x	x

Project Milestones	Responsible	Timeline				
	Parties	Y1	Y2	Y3	Y4	Y5
Dissemination of Information						
Symposia*	DA, ATU, NIET, Schools		x		x	

* Indicates actions that will lead to project sustainability.

ADEQUACY OF RESOURCES

PBCS Development with Input of Teachers, School Leaders and LEA: The TAP System was first developed over 10 years ago with significant input and guidance from teachers and administrators across the country. The TAP System is a bottom-up, top-down reform, which has proven to be most impactful when teachers and school administrators strongly support the effort while garnering support from district and state education leaders. Federal monies provided through the Teacher Incentive Fund provide another, very significant layer of support both in terms of funds and alignment to educational policy. NIET recommends a 70% vote of support from faculty within a TAP school. In fact, CC educators have voted nearly unanimously in favor of TAP and educators have been involved in supporting TAP implementation and developing the HMCS from the start. The decision to implement TAP was driven by teacher input and agreement, and the System continues to be implemented in the schools with strong endorsement by educators at the school, district and state level.

The CC sustainability plan includes the key elements that will ensure long-term sustainability and success of this project: building buy-in, creating capacity through training and support, increasing educator skills and driving student growth, and establishing financial sustainability.

Plan for financial sustainability. NIET and CC developed the project budget to build toward sustainability beyond the length of the grant. To demonstrate their commitment to TAP, the CC will use non-TIF funds to take over an increasing share of performance-based compensation each

year, starting in the first year of the grant. The CC will adopt **20%** in Year 1; **30%** in Year 2; **40%** in Year 3; and **50%** in Year 4. By the final year of the grant (Year 5), CC schools will fund **60%** of performance-based compensation with funds provided by other state and federal resources. In addition, CC will provide an increasing share of the performance-based retention bonuses available to the most effective teachers. Starting in Year 3, CC will adopt **20%** of the payout per year; **40%** for Year 4; and **60%** for Year 5. Specifically, CC will use local and state funding designated for rural, high-poverty schools, such as the National School Act, as well as Title II funds, including Title IIA funds under the “Highly Qualified Program,” to account for a portion of non-TIF funding. Performance-based compensation is one of the largest components of the TAP budget; therefore, CC is demonstrating its commitment to implementing the TAP System by shouldering these costs.

Using existing resources, CC school will fund 1.0 FTE mentor teacher position in every school in addition to the 1.0 master teacher per school funded through this proposal. The CC leadership believes this commitment of additional human capital towards TAP implementation is essential to the long-term viability of the HCMS, PBCS and evaluation and educator support systems in the district. See Appendix E for Letters of Support that confirm CC’s commitment to sustainability. Cross County is making TAP a priority by reallocating existing resources to supplement TIF funding and sustain implementation.

Sustainability also involves a commitment by key district and community stakeholders to remain engaged in the system’s ongoing development. Ongoing communications efforts will build awareness, understanding and support for the PBCS and educator evaluation systems among teachers, principals, other school personnel and the community (including parents). Two primary strategies to involve key stakeholders and build lasting support will be:

TIF Advisory Committee. Upon notification of funding, as noted earlier, CC will form an advisory committee consisting of key constituents. The Committee will meet at least annually to provide a consistent platform for a systematic review of the status of the project and make decisions about issues such as PBCS weights and measures, and enhancements to the HCMS through the course of the grant.

Communications plan. CC will disseminate information through newsletters, websites and public forums throughout the year. School principals and master teachers will distribute information at staff meetings, during in-service days and through campus newsletters. See Appendix F for more detail.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

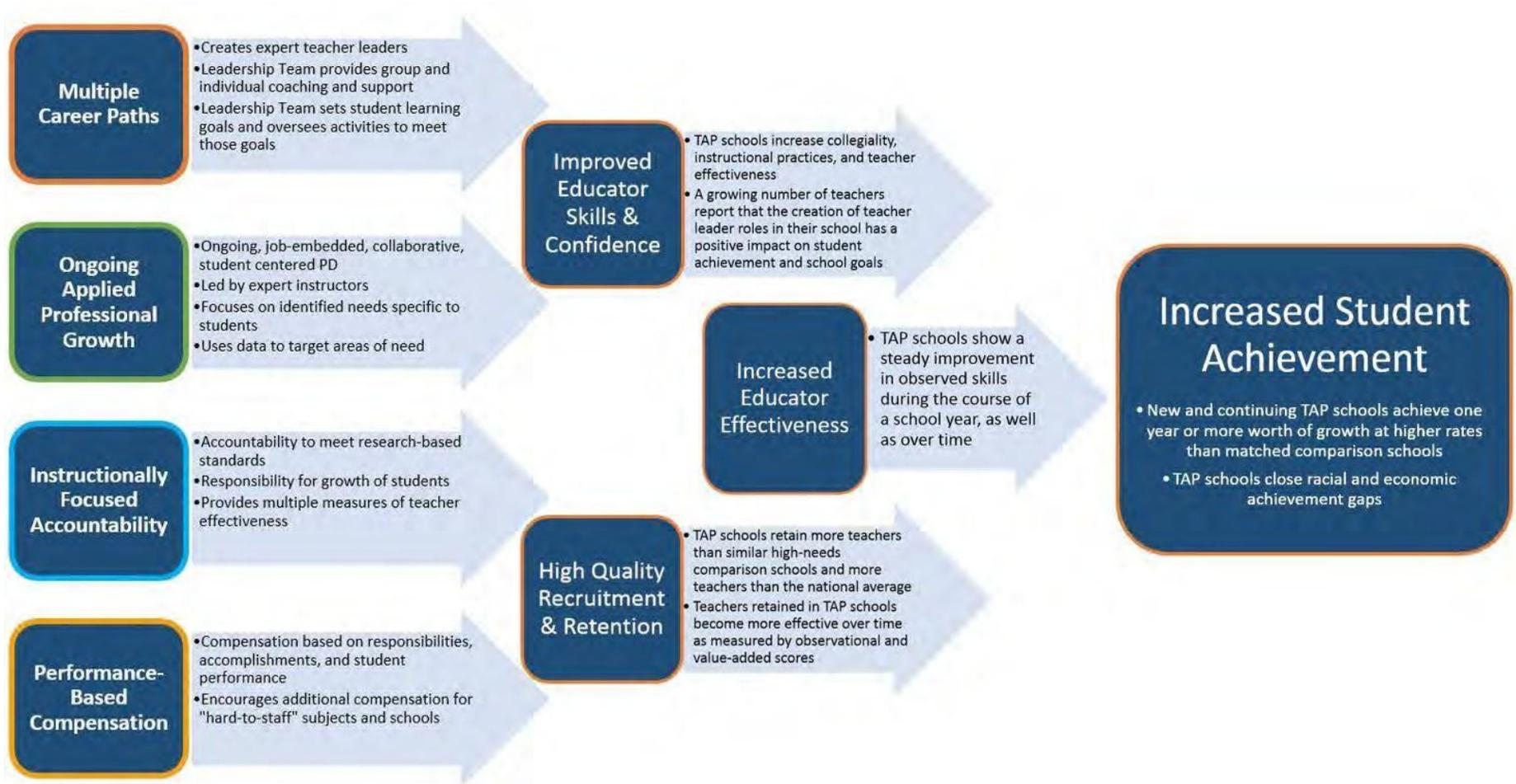
APPENDIX A – OPTIONAL TIF APPLICATION REQUIREMENTS CHECKLIST

<p>(a) p. 17-22</p> <p>(1) p. 11-13</p> <p>(2) p. 13-22</p> <p>(3) p. 17-23</p> <p>(3) p. 17-22, 41-45</p>	<p>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</p> <p>(a) To meet this priority, the applicant must include, in its application, a description of its LEA-wide Human Capital Management System (HCMS), as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p> <p>(1) A description of how the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p> <p>(2) A description of how the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p> <p>(3) A description of 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>(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 Performance-based Compensation Systems 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 Requirement 2--Documentation of High-Need Schools.</p>
<p>(b) p. 32-37</p> <p>(1) p. 32-37</p> <p>(2) p. 45</p>	<p><u>Requirement 1: Implementation of Performance-based Compensation Systems:</u></p> <p>Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs.</p> <p>Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.</p> <p>Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.</p>

APPENDIX B TIF OPTIONAL HIGH-NEED SCHOOL ELIGIBILITY CHECKLIST

<p>Requirement 2--Documentation of High-Need Schools: Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.</p>	
<p>p. 5</p>	<p>For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.</p> <p>(a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented;</p> <p style="text-align: center;">AND</p>
<p>p. 5</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 ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p style="text-align: center;">AND</p>
<p>NA</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>

Appendix C – Logic Model and Theory of Action





Theory of Action, Frameworks & Assumptions

Resources/Inputs/Foundations

Activities

Outputs

Outcomes

Impact

Effective leadership is characterized by collective responsibility. (Berry, Daughtrey & Wieder, 2010; Eckert, Ulmer, Khachatryan, & Ledesma, 2015; Stone-Johnson, 2014)

Student achievement and teacher learning increases when professional development is teacher-led, ongoing and collaborative. (Archibald, Coggshall, Croft, & Goe, 2011; Bowgren & Sever, 2010; Desimone, Porter, Garet, Yoon, & Birman, 2002).

States and school districts need to identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teaching performance. (Center for American Progress, 2014; NCTQ, 2014; Milanowski, Odden, & Youngs, 1998)

Performance award programs are successful when integrated with strong leadership, professional development, reliable analysis of student performance and strong feedback. (Chingos & West, 2012; Odden & Kelly 2002; Ritter & Barnett, 2013)

Multiple Career Paths – opportunities for additional responsibility and commensurate pay without leaving the classroom

Ongoing Applied Professional Growth – weekly on-site professional development, teacher-led, job embedded, and data driven

Instructionally Focused Accountability – fair evaluations based on clearly defined, research-based standards

Performance-Based Compensation – salaries and bonuses tied to responsibilities, instructional performance

Master and mentor teachers receive salary augmentations for providing coaching support to classroom teachers

Teachers participate in weekly cluster meetings that provide classroom teachers with on-site professional development that is focused on their student and teacher needs

Teachers receive multiple classroom observations that focus on an area of strength and an area of growth. Teacher have an opportunity to self-reflect and receive suggestions from their evaluator

Compensation based on responsibilities, accomplishments, and student performance

Improved educator skills and confidence – TAP has a positive effect on collegiality, instructional practices, and teacher effectiveness

High quality recruitment and retention - TAP System schools retain 14% more teachers than similar high-needs comparison schools and 10% more than the national average; teachers retained in TAP schools become more effective over time as measured by observational and value-added scores

Teacher evaluation and professional development help teachers develop a clearly defined repertoire of instructional skills that are rewarded by annual bonuses.

The school’s improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning gains for students in the school—another factor rewarded by annual bonuses.

Differentiated pay is used to create a team of teacher-leaders who have the authority, time, and expertise to improve teacher evaluations, professional development, and school improvement planning.

Increased average educator effectiveness – TAP results show a steady improvement in observed skills during the course of a school year, as well as over time.

Increased student achievement – 88% of continuing TAP schools and 79% of new TAP schools achieve one year or more worth of growth, compared to 77% of matched schools

TAP schools close the achievement gap by 5% over matched schools

Increased administrator effectiveness – TAP increases administrator effectiveness

Matt McClure

SUMMARY OF QUALIFICATIONS

District and building level administrator for nine years. In each administrator position in each school district, I have demonstrated my commitment to helping kids and there are many sources of evidence to support this. I have led reform efforts in all of my districts that resulted in improved test scores, meeting standards, more resources and opportunities for students, and an improvement in morale. I have worked closely with state curriculum organizations, administrator organizations, state department officials, business community, and state and federal legislators on multiple educational issues striving to create an environment in schools that prepares our students for the global world. I am committed to every child having the essential skills necessary to compete and succeed in an ever-changing flat world.

SELECTED ACCOMPLISHMENTS

- Operating budget and strategic planning, in which the school system gained a 200-percent increase in operational funds in one year and was recognized as the fastest district ever in Arkansas to be removed from the fiscal distress list.
- Targeted instructional practices, building organization structures, and formative assessments to move every school in every district from failing to meet standards to exceeding standards as an administrator. All three schools in my current district were in multiple year school improvement and all have met standards and been removed from school improvement list.
- Targeted instructional practices through utilizing technology in the classroom to become the only district in the state of Arkansas to have a computer for every child district wide.
- Presented statewide and nationally on a wide range of topics including utilizing technology in schools, curriculum issues, using data to drive student achievement and fiscal matters.
- Active in state legislative sessions and as member of AASCD legislative committee led Arkansas to be first state in nation to adopt the Whole Child Resolution. Worked with members of both legislative education committees and members of general assembly on many different bills.
- Secured almost \$3 million dollars in grants, sponsorships, and donations to aid all facets of education in my current district.
- Helped form a consortium of six districts to improve education through using technology in innovative and transformative ways and teaching for 21st Century Skills.
- Teamed with Ian Jukes and the Info Savvy Group to develop K-12 lessons focusing on teaching 21st Century Fluencies in real world scenarios tied to state frameworks in the classroom.

EDUCATIONAL LEADERSHIP AND TEACHING EXPERIENCE

Superintendent of Schools, Cross County School District, Cherry Valley, Arkansas 2006 - Present.

Assistant Superintendent of Schools, England School District, England, Arkansas 2003 - 2006.

High School Principal, England School District, England, Arkansas, 2000- 2003

Teacher, Riverview School District, Searcy, Arkansas, 1998 - 2000

Teacher, Prescott School District, Prescott, Arkansas, 1996 – 1998

Adjunct Professor, Arkansas State University, 2005-2008

Adjunct Professor, Harding University, 2005-2006

EDUCATION

Doctor of Education, University of Arkansas at Little Rock, Little Rock, Arkansas, 2005

Master of Science, Harding University, Searcy, Arkansas, 2001

Bachelor of Science, University of Central Arkansas, Conway, Arkansas, 1996

LICENSURE

District Administrator, Curriculum Specialist, Building Administrator

SELECTED AWARDS AND RECOGNITION

Arkansas Superintendent of the Year, 2010

Cherry Valley Citizen of the Year, 2010

Honoree- ASCD- Outstanding Young Educator Award, 2011

Nominated- ASCD- Outstanding Young Educator Award, 2009, 2008

Nominated- E-News Tech Savvy Superintendent of the Year, 2010, 2009

Graduate Arkansas Center for Educational Leadership Superintendent Academy, 2009

Graduate Arkansas Leadership Academy Individual Academy, 2008

Graduate Arkansas Leadership Academy Master Principal Academy, 2002

Apple Certified Pro- Final Cut 6, Level 1 (Only Superintendent Certified in the Country), 2008

CURRENT MEMBERSHIPS AND OFFICES HELD IN PROFESSIONAL ORGANIZATIONS

2009-Present Arkansas Association of Supervision and Curriculum Development, President

2005-Present Arkansas Association of Supervision and Curriculum Development, Board Member

2006-Present Arkansas Association of Supervision and Curriculum Development, Legislative Committee Member

2009-Present Association of Supervision and Curriculum Development, National Leadership Council

2008-10 Arkansas Association of School Administrators, Board Member,

2010-Present Arkansas Association of Curriculum and Instruction Administrators

2006-Present Cross County Economic Development, Board Member Award # U374A160049

2008-Present Arkansas Public School Resource Center, Board Member

2009-Present Arkansas Public School Resource Center, Vice-President of Board

2006-Present Crowley's Ridge Educational Cooperative- Executive Board Member

PRESENTATIONS

2010 Vilonia School Board- Transforming to 21st Century Learning

2010 AASA Superintendent of Year Forum- School Turnaround Strategies- Leading the Shift

2010 Arkansas State University-College of Education Faculty- Transforming Teaching

2010 Arkansas Technology Learning Institute- Meeting the Short-term and Long-term Goals of NCLB

2010 Arkansas School Boards Association Spring Conference- Panel

2010 Arkansas Schools of Tomorrow Today- iSummit- Building Lessons for 21st Century Skills

2010 Wynne Rotary- Changing the Landscape of Schools

2009 Arkansas Association of Supervision and Curriculum Development Summer Conference- Instituting Pay for Performance

2009 Batesville School District Steering Committee- Changing the Landscape of Schools

2008 Arkansas Association of Supervision and Curriculum Development Summer Conference- 1 to 1 Computing

2008 Presenter Arkansas School Boards Association "Whole Child"

2008 Oklahoma Technology Learning Institute- 1 to 1 Computing

2008 Arkansas New Superintendents' Workshop- The Challenges of Being a New Superintendent

2008 Wilbur Mills Educational Cooperative- Using Data to Drive Decision-Making

Dana Johnson



June 23, 2016

To Whom It May Concern:

As a parent in Cross County School District, I am writing to express my support for the Teacher Incentive Fund Grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to efforts to increase student achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the continuation of using grant funds to accelerate our efforts to prioritize great classroom teaching. As a parent, I am impressed with the professionalism and commitment of our teachers. The higher-level learning experiences that my child exhibits when he comes home is an obvious sign of the dedication of our teachers and the fidelity of the programs that are being implemented at our campus.

Through continuation of this grant, we believe our district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,
Dana Johnson

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

June 23, 2016

*Joan Ball
President*

Dear Sir or Madam:

*Shane Bell
Vice-President*

I have worked for the Cross County School District for 15 years. I contributed to the implementation of the TAP System. I started as a master teacher, was promoted to the District's Executive Master Teacher and am currently the Elementary Principal. Working at a TAP school has given me the opportunity to build my leadership capacities as I have risen through the career paths. I have worked with the master and mentor teachers closely and have witnessed how the multiple career paths have been successful in creating a team of leaders that work with career teachers to provide support that has increased their effectiveness in instruction.

*Craig T. Walker
Secretary*

Dennis Stevenson

The incentives and support structures that the TIF-3 Grant have provided has proven to maximize teacher effectiveness through student achievement. The TAP System has given our district the blueprint needed to focus on what our students need and how to collaborate together to meet our goals. Our teachers are actively engaged in weekly professional development that guides them to improve their instruction by experiencing authentic instruction driven by the TAP Rubric. At the same time, our teachers are learning how to implement strategies that are developed based on the needs of our students to raise their achievement.

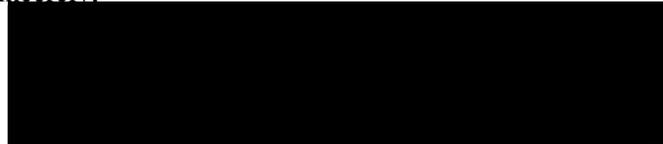
James Matlock

Richard Imboden

The performance bonuses and support system that we have in place, has proven to attract outstanding teachers in our rural school district. It has given us the opportunity to be recognized as a progressive school that is always seeking out best practices for our students and community. The TAP System is a priority in our district because of the impact that it has made with the increases in effectiveness of instruction and leadership, which has resulted in an increase of student achievement. We recognize that this system would not have been possible if the TIF Grant had not provided the funding for our educational reform. It is important to our district that we continue the best practices that the TAP System has brought to us. Receiving the TIF-5 will allow for complete and continued implementation of the TAP System in the future.

Steve Stricklin

Sincerely,



Mindy Searcy
Elementary Principal

*Cross County Administrative Offices
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21 CR 215
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Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

*Joan Ball
President*

*Shane Bell
Vice-President*

*Craig T. Walker
Secretary*

Dennis Stevenson

James Matlock

Richard Imboden

Steve Stricklin

June 23, 2016

To Whom It May Concern:

I have been a building level administrator for seven years with the Cross County School District and been with the District for eleven years. Of those seven years, I have had the opportunity to facilitate the use of the TIF funds to implement The TAP System for five years in Cross County Elementary and Cross County High School. TAP and the efforts of TIF have changed the school in so many ways. The culture is more robust, teachers are more effective, students are progressing academically, and the support TAP fosters is unsurpassed by any other evaluation system.

TIF-3 funds have impacted both students and teachers. Teachers receive more effective professional develop weekly which has demonstrated to be successful in terms of students achievement and growth. Strategies teachers implement are targeting areas of need for all students. As a principal, the observation system as a whole has better informed me of what each individual teacher needs as support in instruction and I am better able to facilitate and provide each teacher with that support they need to be more effective teachers.

Through multiple career paths, the school has been able to grow teacher leaders and build a more cohesive capacity of leadership within the entire building. Community perceptions of the school have improved and this small, rural school has grown closer as a community and I truly feel TAP has played a vital role in fostering that change. As a change agent, I see the TIF funds and The TAP System as the number one advocate for change in education and within our school. Our students and teachers have shown growth and progress over the course of implementing TAP. Our students are demonstrating 1-3 years of growth over the course of one school year.

Being able to continue TAP through TIF-5 will increase the opportunities our teachers have to become more effective and that increased effectiveness will continue to improve student achievement and growth. Cross County School District can only further benefit from being a vital part of TIF-5 in an effort to keep TAP going at Cross County.

Regards,



Stephen Prince
Cross County School District

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As a TAP Master Teacher in the Cross County School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The TAP model utilizes a leadership team format to analyze test data, seek out and/or develop research-based strategies to target weak areas, field-test the strategy with students, and then present the strategy to classroom teachers to implement in their classrooms. The whole purpose of TAP is to raise student achievement by improving the quality of teacher effectiveness in the classroom.

As a district that serves a population of approximately 640 students with about a 74% free and reduced lunch rate, we are committed to helping every student in our district excel. We know that to attract and retain talented teachers and school leaders, we must make quality classroom instruction the driving focus of our efforts. Through TAP, we are able to provide ongoing continuous improvement, professional growth, and recognition for our teachers. To continue with this focus, we are seeking the support of a researched-based model, a proven partner, and the resources to continue developing this focus. The partnership provided through TIF will offer us the opportunity to extend these efforts.

Benefits provided us through the TIF grant have and will be directly aligned with the Cross County School District's vision in regard to providing our students highly qualified teachers who are effective instructional innovators. The grant will enable us to integrate a support system with consistent expectations for what effective practices look like. Performance based compensation will be used to reinforce these clearly defined competencies and student growth goals for teachers. Through this grant we hope to continue attracting, retaining, and developing and motivating a highly effective faculty which will enable us to close the achievement gap and help all students meet their academic goals.

The Cross County School District is excited to partner with NIET to implement a system to continue our efforts in providing our students with highly effective educators, which will, no doubt, result in continued student growth.

Sincerely,

Dana Otterpohl

TAP Master Teacher

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

June 26, 2016

*Joan Ball
President*

Dear Sir or Madam:

*Shane Bell
Vice-President*

I have been a teacher in the Cross County School District for three years. Because our school is a TAP school, our faculty has a special bond that is seldom found in a work environment. The amount of support from leadership, grade level teams, and interventionists is truly remarkable. As a new teacher, I was terrified to step into my very own classroom. I was afraid that I would be overwhelmed and unsuccessful. But, the entire CCETA faculty became my mentors. They were constantly checking on me, brainstorming with me, and helping me navigate through the TAP rubric. The TAP System made it where I wasn't alone.

*Craig T. Walker
Secretary*

The incentives and support that the TIF-3 Grant has provided to our district is what makes our school stand out among others. Our school functions as a team. The performance bonus has not only motivated me as a teacher to rigorously teach in my 3rd grade classroom, but it has created a common ground for our employees. Receiving the incentive bonus gives confirmation to the hard work that everyone has put into educating our students. As a 3rd grade teacher, I provide support to the grades above me and below me because we are all in this together. It has opened my eyes to the importance of not only personal growth, but school-wide growth. So, on any given day you will see and hear school-wide collaboration so that our students receive the best education possible.

Dennis Stevenson

James Matlock

Richard Imboden

The performance incentive that the TIF-3 Grant provides has made our school a family, while also showing great improvement in student academic performance. It is refreshing to be a part of a school that is not afraid to try new things. I believe the Cross County School District is on the cutting edge of best teaching practice with their willingness to embrace new ways of teaching. All of these different avenues of teaching are supported through TAP. It would be impossible to do everything I do as a teacher without the support of my principal, master and mentor teachers, and colleague team. Receiving the TIF-5 grant is vital to keeping this support, and continuing to attract the best teachers around. Teachers travel over an hour to work in this district because the support, creativity, and incentives cannot be matched.

Steve Stricklin

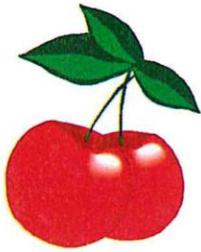
Sincerely,

Brandi McLeroy
3rd Grade Teacher

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City of Cherry Valley

166 Hwy 1 B
Cherry Valley, AR 72324

Mayor Adam Love

Adam Love, Mayor
166 Hwy 1B
Cherry Valley, AR 72324

June 24, 2016

To Whom It May Concern:

As Mayor in Cross County School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

In our rural community, it is imperative that we employ, and retain, effective teachers and principals. We must assure that our students are able to compete academically with any student, whether it be in our state or nation. It is necessary that we close achievement gaps and prepare our students for the real world. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through the continuation of this grant, we believe our district will continue to be successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,


Adam Love, Mayor

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

*Joan Ball
President*

*Shane Bell
Vice-President*

*Craig T. Walker
Secretary*

Dennis Stevenson

James Matlock

Richard Imboden

Steve Stricklin

June 26, 2016

Dear Sir or Madam:

I have been a teacher in the Cross County School District for three years. Prior to becoming a teacher, I worked for almost four years as a bank internal auditor. The support I received as a first year teacher with no experience in the field of education was exceptional. The TAP model provided me with a pathway to success by defining proficient teaching and pairing me with excellent mentor and master teachers who helped me develop in my new role as a teacher. I was terrified that I would fail at teaching and, therefore, fail to provide students with the education they deserve. However, the strategies presented during cluster meetings and the guidance through the rubric, along with the determination of the wonderful leadership team, allowed me to grow significantly as a teacher. Due to the TAP system, I never felt that I was alone.

The performance bonuses and the leadership support challenge me to constantly provide rigorous, high-quality instruction to my students. Also, I strive to help my colleagues because I know that the achievement of all students is important to our school's success. Teachers in the Cross County School District are not afraid to try new teaching strategies. We are open to ideas and feel supported in trying new or different ways of delivering instruction. Teachers are constantly researching new methods of delivery and sharing their successes with others. Willingness to change and desire to support other teachers defines our school and makes us unique. The TAP model of support and motivation of performance bonuses allows us to grow professionally in ways that would not be possible at other schools.

The TIF-3 grant has provided opportunities for our teachers and students that have led to tremendous academic and professional growth. Continuing the current TAP model and performance incentives will further develop our school's morale, culture for seeking new and effective teaching methods, and collaborative efforts to provide rigorous, high-quality education for all students. Receiving the TIF-5 grant would allow the success of Cross County School District to continue through recruitment, development, and retention of excellent teachers. The TAP System is part of our school's identity, and the TIF-5 grant will allow further implementation for continued growth and success.

Sincerely,

Jessica Stacy
5th Grade Teacher

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Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

*Joan Ball
President*

*Shane Bell
Vice-President*

*Craig T. Walker
Secretary*

Dennis Stevenson

James Matlock

Richard Imboden

Steve Stricklin

June 27, 2016

Dear Sir or Madam,

As superintendent of the Cross County School District, I want to express my wholehearted support for the Teacher Incentive Fund grant application we are submitting. In partnership with the National Institute for Excellence in Teaching (NIET), the district will be able to continue to improvement and support the development of effective teachers and principals (both current and future) working in the district. The district consists of two conversion charter schools: Cross County Elementary Technology Academy, and Cross County High School, A New Tech School.

Cross County District cover 305 square miles of rural farmland. There is no industry and few jobs, so we are a high need district on the edge of the Mississippi Delta. Our enrollment is 626 students, and 74% of our students qualify for free and reduced lunches. We have adopted several innovative programs that insure that our students have access to the high technology world in which they will compete.

The district is in competition with larger and often better paying districts when recruiting teachers. Arkansas, like many other states, has a critical shortage of teachers, and finding effective classroom teachers is essential to every school's success. Considering the shortage, we are sometimes forced to hire teachers that we might have rejected in years past. But, the Teacher Advancement Program (TAP) system of support and constant improvement assures that every teacher is progressing in effectiveness and every classroom is monitored to assure that Cross County students receive the quality of instruction they deserve. The NIET Grant can make effective classroom teachers a reality in our district.

Sincerely,



Carolyn Wilson

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Cross County School District

Joan Ball, School Board President

June 23, 2016

Dear Sir,

I have been the President of Cross County School Board for 11 years. I have been fortunate enough to travel with Master and Mentor teachers to TAP workshops and conventions. This has given me the opportunity to see first hand how the program works and see the excitement of teachers as they learn and grow as teachers.

As board president, I have seen many programs presented to our district and TAP has been one that has been successful in creating a team of leaders. We have seen teachers step up and become leaders that would not have ordinarily done so. This has created an exciting culture in our school that has made our teachers more effective and the students are progressing rapidly. Excitement in teachers automatically transfers to students.

The TAP program has given our district the ability to attract outstanding teachers. In a rural school, it has given us the assets to boost our salaries to complete with other surrounding school districts. We have received several awards for being a progressive school that has always searched for programs to enhance the learning environment for our students.

The TAP system is necessary for our district because of the effectiveness it has provided in leadership and instructional growth. It is very important for our district to continue this system for the success of our district, teachers and children.

Sincerely,

Joan Ball

**Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and
Cross County School District**

THIS memorandum of understanding (this "MOU"), dated as of July 6, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NIET"), and Cross County School District ("*Partner*" or "*District*"), with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement ("*TAP System*"), a project that will be funded through a federal Teacher Incentive Fund ("T/F") grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

- A. NIET will assist schools in the Partner location with implementation of the TAP System by (i) granting access to NIET's TAP System Training Portal and human capital and data management system (Comprehensive Online Data Entry - CODE) and (ii) providing training, support, review and similar services.
- B. Partner desires to obtain access and license to such systems and to engage NIET to provide support and technical assistance in order to implement the TAP System during the 2016-17 school year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows :

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating schools will implement all key aspects of TAP including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the TAP Teaching Standards Rubric; 3) calculating teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures.

II. NIET'S SERVICES.

1. Services. During the Term (as defined below) of this MOU, NIET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process and, if requested ongoing support and assistance on location at TAP System schools throughout the academic year (the "*Services*"), as more fully explained in Section II below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the TAP System Training Portal (collectively referred to as the "*Portal*").

- a. The Portal is an interactive Web tool that provides individualized TAP trainings and support. TAP administrators, mentor and master teachers have real-time access to the latest TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The Portal includes a TAP Strategies Library; a TAP Video Library; TAP Documents; TAP Training Modules; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.
- b. The Comprehensive Online Data Entry ("*CODE*") system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. PARTNER RESPONSIBILITIES.

1. Cooperation. PARTNER will cause its employees and administrators to participate in implementation of the TAP System in its entirety with the highest level of fidelity as determined by (i) the TAP Implementation Manual; (ii) the TAP Handbook; (iii) The TAP Evaluation and Compensation Guide; and (iv) feedback/guidance from NIET, including the following:

- a. Arrange and assist selected administrators, mentor and master teachers ("*TAP Leadership members*") to (i) attend all scheduled CORE training for a minimum of 8 days and (ii) take the Evaluator Recertification test through the Portal.
- b. Arrange and assist with annual School Review, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for feedback and research purposes.
- c. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.
- d. Commit to hiring effective teachers and administrators as part of the TAP Leadership team according to TAP System Implementation Manual. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team.
- e. Staff the TAP campuses with master and mentor teacher ratios and salary augmentations recommended by the TAP Implementation Manual, as well as bonus allocations and performance based compensation distributions within the recommended range, or as amended with written approval by NIET's CEO.
- f. Manage due process issues and adhere to PARTNER policies for teacher evaluation.
- g. Ensure alignment and approval of PARTNER policies with the TAP Evaluation and Compensation Guide.
- h. Send the TAP Leadership team (or designated representatives) to the TAP National Conference and National TAP Summer Institute ("*TS*") on an annual basis.
- i. Maintain documentation of TAP System processes including, but not limited to, TAP school plan, long range cluster plan, cluster meeting records, teacher evaluation scores, evaluation schedule, and leadership team meeting log.

- j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.
- k. Agree to provide NIET access to data from partnering vendors upon request.
- l. Submit required data to selected value added vendor for value-added calculations by the deadline determined by NIET.
- m. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2. Fees. Fees for services provided by NIET include:

a. *Personnel Fees and Costs.* As applicable, District shall pay the following fees:

- i. A daily rate for NIET on-site support personnel of \$2,000 per day, plus reasonable travel, lodging, and expenses (TLE), billed for each day such personnel is onsite at PARTNER's facility or facilities.
- ii. A fee of \$2,000 per school for TAP School Review plus TLE.
- iii. A \$25 fee per person for materials per training.

b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:

The TAP Training Portal (TTP):	\$2,500 per campus
Comprehensive Online Data Entry (CODE):	\$2,500 per campus

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to 10 percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

- a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent school year.
- b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:



ATTN: Candis Stephens

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System and associated products and services. Based on proper review and evaluation of implementation, NIET may determine if a project, school, or district has met the expectations of the TAP System (based on school review and/or grant requirements as applicable). If NIET deems the District is not fulfilling the responsibilities and duties outlined above, NIET reserves the right to revoke the use of all NIET copyrighted materials and/or re direct the use of materials, services and support to non-TAP System implementation within the NIET Best Practice Center.

V. ADDITIONAL TERMS.

1. *Term of MOU.* This MOU shall be effective on July 15, 2016, and terminate, except as provided herein, on July 15, 2017 (the "Term"), unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of California, of the staff and employees of PARTNER and NIET.

3. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

4. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

5. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

6. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

7. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

FOR AND ON BEHALF OF PARTNER

FOR AND ON BEHALF OF NIET

Name: _____
Title: Chief Learning & Finance Off

Name: _____
Title: _____

Date: 7/11/16

Date: July 12, 2016

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions ("General Terms and Conditions") are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NIET") as retained and subscribed pursuant to the "Memorandum of Understanding" ("MOU", and together with these General Terms and Conditions, the "Agreement") by the party identified therein as District ("Client").

1. THE SERVICES

- a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the "Services"). The Services may be provided to Client in person by NIET personnel, by granting access to NIET's Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the "Portal"), or as more fully set forth in the MOU. All references herein to "Client" shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET's eligibility requirements and require execution of additional forms (e.g. website Terms of Use)).
- b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.
- c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.
- d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.
- e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in any service supplied to client, (b) out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET's gross negligence or willful misconduct.

2. FEES; TAXES

- a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of 1.5% (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse NIET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.
- b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

3. DISCLAIMER OF WARRANTIES

EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, ACCURACY, INTEGRATION OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT TO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

4. INTELLECTUAL PROPERTY

- a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products") are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software. Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or (ii) attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.
- b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.
- c. NIET Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the NIET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i) NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iii) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and NIET will not be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.c. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a) modify the NIET Product to be non-infringing, (b) obtain for Client a license to continue using such NIET Product, or (c) if neither (a) nor (b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.b. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.
- d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against, and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from (i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

5. GENERAL PROVISIONS.

- a. **Protection of Client Files.** **NIET will** take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIET does not undertake to guarantee against any such loss or alteration.

NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the extent it deems necessary, keep copies of all source documents of the information delivered to NIET.

- b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and confidential property of the disclosing party. The receiving party will not disclose the confidential information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NIET may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with any law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

6. LIMITATION OF LIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

- a. Client Responsibility. Client will be responsible for (i) the consequences of any instructions Client may give to NIET, (ii) Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information.
- b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.
- c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 4B above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii) NIET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve (12) months. NIET will issue Client a credit(s) equal to the applicable amount and any such credit(s) will be applied against future Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.
- d. No Consequential Damages. NEITHER NIET NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7. TERM AND TERMINATION

- a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.
- b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.
- c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

8. GENERAL

- a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.

- b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject matter. This Agreement shall not be modified except by a writing signed by NIET and Client.
- c. Independent Contractor Status. Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association or employment relationship between the parties .
- d. Third Party Beneficiaries. Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement, NIET has no obligation to any third party by virtue of this Agreement.
- e. Force Majeure. Any party hereto will be excused from performance under this Agreement for any period of time that the party is prevented from performing its obligations hereunder as a result of an act of God, war, earthquake, civil disobedience, court order, labor dispute, or other cause beyond the party's reasonable control.
- f. Governing Law. This Agreement shall be governed, construed, and enforced according to the laws of the State of California, without giving effect to principles of conflicts of laws.
- g. Notices. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine, one (1) day after being sent by overnight courier, or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in the MOU. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.

teAchING SkillS, kNowledge, ANd PRofeSSIoNALISm PeRfoRmANce StANdARdS

The *Teaching Skills, Knowledge, and Professionalism Performance Standards* are divided into four domains, as shown in the overview below. Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual teacher performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score performance at levels 2 or 4 based on their professional judgment. Teachers earn a score of 1, 2, 3, 4, or 5 for each indicator.

<ol style="list-style-type: none"> 1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving 	<ol style="list-style-type: none"> 1. Expectations 2. Managing Student Behavior 3. Environment 4. Respectful Culture
PIANNING	PRofeSSIoNALISm
<ol style="list-style-type: none"> 1. Instructional Plans 2. Student Work 3. Assessment 	<ol style="list-style-type: none"> 1. Growing and Developing Professionally 2. Reflecting on Teaching 3. Community Involvement 4. School Responsibilities

The *Instruction, Planning, Environment, and Professionalism* rubrics are on the pages following the "Research on the TAP Teaching Standards."

INStRUctIoN

	SIgNIficANTly AboVe exPectAtIoNS (5)*	At exPectAtIoNS (3)*	SIgNIficANTly below exPectAtIoNS (1)*
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.

* Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

INStRUctIoN *Continued*

	SiGnIfIcANtly AboVe exPeCtAtIoNS (5)	At exPeCtAtIoNS (3)	SiGnIfIcANtly below exPeCtAtIoNS (1)
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <p>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</p>	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions is asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high-ability students.

INStRUctIoN *Continued*

	SIgNIficANtly AboVe exPectAtIoNS (5)	At exPectAtIoNS (3)	SIgNIficANtly below exPectAtIoNS (1)
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> • Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> • Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> • Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	<ul style="list-style-type: none"> • Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

INStRUctIoN *Continued*

	SiGnIfIcANtly AboVe exPeCtAtIoNS (5)	At exPeCtAtIoNS (3)	SiGnIfIcANtly below exPeCtAtIoNS (1)
Thinking	<p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; and analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; or analyze problems from multiple perspectives and viewpoints.
Problem Solving	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing

PIANNING

	SigNificANTly AboVe exPectAtIoNS (5)	At exPectAtIoNS (3)	SigNificANTly below exPectAtIoNS (1)
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and • evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • few goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are rarely aligned to state standards. ○ are rarely logically sequenced. ○ rarely build on prior student knowledge ○ inconsistently provide time for student work, and lesson and unit closure; • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and • little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); • require written tasks; and • include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); and • include performance checks, although the purpose of these checks is not clear.

eNVIROnmeNt

	SIgNifIcANtly AboVe exPectAtIoNS (5)	At exPectAtIoNS (3)	SIgNifIcANtly below exPectAtIoNS (1)
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher uses several techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students. supplies, equipment, and resources are easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well-organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

PROfESSIoNALISm

Performance Standard		Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Regularly	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Regularly	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Regularly	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Regularly	Sometimes	Rarely
Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Regularly	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Regularly	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Regularly	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Regularly	Sometimes	Rarely
Community involvement	9. The educator actively supports school activities and events.	Regularly	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly school environment.	Regularly	Sometimes	Rarely

TAP Training Portal

For over a decade, The National Institute for Excellence in Teaching (NIET) has established TAP™: The System for Teacher and Student Advancement, a comprehensive educator effectiveness model that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for educators.

Educators immersed in NIET's TAP system benefit from the resources provided in NIET's TAP Training Portal. The TAP Training Portal is a powerful interactive Web tool that provides individualized trainings and support. At their fingertips, school leaders can gain real-time access to the latest trainings to download, review and deliver to teachers in order to improve instruction.

Features include:

- ✓ **Video Library** –
 - A collection of more than 100 hours of professionally filmed classroom lessons, footage highlighting execution of leadership meetings, and coaching sessions all designed to improve teacher performance. High definition videos are displayed in split screen in order to easily observe both the teacher and students.
- ✓ **Training Modules** -
 - Interactive and user-directed training experience on the indicators of the NIET TAP Teaching Standards Rubric and a variety of other topics that can be used to enhance the educator evaluation and support experience.
- ✓ **NIET Conference Archives**
 - Video clips and associated materials from all TAP Summer Institutes (TSI) and National TAP Conferences training sessions are available for immediate use when tasked with creating new professional development. The presentations and supporting video for all the trainings have been categorized and tagged for easy searches.
- ✓ **Document Library**
 - Quick access to many NIET publications, including the TAP Implementation Manual, TAP Evaluation and Compensation (TEC) Guide, TAP Leadership Handbook, and TAP Leadership Handbook. 

✓ **Certification**

- Access to the certification process which ensures that proper training and maintenance of evaluators' skills is monitored. Evaluators recalibrate each year to ensure use of the evaluation tool is executed with fidelity.

✓ **Customization Capabilities**

- TAP Training Portal allows for specific styling configurations to display once users are logged into the site. These include choosing:
 - A primary color
 - A secondary color
 - Uploading of a specific logo
 - Uploading of a familiar backplash image (NOTE: These can be changed as often as entity would like in the case that they would like to align the backplash image to actual candidates in the field in an effort to highlight certain practices or successes.)

- ✓ The ability to use **NIET's companion Video Observer App**. This app captures and uploads any video footage related to a specific assignment, observation, walk through, etc. from any Apple device. NIET incorporated a feature that allows user to upload as much of their video as they have time to, knowing when they return to their device, the App has the intuitive ability to remember where uploading left off and will resume without further effort from the user. Once the video is loaded onto portal, users can choose who to share the footage with and use social sharing spaces to comment on videos, provide attachments with videos, and integrate that video evidence with traditional observation data entry.



Performance Appraisal Management System [PAMS]

The National Institute for Excellence in Teaching (NIET) has developed PAMS: Performance Appraisal Management System. PAMS is an interactive data management tool for storing and analyzing teacher evaluations (observations) and other school data. PAMS is a Web-based system that provides secure access to real-time data and powerful analytical tools for administrators, lead teachers, TAP Master Teachers, TAP Mentor Teachers, and other leaders charged with building teacher capacity through quality support.

Features include:

- ✓ **Observations/Evaluations/Appraisals–**
 - PAMS provides an easy-to-use interface for entering and analyzing teacher observation data. The system also allows you to use work flows that electronically send for self-evaluation ratings to be entered into the system by the teacher and request electronic signatures to be executed, search observations from past school years and easily track your school’s progress on completing the required number of observations/evaluations/appraisals.

Indicator	Essentially	4	3	2	1
Designing and Planning Instruction					
Instructional Plans (IP)					
Student Work (SW)					
Assessment (AS)					
The Learning Environment					
Classroom (CS)					
Managing Student Behavior (MSB)					
Environment (ENV)					
Respectful Culture (RC)					
Instruction					
Standards and Objectives (SO)					
Instructional Strategies (IS)					
Presenting Instructional Content (PIC)					
Lesson Structure and Pacing (LS)					
Activities and Materials (AM)					
Questioning (Q)					
Academic Feedback (FB)					
Grouping Students (GS)					
Teacher Content Knowledge (TK)					
Teacher Knowledge of Students (TKS)					
Thinking (TH)					
Problem Solving (PS)					

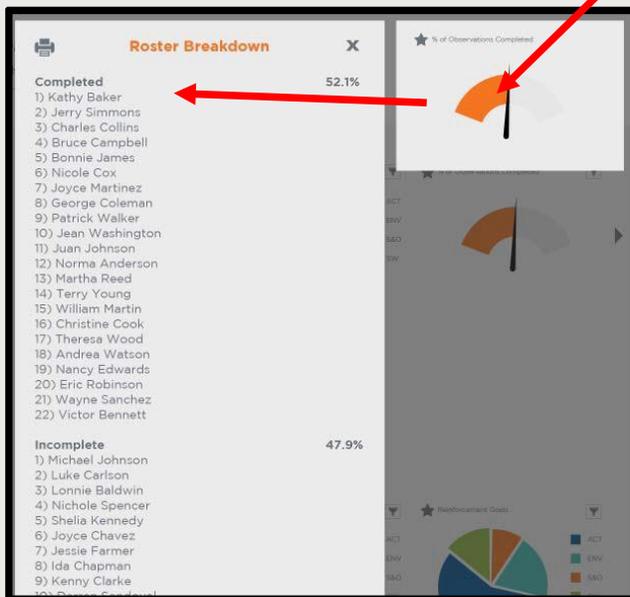
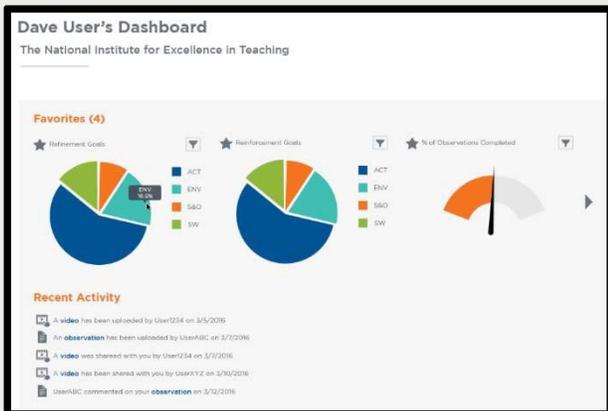
TEACHER	CONTRIT	DATE	ANNOUNCED	STATUS
Teacher [REDACTED]	[REDACTED]	[REDACTED]	Yes	Self-Reflection Review Print

Do NOT count in overall observation scoring
 Include observation self reflection?

I hereby agree and digitally sign the content of all pages.

✓ **Dashboard Analytics and Reports -**

- PAMS generates visual analytics that allow for quick identification of progress, performance, and professional development areas. These visual analytics are interactive and can be clicked on to further “drill down into the data”. Further dissection of the data can be done through sorting by date or timespans as well as looking at the individual data pieces that contribute to the whole. Once the user has reached the desired analytics, the system allows for exporting and/or printing of the data.

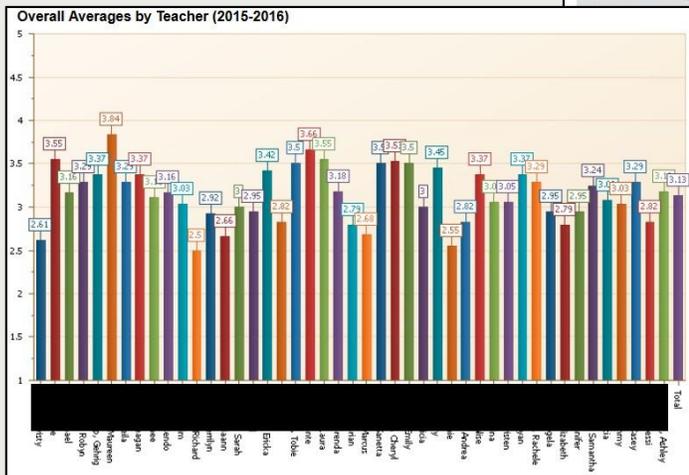


- PAMS generates more than 20 automated reports that can analyze the results of the teacher evaluations across grade levels and content areas. These reports identify areas of strength and weakness in your school in order to help design effective professional development. The reports also provide tools for ensuring inter-rater reliability and consistency among evaluators.

REPORTS

REPORT NAME	TYPE
Average Observer vs. Self Score	Bar Chart
Certifications By School	Table
Certifications By District	Table
Grade Level Averages By Rubric Domain	Table
Historical Averages By Teacher	
Individual Summary	
Observation Summary By Teacher	
Observer Averages By Rubric Domain	
Overall Averages By Observer	
Overall Averages By Rubric Indicator	
Overall Averages By School	
Overall Averages By Subject	

Overall Averages By Teacher	Bar Chart
Overall Averages By Teacher Level	Bar Chart
Refinement Goals	Pie Chart
Reinforcement And Refinement By Cluster	Table
Reinforcement Goals	Pie Chart
Responsibility Survey Summary	Table
Rubric Domain Averages By Observer	Bar Chart
Rubric Domain Averages By Subject	Line Chart
SKR Report	Table
Unrounded SKR Report	Table
Subject Averages By Rubric Domain	Table
Teacher Averages By Rubric Domain	Table



# of Obs.	Classroom Management	Instructional Practices	Student Work	Assessment	Use of Learning Time	Expectations	Classroom Environment	Professionalism	Communication	Collaboration	Leadership	Instructional Leadership	Professional Growth	Professionalism	Communication	Collaboration	Leadership	Instructional Leadership	Professional Growth	Professionalism	Communication	Collaboration	Leadership	Instructional Leadership	Professional Growth
1	3.99	3.00	3.00	3.00	3.12	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	3.33	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
5	3.14	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
6	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
7	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
8	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

✓ **Performance-Based Compensation Calculations and SKR Scores**

- For accurate and timely results, PAMS automatically calculates performance-based compensation bonuses and overall Skills, Knowledge and Responsibilities (SKR) scores.

EXCLUDE	ELIGIBLE PAYEE	TEACHER ID	REPORT ROLE	HARD TO FILL	SKR SCORE	ACH SCORE	ACH TYPE	ACH SCORE	APPLY % REPORT	COMMENTS
<input type="checkbox"/>	Amelia		Career	<input type="checkbox"/>	3.5	5.0			100	
<input checked="" type="checkbox"/>	Any		Career	<input type="checkbox"/>	0.0				0	
<input type="checkbox"/>	Audrey		Career	<input type="checkbox"/>	0.0				0	
<input type="checkbox"/>	David		Career	<input type="checkbox"/>	3.5	5.0	Achievement	5	100	
<input type="checkbox"/>	David		Career	<input type="checkbox"/>	3.0	4.25			100	
<input type="checkbox"/>	Carol		Career	<input type="checkbox"/>	3.0	4.00			100	
<input type="checkbox"/>	Carol		Career	<input type="checkbox"/>	2.5	4.5	Achievement	3	100	

ACHIEVEMENT WEIGHTS	
	ACHIEVEMENT
Skills, Knowledge, and Responsibilities	50 %
Student Achievement or Growth Analysis	30 %
School Achievement	20 %
OBSERVER WEIGHTS	
	CAREENMOTOR
Administration	25 %
Master Teacher	35 %
Mentor Teacher	20 %

PAYOUT - ELEMENTARY SCHOOL (2014 - 2015)									
Fund: \$108,000.00		Fund Used: \$97,499.98		Remainder: \$10,500.02					
CAREER - ACHIEVEMENT (\$40000)									
ELIGIBLE PAYEE	TEACHER ID	HARD TO FILL	SKR SCORE	ACH SCORE	SKR PAY (\$20,000.00)	ACH PAY (\$12,000.00)	SCHOOL ACH PAY (\$8,000.00)	% APPLIED	TOTAL PAYOUT
Tiffany			3.0	2	\$1,818.18	\$0.00	\$600.00	100	\$2,418.18
Jessica			3.5	4	\$2,727.27	\$2,482.76	\$600.00	100	\$5,810.03
Jessica			3.0	5	\$1,818.18	\$4,137.93	\$600.00	100	\$6,556.11
Misty			3.0	3	\$1,818.18	\$413.79	\$600.00	100	\$2,831.97
MENTOR - Augementation (\$8000)									
ELIGIBLE PAYEE	TEACHER ID	HARD TO FILL	SKR SCORE	SKR PAY (\$4,000.00)	SCHOOL ACH PAY (\$4,000.00)	% APPLIED	TOTAL PAYOUT		
Donna			3.5	\$1,333.33	\$1,500.00	100	\$2,833.33		
Shayna			4.0	\$2,666.67	\$1,500.00	100	\$4,166.67		
Total				\$4,000.00	\$3,000.00		\$7,000.00		

- For easier entry, teachers and principals can fill out responsibilities surveys online.

SURVEY	
TEACHER Career Teacher	DATE 2014-08-14
SURVEYOR ROLE Master Teacher	AVERAGE SCORE 4.5
GROWING AND DEVELOPING PROFESSIONALLY	SCORE
1. The career teacher is prompt, prepared, and participates in cluster meetings, bringing student artifacts (student work) when requested.	4
2. The career teacher appropriately attempts to implement new learning in the classroom following presentation in cluster.	5
3. The career teacher develops and works on a yearly plan for new learning based on analysis of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	4
4. The career teacher selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	5
REFLECTING ON TEACHING	SCORE
5. The career teacher makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	5
6. The career teacher offers specific actions to improve his/her teaching.	4
7. The career teacher accepts responsibilities contributing to school improvement.	5
8. The teacher utilizes student achievement data to address strengths and weaknesses of students and guides instructional decisions.	4

✓ **Forms**

- PAMS provides an online platform for filling out and organizing specific forms that support systemic changes in your Human Capital Management System (HCMS). These forms could include a Leadership Team Meeting Log, a Long-Range Plan, or Cluster (i.e., weekly cluster meeting) Meeting Record.

MANAGE SCHOOL Go Back Add Cluster Edit School Add Team Log Print Team Logs Observations

CLUSTER	OBSERVATIONS		
3rd grade cluster	43/44		
4th grade - ELA cluster	20/20		
4th grade - Math Cluster	20/20		
5th grade - ELA cluster	4/4		
5th grade - Math Cluster	19/24		
Enrichment Cluster	16/20		
Fifth Grade Math Cluster	0/0		
Third Grade	0/0		

School Information

Leadership Meeting: 3:40 PM, Every Tuesday

School Goal: By May 2015, all students will meet their targeted proficiency level as a result of teaching students how to think critically and problem solve through a rigorous curriculum by implementing a strategic and systematic tiers of supports.

Leadership Team Log School Year: 2015-2016



Appendix F4 - BIBLIOGRAPHY

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doi: 10.1177/0013124512458120

Arkansas Department of Education
 Restricted Indirect Cost Rates
 Fiscal Year 2015-2016

Notes:

1. Fiscal year 2015-2016 indirect cost rates were calculated using fiscal year 2013-2014 data.
2. APSCN is the source of the data used to calculate these rates.
3. calculations resulting in a negative rate have been set to zero.
4. A double asterisk(**) indicates a negotiated (reduced) rate.
5. Unrestricted indirect cost rates will be provided upon request.
6. A single asterisk (*) indicates an assignment of the state average rate for a newly created LEA.

School District Name	LEA	Restricted Indirect Cost Rate
Alma School District	1701000	0.0240
Alpena School District	0501000	0.0267
Arkadelphia School District	1002000	0.0658
Armored School District	4701000	0.0284
Ashdown School District	4101000	0.0442
Atkins School District	5801000	0.0402
Augusta School District	7401000	0.0231
Bald Knob School District	7301000	0.0480
Barton-Lexa School District	5401000	0.0264
Batesville School District	3201000	0.0235
Bauxite School District	6301000	0.0019
Bay School District	1601000	0.0266
Bearden School District	5201000	0.0280
Beebe School District	7302000	0.0129
Benton School District	6302000	0.0506
Bentonville School District	0401000	0.0369
Bergman School District	0502000	0.0000
Berryville School District	0801000	0.0365
Bismarck School District	3001000	0.0147
Blevins School District	2901000	0.0211
Blytheville School District	4702000	0.0277
Booneville School District	4201000	0.0717
Bradford School District	7303000	0.0363
Brinkley School District	4801000	0.0737
Brookland School District	1603000	0.0173
Bryant School District	6303000	0.0222
Buffalo Island School District	1605000	0.0351
Cabot School District	4304000	0.0186
caddo Hills School District	4901000	0.0227
Calico Rock School District	3301000	0.0080
Camden Fairview School District	5204000	0.0337
Carlisle School District	4303000	0.0234
Cave City School District	6802000	0.0193
Cedar Ridge School District	3212000	0.0224
Cedarville School District	1702000	0.0313
Centerpoint School District	5502000	0.0233
Charleston School District	2402000	0.0278
Clarendon School District	4802000	0.0170

School District Name	LEA	Restricted Indirect Cost Rate
Clarksville School District	3601000	0.0637
Cleveland County School District	1305000	0.0393
Clinton School District	7102000	0.0389
Concord School District	1201000	0.0581
Conway School District	2301000	0.0150
Corning School District	1101000	0.0217
Cossatot River School District	5707000	0.0482
Cotter School District	0302000	0.0543
County Line School District	2403000	0.0163
*Cross Cty School District	1901000	0.0347
Crossett School District	0201000	0.0241
Cutter Morning Star School District	2601000	0.0258
Danville School District	7503000	0.0572
Dardanelle School District	7504000	0.0296
Decatur School District	0402000	0.0298
Deer/Mt. Judea School District	5106000	0.0184
DeQueen School District	6701000	0.0016
Dermott School District	0901000	0.0359
Des Arc School District	5901000	0.0255
Dewitt School District	0101000	0.0344
Dierks School District	3102000	0.0197
Dollarway School District	3502000	0.0388
Dover School District	5802000	0.0394
Drew Central School District	2202000	0.0376
Dumas School District	2104000	0.0081
Earle School District	1802000	0.0430
East End School District	5301000	0.0191
East Poinsett Co. School District	5608000	0.0150
El Dorado School District	7001000	0.0783
Elkins School District	7201000	0.0559
Emerson-Taylor-Bradley School District	1408000	0.0391
England School District	4302000	0.0326
Eureka Springs School District	0802000	0.0008
Farmington School District	7202000	0.0239
Fayetteville School District	7203000	0.0000
Flioin School District	4501000	0.0237
Fordyce School District	2002000	0.0458
Foreman School District	4102000	0.0196
Forrest City School District	6201000	0.0248
Fort Smith School District	6601000	0.0205
Fouke School District	4603000	0.0351
Fountain Lake School District	2602000	0.0210
Genoa Central School District	4602000	0.0240
Gentry Public School	0403000	0.0458
Glen Rose School District	3002000	0.0104
Gosnell School District	4708000	0.0238
Gravette School District	0404000	0.0485
Green Forest School District	0803000	0.0396
Greenbrier School District	2303000	0.0346
Greene County Tech School District	2807000	0.0239

School Districts
2 of 5

15-16 Restricted Indirect Cost Rates

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

BUDGET NARRATIVE

FEDERAL REQUEST

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	\$ 510,650	\$ 492,350	\$ 442,850	\$ 393,350	\$ 343,850	\$ 2,183,050
2. Fringe	\$ 82,284	\$ 82,966	\$ 81,262	\$ 79,558	\$ 77,853	\$ 403,923
3. Travel	\$ 58,050	\$ 50,970	\$ 58,050	\$ 65,320	\$ 50,970	\$ 283,360
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 4,830	\$ -	\$ -	\$ -	\$ -	\$ 4,830
6. Contractual	\$ 145,000	\$ 170,000	\$ 145,000	\$ 170,000	\$ 145,000	\$ 775,000
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 31,750	\$ 12,250	\$ 12,250	\$ 17,250	\$ 12,250	\$ 85,750
9. Total Direct Costs	\$ 832,564	\$ 808,536	\$ 739,412	\$ 725,478	\$ 629,923	\$ 3,735,913
10. Indirect Costs (10%)	\$ 68,756	\$ 63,854	\$ 59,441	\$ 55,548	\$ 48,492	\$ 296,091
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Costs	\$ 901,320	\$ 872,390	\$ 798,853	\$ 781,025	\$ 678,416	\$ 4,032,004

MATCH

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	\$ 71,800	\$ 105,700	\$ 139,600	\$ 173,500	\$ 207,400	\$ 698,000
2. Fringe	\$ 5,987	\$ 9,637	\$ 13,965	\$ 18,972	\$ 24,656	\$ 73,217
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 77,787	\$ 115,337	\$ 153,565	\$ 192,472	\$ 232,056	\$ 771,217
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Costs	\$ 77,787	\$ 115,337	\$ 153,565	\$ 192,472	\$ 232,056	\$ 771,217

Total Project Cost **\$ 979,107** **\$ 987,727** **\$ 952,418** **\$ 973,497** **\$ 910,472** **\$ 4,803,221**

PERSONNEL

District Level Personnel

Chief Learning Officer: Matt McClure, Cross County's Chief Learning Officer, will direct 20% of his time to the TIF grant. Matt is responsible for managing the relationship with NIET, scheduling support days, finance reporting and strategic planning.

Project Director: Cross County will hire a project director who will be solely responsible for the onsite school-level technical assistance of the different TAP processes. The project director will be based in the district and spend 100% of their time at the school sites working directly with master and mentor teachers. Cross County will seek applicants with at least five years of classroom teaching experience, preferably with experience in a TAP school, and a master's degree in education. The position will also handle administrative and management duties associated with the grant. We have budgeted \$55,000 for the project director's salary.

School Level Personnel

Master Teachers: There are two master teacher positions funded through this grant (one per school). Their average salary, based on the district salary schedule and the number of years of educational experience required will be \$50,000 per position. TAP master teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for master teachers: This grant will pay for the salary augmentation of the Master Teachers hired at each school site. Each master teacher regardless of base salary will receive \$7,500 in salary augmentation to help ease the burden of staffing in hard-to-staff schools. The total recurring annual cost is \$15,000.

Mentor Teachers: TAP mentor teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for mentor teachers: This grant will pay for salary augmentations of the mentor teachers hired at each site. This includes an average of two mentor teacher augmentations for each of the TAP schools, for a total of four mentor teacher positions. The mentor teacher salary augmentation is \$4,000, for a total recurring annual cost of \$16,000.

Substitutes: It is expected that teachers may visit other schools or classrooms as part of their professional development process. Cross County teachers will also have the opportunity to participate in the TAP National Conference and other training experiences that might require being out of the classroom. Further, substitute time may occasionally be utilized to ensure adequate time for cluster meetings. In order to accommodate these needs, we have allotted 15 substitute days at each of the TAP schools annually. The average daily rate for a substitute teacher in Cross County is \$75.

Performance Bonuses: A bonus pool for year-end performance awards will be established using funds allocated from the TIF grant and matched funds from Cross County. It should be noted that

for teachers and administrators the actual performance bonus could range from zero to significantly above the average, since the awards are differentiated based on performance. The project is designed to create the opportunity for the most effective teachers and principals to earn substantial annual performance bonuses.

- Teachers: The performance bonus pool for teachers will be established using an average of \$3,000 per eligible teacher.
- Administrators: The award pool for principals will be \$7,500 per administrator.

Retention Bonuses: Each year, all teachers will be eligible for a retention bonus of \$1,000 if provided they sign a new employment contract and are rated effective.

Hard-to-Staff Signing Bonuses: Over the course of the grant, up to 10 new highly promising teachers will be recruited through a rigorous and selective process to fill hard-to-staff positions. These highly promising pre-service teachers will receive a \$10,000 stipend during their semester of pre-service teaching to be paid by the district. These pre-service teachers will be eligible for a \$10,000 signing bonus each year, provided they sign a new employment contract, and are rated effective.

Performance-based compensation costs are included in Personnel and Fringe Benefits because they are considered a variable component of an employee's overall compensation and, thus, subject to state and federal tax withholdings.

Note: By the end of year 5, a salary structure based on effectiveness for teachers and principals will be implemented.

PERSONNEL

PERSONNEL											
Description	\$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Chief Learning Officer	\$ 100,000	0.2	0.2	0.2	0.2	0.2	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Project Director	\$ 55,000	1	1	1	1	1	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000
Master Teacher Salary	\$ 50,000	2	2	2	2	2	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Master Augmentation	\$ 7,500	2	2	2	2	2	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Mentor Augmentation	\$ 4,000	4	4	4	4	4	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Substitute	\$ 75	30	30	30	30	30	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250
							TIF SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Pool	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	80%	70%	60%	50%	40%
Teachers	\$ 3,000	56	56	56	56	56	\$ 134,400	\$ 117,600	\$ 100,800	\$ 84,000	\$ 67,200
Principals	\$ 7,500	2	2	2	2	2	\$ 12,000	\$ 10,500	\$ 9,000	\$ 7,500	\$ 6,000
							TIF SHARE OF HCMS INCENTIVES				
HCMS Incentives	\$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	100%	100%	80%	60%	40%
Retention Bonuses	\$ 1,000	56	56	56	56	56	\$ 56,000	\$ 56,000	\$ 44,800	\$ 33,600	\$ 22,400
Hard-to-Staff Signing Bonuses	\$ 10,000	10	10	10	10	10	\$ 100,000	\$ 100,000	\$ 80,000	\$ 60,000	\$ 40,000
TOTAL PERSONNEL							\$ 510,650	\$ 492,350	\$ 442,850	\$ 393,350	\$ 343,850

FRINGE

The rates of fringe for personnel are as follows:

- Personnel: 30%, with a 1% increase each year
- Augmentations: 20%, with a 1% increase each year
- Performance bonuses: 7.65%

The rates for personnel fringe benefits include: social security; state retirement for certified and full-time employees; medical insurance for full-time employees; and life insurance for full-time employees.

The rates of fringe on performance bonuses include social security and state retirement benefits for certified and full-time employees.

FRINGE

FRINGE											
Description	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Chief Learning Officer	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	\$ 6,000	\$ 6,200	\$ 6,400	\$ 6,600	\$ 6,800
Project Director	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	\$ 16,500	\$ 17,050	\$ 17,600	\$ 18,150	\$ 18,700
Master Teacher Salary	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	\$ 30,000	\$ 31,000	\$ 32,000	\$ 33,000	\$ 34,000
Master Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	\$ 3,000	\$ 3,150	\$ 3,300	\$ 3,450	\$ 3,600
Mentor Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	\$ 3,200	\$ 3,360	\$ 3,520	\$ 3,680	\$ 3,840
Substitute	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	\$ 450	\$ 473	\$ 495	\$ 518	\$ 540
							TIF SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	80%	70%	60%	50%	40%
Teachers	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	\$ 10,282	\$ 8,996	\$ 7,711	\$ 6,426	\$ 5,141
Principals	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	\$ 918	\$ 803	\$ 689	\$ 574	\$ 459
							TIF SHARE OF HCMS INCENTIVES				
HCMS Incentives	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	100%	100%	80%	60%	40%
Retention Bonuses	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	\$ 4,284	\$ 4,284	\$ 3,427	\$ 2,570	\$ 1,714
Hard-to-Staff Signing Bonuses	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	\$ 7,650	\$ 7,650	\$ 6,120	\$ 4,590	\$ 3,060
TOTAL FRINGE							\$ 82,284	\$ 82,966	\$ 81,262	\$ 79,558	\$ 77,853

TRAVEL

Site visits to existing TAP locations: As part of Year 1 and Year 3, Cross County will setup site visits for the teachers in the TAP schools to see implementation in other states and engage teachers with the experiences of other TAP practitioners. These three-day, two-night trips will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately \$1,180 per person based on \$600 for airfare; \$125 per night for hotel; \$120 for ground transportation and \$55 per diem. We have allocated funds for approximately six teachers to attend different sites. The total cost for Year 1 and Year 3 is \$7,080.

National TAP Conference and Training: The Annual TAP Conference and Training is an opportunity for career, mentor and master teachers, along with building and district level administrators, to receive advanced training from national experts across TAP implementation sites, as well as policy updates, and to network with colleagues to share common experiences and advice. The location of the TAP conference is traditionally held in a major U.S. city. The total cost is \$1,765 per person is based on estimated costs of \$650 for airfare; \$225 per night for lodging; \$160 for ground transportation; \$60 for parking and a \$55 per diem. A total of \$21,180 has been allocated for 12 teachers, principals and central office administrators to attend.

National TAP Summer Institute: The TAP Summer Institute is an annual training opportunity for TAP Leadership Team members. We have budgeted for all TLT members to attend the TSI annually. The total cost is \$1,765 per person is based on estimated costs of \$650 for airfare; \$225 per night for lodging; \$160 for ground transportation; \$60 for parking and a \$55 per diem.

Presentations at Conferences: As part of Cross County's strategy to communicate the impact of the TIF grant and share the project's successes, we have budgeted \$14,350 in Year 4 to send 10 district representatives to attend and present at national conferences such as the Association for Supervision and Curriculum Development (ASCD) Annual Conference. The per trip cost of \$1,435 was based on \$650 for airfare; \$250 per night for lodging; \$45 for ground transportation; \$45 for parking and a \$65 per diem.

TIF Grantee Meetings: The required annual TIF grantee meetings will be attended by the project director and two additional key personnel. The cost is based on \$650 for airfare; \$250 per night for hotel; \$45 for ground transportation; \$45 for parking; and \$65 per diem. We have budgeted \$1,435 for each of the attendees.

TIF Topical Meetings: The required annual TIF topical meetings will be attended by the project director and two additional participants. The cost is based on \$650 for airfare; \$250 per night for hotel; \$45 for ground transportation; \$45 for parking; and \$65 per diem. We have budgeted \$1,435 for each of the attendees.

TRAVEL

Description	\$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Site visits to existing TAP locations	\$ 1,180	6	0	6	0	0	\$ 7,080	\$ -	\$ 7,080	\$ -	\$ -
TAP National Conference	\$ 1,765	12	12	12	12	12	\$ 21,180	\$ 21,180	\$ 21,180	\$ 21,180	\$ 21,180
National TAP Summer Institute (TSI)	\$ 1,765	12	12	12	12	12	\$ 21,180	\$ 21,180	\$ 21,180	\$ 21,180	\$ 21,180
Presentations at Conferences	\$ 1,435	0	0	0	10	0	\$ -	\$ -	\$ -	\$ 14,350	\$ -
TIF Grantee Meeting	\$ 1,435	3	3	3	3	3	\$ 4,305	\$ 4,305	\$ 4,305	\$ 4,305	\$ 4,305
TIF Topical Meeting	\$ 1,435	3	3	3	3	3	\$ 4,305	\$ 4,305	\$ 4,305	\$ 4,305	\$ 4,305
TOTAL TRAVEL							\$ 58,050	\$ 50,970	\$ 58,050	\$ 65,320	\$ 50,970

EQUIPMENT

No equipment is being purchased with TIF monies.

SUPPLIES

iPads: Every TAP Leadership Team member in the TIF grant will be supplied with a 32GB iPad to use for classroom observations, cluster meetings and TAP Leadership Team meetings. In addition, iPads will allow members of the TAP Leadership Team to instantly upload results of classroom observations. This will enable schools to access and analyze evaluation data, which will decrease the amount of time it takes to make personnel decisions based on the evaluation data.

TAP Observer App: All iPads used by TLT members will be loaded with the tapObserver scripting application. This app enhances the TAP system evaluation process by helping evaluators (principals, master and mentor teachers) to more efficiently and accurately collect evidence during a classroom observation.

SUPPLIES

Description	\$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
32 GB iPad	\$ 750	6		0	0	0	\$ 4,500	\$ -	\$ -	\$ -	\$ -
tapObserver app	\$ 55	6	0	0	0	0	\$ 330	\$ -	\$ -	\$ -	\$ -
TOTAL SUPPLIES							\$ 4,830	\$ -	\$ -	\$ -	\$ -

CONTRACT UAL

Annual Access to TAP Training Portal: The TAP System Training Portal contains teacher and student strategies, hours of TAP lessons with accompanying documentation, and training modules connected to the TAP rubrics. The annual membership to the TAP Training Portal is \$2,500 per school, for a recurring cost of \$5,000 annually.

CODE: The CODE system houses all the teacher evaluation data and provides metrics for bonus calculations. Additionally, CODE is used by Leadership Team members to monitor the evaluation process and help ensure a high degree of inter-rater reliability. The annual cost of CODE is \$2,500 per school for a total annually recurring cost of \$5,000.

NIET School Review: The NIET School Review measures the fidelity of TAP implementation onsite. The school review fee is \$2,500 per school. This cost covers the time to produce a detailed, specific report which is generated for each site based on an in-person visit. The annual cost is \$5,000.

Rural School Symposium: In conjunction with representatives from Cross County attending and presenting at national and regional education conferences, we are proposing holding two Rural School Symposiums to describe lessons learned around recruitment and retention in the TIF grant. \$25,000 has been budgeted in Year 2 and Year 4 to cover the cost of hosting the symposium.

Communications: The communications plan will ensure the results of TAP in the proposed grant sites, and the impact of the TIF grant, will reach the larger community. The communications plan will contain items targeted at our internal audience and external public audiences at an annually recurring cost of approximately \$5,000.

NIET implementation, support, and thought partnership: The technical assistance provided by NIET will involve onsite training for the leadership team members. This will include formal trainings, site visits, coach the coach sessions and planning sessions. Approximately 30 days of support will be provided annually at \$2,500 per day.

Grant Management and Evaluation Support: NIET assist Cross County in the areas of federal grant management, reporting and project evaluation approximately 20 days annually at a cost \$2,500 per day.

CONTRACTUAL

CONTRACTUAL											
Description	\$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Annual access to a training portal	\$ 2,500	2	2	2	2	2	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Annual access to a HCMS system	\$ 2,500	2	2	2	2	2	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
NIET School Reviews	\$ 2,500	2	2	2	2	2	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Rural School Symposium	\$ 25,000	0	1	0	1	0	\$ -	\$ 25,000	\$ -	\$ 25,000	\$ -
Communications	\$ 5,000	1	1	1	1	1	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
NIET Training and Support Services	\$ 2,500	30	30	30	30	30	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000
Grant Mangement and Evaluation Support	\$ 2,500	20	20	20	20	20	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
TOTAL CONTRACTUAL							\$ 145,000	\$ 170,000	\$ 145,000	\$ 170,000	\$ 145,000

OTHER

National TAP Conference and Training: The National TAP Conference is an annual professional development opportunity for master and mentor teachers, along with the building and district level administrators to receive role specific training and network with those in similar positions around the nation. Cross County proposes to send 12 participants consisting of teachers, site administrators and district-level administrators to the National TAP Conference and Training. The 2016 National TAP Conference was held in New Orleans, Louisiana. Future locations have not been announced. The cost per attendee covers training materials and cost of most meals. The registration fee for 2017 will be \$500 per person for an annual cost of \$6,000.

National TAP Summer Institute (TSI): The TAP Summer Institute is an annual training session targeted to the members of school leadership teams (administrators, master teachers and mentor teachers). The TSI will help provide the leadership team members in Cross County with advanced training on TAP implementation for clusters, leadership team meetings, the instructional rubrics, and other TAP processes. The registration fee for the TSI is \$500 a person or \$6,000 recurring annually. We have budgeted for 12 attendees from the schools under this grant each year.

Photocopying and Shipping: Occasionally Cross County will need to photocopy or print materials related to TAP trainings. We budgeted \$250 per year for this cost.

Tuition Reimbursement: Over the course of the grant, Cross County has budgeted for three highly selective teachers with demonstrated effectiveness as educators to be provided with tuition reimbursement for obtaining principal certification.

Registration for Education Conferences: In conjunction with the Rural School Symposium, Cross County will attend regional and national conferences such as the ASCD National Conference to disseminate information regarding successes and lessons learned from implementation of the TIF grant. We have budgeted 10 spots at \$500 each for a Year 4 total of \$5,000.

OTHER

Description	\$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
TAP National Conference registration	\$ 500	12	12	12	12	12	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
National TAP Summer Institute (TSI) registration	\$ 500	12	12	12	12	12	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Photocopying and printing	\$ 250	1	1	1	1	1	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250
Tuition Reimbursement	\$ 6,500	3	0	0	0	0	\$ 19,500	\$ -	\$ -	\$ -	\$ -
Registration to Education Conferences	\$ 500	0	0	0	10	0	\$ -	\$ -	\$ -	\$ 5,000	\$ -
TOTAL OTHER							\$ 31,750	\$ 12,250	\$ 12,250	\$ 17,250	\$ 12,250

INDIRE CT

Cross County Indirect

Our funding for indirect costs of direct expenses—excluding contractual—are as follows based on the temporary indirect cost rate of 10%.

	Year 1	Year 2	Year 3	Year 4	Year 5
Indirect	\$68,756	\$63,854	\$59,441	\$55,548	\$48,492

COST-SHARE: NON-FEDE RAL & NON-TIF FEDE RAL

Cross County will provide an in-kind contribution of one mentor teacher augmentation plus fringe, totaling \$24,400 over the life of the grant.

Cross County will assume an increasing share of the costs of the teacher and principal performance bonuses, along with the associated fringe. For the performance based awards and HCMS incentives.

- Performance Bonuses - The district will match 20% in Year 1, with an increasing share of 10% each following year. In the final year of the grant, the district will assume 60% of the cost.
- HCMS Incentives - The district will match 20% in Year 3, with an increasing share of 20% each following year. In the final year of the grant, the district will assume 60% of the cost.

CROSS COUNTY COST-SHARE: NON-FEDERAL & NON-TIF FEDERAL

Description	\$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Project Director	\$ 55,000	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ -
Master Teacher Salary	\$ 50,000	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ -
Master Augmentation	\$ 7,500	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ -
Mentor Augmentation	\$ 4,000	1	1	1	1	1	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Substitute	\$ 75	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ -
							PARTNER COST-SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Pool	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	20%	30%	40%	50%	60%
Teachers	\$ 3,000	56	56	56	56	56	\$ 33,600	\$ 50,400	\$ 67,200	\$ 84,000	\$ 100,800
Principals	\$ 7,500	2	2	2	2	2	\$ 3,000	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
							TIF SHARE OF HCMS INCENTIVES				
HCMS Incentives	Pool	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	0%	0%	20%	40%	60%
Retention Bonuses	\$ 1,000	56	56	56	56	56	\$ 11,200	\$ 16,800	\$ 22,400	\$ 28,000	\$ 33,600
Hard-to-Staff Signing Bonuses	\$ 10,000	10	10	10	10	10	\$ 20,000	\$ 30,000	\$ 40,000	\$ 50,000	\$ 60,000
TOTAL PERSONNEL MATCH							\$ 71,800	\$ 105,700	\$ 139,600	\$ 173,500	\$ 207,400
Description	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Project Director	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	\$ -	\$ -	\$ -	\$ -	\$ -
Master Teacher Salary	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	\$ -	\$ -	\$ -	\$ -	\$ -
Master Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	\$ -	\$ -	\$ -	\$ -	\$ -
Mentor Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	\$ 800	\$ 840	\$ 880	\$ 920	\$ 960
Substitute	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	\$ -	\$ -	\$ -	\$ -	\$ -
							PARTNER COST-SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	20%	30%	40%	50%	60%
Teachers	7.65%	7.65%	8.65%	9.65%	10.65%	11.65%	\$ 2,570	\$ 4,360	\$ 6,485	\$ 8,946	\$ 11,743
Principals	7.65%	7.65%	8.65%	9.65%	10.65%	11.65%	\$ 230	\$ 389	\$ 579	\$ 799	\$ 1,049
							TIF SHARE OF HCMS INCENTIVES				
HCMS Incentives	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	0%	0%	20%	40%	60%
Retention Bonuses	7.65%	7.65%	8.65%	9.65%	10.65%	11.65%	\$ 857	\$ 1,453	\$ 2,162	\$ 2,982	\$ 3,914
Hard-to-Staff Signing Bonuses	7.65%	7.65%	8.65%	9.65%	10.65%	11.65%	\$ 1,530	\$ 2,595	\$ 3,860	\$ 5,325	\$ 6,990
TOTAL FRINGE MATCH							\$ 5,987	\$ 9,637	\$ 13,965	\$ 18,972	\$ 24,656
TOTAL MATCH							\$ 77,787	\$ 115,337	\$ 153,565	\$ 192,472	\$ 232,056

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Matt	<input type="text"/>	McClure	<input type="text"/>

Address:

Street1:	21 CR 215
Street2:	<input type="text"/>
City:	Cherry Valley
County:	<input type="text"/>
State:	AR: Arkansas
Zip Code:	72324
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Cross County 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	510,650.00	492,350.00	442,850.00	393,350.00	343,850.00	2,183,050.00
2. Fringe Benefits	82,284.00	82,966.00	81,262.00	79,558.00	77,853.00	403,923.00
3. Travel	58,050.00	50,970.00	58,050.00	65,320.00	50,970.00	283,360.00
4. Equipment						
5. Supplies	4,830.00					4,830.00
6. Contractual	145,000.00	170,000.00	145,000.00	170,000.00	145,000.00	775,000.00
7. Construction						
8. Other	31,750.00	12,250.00	12,250.00	17,250.00	12,250.00	85,750.00
9. Total Direct Costs (lines 1-8)	832,564.00	808,536.00	739,412.00	725,478.00	629,923.00	3,735,913.00
10. Indirect Costs*	68,756.00	63,854.00	59,441.00	55,547.00	48,493.00	296,091.00
11. Training Stipends						
12. Total Costs (lines 9-11)	901,320.00	872,390.00	798,853.00	781,025.00	678,416.00	4,032,004.00

***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: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.47%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 %.

PR/Award # U374A160049

Name of Institution/Organization	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.
Cross County School District	

**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	71,800.00	105,700.00	139,600.00	173,500.00	207,400.00	698,000.00
2. Fringe Benefits	5,987.00	9,637.00	13,965.00	18,972.00	24,656.00	73,217.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	77,787.00	115,337.00	153,565.00	192,472.00	232,056.00	771,217.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	77,787.00	115,337.00	153,565.00	192,472.00	232,056.00	771,217.00

SECTION C - BUDGET NARRATIVE (see instructions)

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