

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND  
PROGRAM**

**CFDA # 84.385A**

**PR/Award # S385A100076**

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

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

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/6/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier: NA	* 5b. Federal Award Identifier: NA	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Maricopa County Education Service Agency		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 866000472	* c. Organizational DUNS: 183866680	
<b>d. Address:</b>		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	4041 N. Central Ave  Phoenix Maricopa AZ  USA 85012	
<b>e. Organizational Unit:</b>		
Department Name: Maricopa County Education Service Agency	Division Name: Teaching and Learning	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Middle Name:	Mr.	* First Name: LaMar

\* Last Name: Brown

Suffix:

Title: Administrator for Research and Grant Development

Organizational Affiliation:

\* Telephone Number: (602)506-2931 Fax Number: (602)506-3753

\* Email: LBROWN@SCHOOLS.MARICOPA.GOV

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

B: County Government

Type of Applicant 2: Select Applicant Type:

B: County Government

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

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

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund

**13. Competition Identification Number:**

NA

Title:

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

The Phoenix metropolitan area will be affected by the project. The Phoenix metropolitan is located within the state of Arizona and within Maricopa County. The majority of the cities located in Maricopa County will be impacted by the Rewarding Excellence in Leadership (REIL) program which will provide much needed leadership guidance that will result in great teachers, principals, leaders and improved student achievement.

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

Rewarding Excellence in Instruction and Leadership (REIL)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: AZ-004

\* b. Program/Project: AZ-003 AZ-005 AZ-006

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 10/1/2015

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

a. Federal	\$ 51769969
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 54591233
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 106361202

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

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

review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

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

\*\* 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: LaMar

Middle Name:

\* Last Name: Brown

Suffix:

Title: Administrator for Research and Grant Development

\* Telephone Number: (602)506-2931 Fax Number: (602)506-3753

\* Email: LBROWN@SCHOOLS.MARICOPA.GOV

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

NA



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Maricopa County Education Servic...

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*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 [X] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency: [ ] ED [ ] Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Maricopa County Education Servic...

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

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 5,040,652	\$ 5,940,652	\$ 5,821,027	\$ 5,505,625	\$ 5,658,152	\$ 27,966,108
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 2,147,625	\$ 10,575,000	\$ 13,902,500	\$ 26,625,125
9. Total Direct Costs (lines 1-8)	\$ 5,040,652	\$ 5,940,652	\$ 7,968,652	\$ 16,080,625	\$ 19,560,652	\$ 54,591,233
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 5,040,652	\$ 5,940,652	\$ 7,968,652	\$ 16,080,625	\$ 19,560,652	\$ 54,591,233

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> LaMar Brown
<b>Title:</b> Administrator for Research and Grant Dev
<b>Date Submitted:</b> 06/28/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Maricopa County Education Service Agency Address: 4041 N. Central Ave City: Phoenix State: AZ Zip Code + 4: 85012-  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Department of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b> NA	<b>9. Award Amount, if known:</b> \$51769969	
<b>10. a. Name of Lobbying Registrant (if individual, last name, first name, MI):</b> NA Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services (including address if different from No. 10a)</b> (last name, first name, MI): NA Address: City: State: Zip Code + 4: -	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	Name: LaMar Brown Title: Administrator for Research and Grant Dev Applicant: Maricopa County Education Service Agency Date: 06/14/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

### APPLICANT'S ORGANIZATION

Maricopa County Education Service Agency

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:                      First Name: LaMar    Middle Name:

Last Name: Brown    Suffix:

Title: Administrator for Research and Grant Dev

Signature: \_\_\_\_\_

Date:

06/14/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

#### **To Whom Does This Provision Apply?**

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

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

#### **What Does This Provision Require?**

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : REIL GEPA Statement

File : C:\fakepath\REIL GEPA Statement of Support.pdf

## Section 427 of GEPA: Statement of Support

The *Maricopa County Educational Service Agency* is committed to reducing barriers and connecting historically underserved and high-need areas with the services, resources, and tools they need to continuously improve their districts. Representing such a large and diverse county, with rural, urban, and suburban districts, we recognize the various challenges that each student and teacher can face in pursuit of improved academic achievement. We feel honored to be able to provide access for the Maricopa County educational community to programs and services without bias due to gender, race, national origin, color, disability, or age. Our *Rewarding Excellence in Instruction and Leadership (REIL)* program will work together with partner districts to eliminate barriers and create pathways that remove obstacles to taking full advantage of the program's potential. Our team understands how important it is to incorporate broadly reaching techniques and technologies that allow participants in distant districts to be fully involved. Many of the activities will be in multiple formats, including some that are accessible via the internet, or through other online-supported mechanisms or applications.

The *Maricopa County Educational Service Agency* will invite candidates from all partner districts, without bias due to gender, race, national origin, color, disability, or age. Partner districts will be offered any and all available accommodations necessary for individuals in need of special services for full participation in the *REIL* program. The *Maricopa County Educational Service Agency* fosters and encourages professional growth for all educators, providing opportunities for participants to reach their highest potential. The team will work together with each individual to determine the most appropriate methods to overcome any perceived or actual obstacles in reaching the goal of improving compensation systems to best reward student academic achievement, progress, and growth.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Dr. Lori Renfro

Address:

\* Street1: 4041 N. Central Ave., Suite 1100  
Street2:  
\* City: Phoenix  
County:  
\* State: AZ\* Zip / Postal Code: 85012 \* Country: USA

\* Phone Number (give area code) Fax Number (give area code)  
(602)372-3705 (602)506-3753

Email Address:

LRENFR@SCHOOLS.MARICOPA.GOV

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## Project Abstract

### Attachment 1:

Title: **REIL Abstract** Pages: 1 Uploaded File: **Abstract for REIL 063010 final\_rev.pdf**

### Abstract

<u>Organization Name:</u> Maricopa County Education Service Agency		<u>Organization Address:</u> 4041 North Central Avenue Phoenix, AZ 85021
<u>Project Contact:</u> Mr. LaMar Brown	<u>Project Phone Number:</u> 602.506.2931	<u>Project Email:</u> lbrown@schools.maricopa.gov

*Rewarding Excellence in Instruction and Leadership (REIL)*, upon successful award through the Main Teacher Incentive Fund competition, will create a systemic K–12 performance-based compensation system (PBCS) that transforms how six (6) Alliance Districts recruit, retain, support, and compensate effective teachers and principals in high-need schools. *REIL* will accomplish this by: assembling the *Right Team*, consisting of a strategic Alliance of Stakeholders including Public Policy Makers (Governor’s Office; Chairs of the State Senate and House Education Committees; Governing Board Members), Professional Educators, and Professional Associations (AEA; ASBA; AASA; AASBO); providing the *Right Tools* to measure and develop teacher and leader effectiveness; and placing the *Right Talent* in teaching and leading in the highest need schools on career paths and support roles to ensure that all teachers and principals have the job-embedded training to help youth succeed. For the first time in Arizona’s history, this unique Alliance includes 3,380 teachers, 174 principals, and 6 superintendents united to: (1) ensure that over 52,000 students graduate college-and-career ready by increasing student achievement and growth in all content areas; (2) enhance careers for effective teachers and administrators by implementing a fiscally sustainable PBCS; and, (3) develop talent in Teachers and Principals through a sustainable, comprehensive program of performance-based evaluation, support, and compensation. *REIL* will realize its goals by ensuring that the *Right Team* has the *Right Tools* to identify the *Right Talent* resulting in **REIL Change** for students in the highest needs schools throughout Maricopa County.

# Project Narrative

## Application Narrative

### Attachment 1:

Title: **REIL Narrative Pages: 60** Uploaded File: **Final TIF Narrative 7-6-10.pdf**

## INTRODUCTION

### **The Challenge:**

Arizona is at a crossroads. A recent survey finds that voters are concerned with the quality of the education system, and are worried that Arizona is being deprived of economic and job growth opportunities, as well as needed talent and expertise (*Voter Attitudes toward Arizona's Education System*, 2010). Eighty-eight percent of voters say that education in Arizona has either declined or stayed the same in the last 5 years, and 70% rate the educational system as fair or poor. In addition, 79% of voters name teachers as having a great deal of responsibility in improving the education system. Teachers and principals are key to the solution. A student scoring at the 50<sup>th</sup> percentile, who spends two years in a “most effective” school with a “most effective” teacher, rockets to the 96<sup>th</sup> percentile. If this same student spends two years in a “least effective” school with a “least effective” teacher, that student’s achievement level plunges to the third percentile (Marzano, 2003). In addition, teacher impact on student learning can last up to four years, and a student that has an ineffective teacher for two years cannot recover from the resulting decrease in progress (Sanders and Rivers, 1996).

### **The Opportunity:**

*Where there is a will, there is a way.* Public support of educational reform is definite and the demand for sustained improvement in student achievement is urgent. Ninety-two percent of Arizona voters agree that everyone has a role to play when it comes time to improving education in Arizona. Therefore, for the first time in Arizona’s history, a powerful Alliance Membership of Stakeholders has formed, including 3,380 teachers, 174 principals and assistant principals, and 6 superintendents, who are responsible for ensuring that over 52,000 students graduate college- and-career ready. *Rewarding Excellence in Instruction and Leadership (REIL)* has enjoined

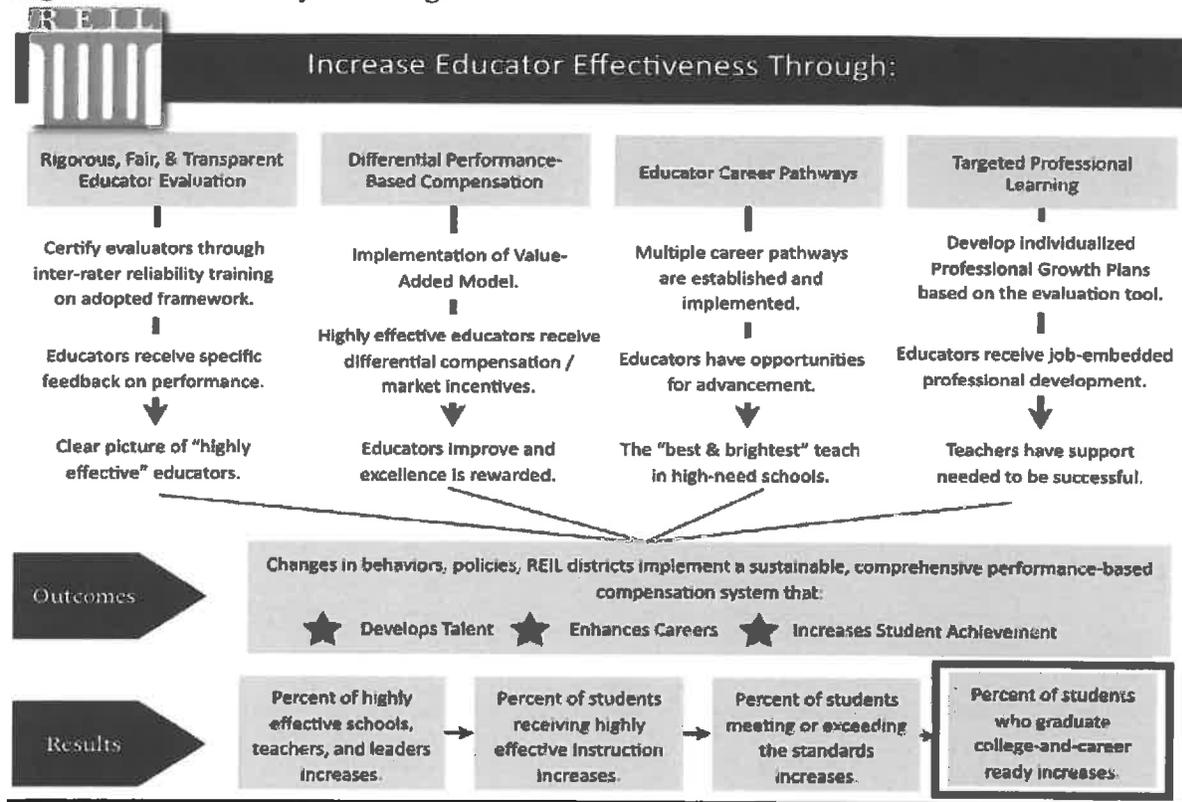
this dynamic cadre of Alliance Members who will be accountable to ensure the successful implementation of the goals and objectives of the *REIL* grant. The *REIL* Alliance Membership is composed of: **Professional Practitioners, Public Policy Makers, and Professional Associations.** *Professional Practitioners* are represented by Alliance School District Superintendents, Principals, Administrators, Teachers, Maricopa County Education Service Agency (MCESA), and the Arizona Department of Education (ADE). *Public Policy Makers* include Arizona's Governor, Jan Brewer; Chairs of the Senate and House of Representatives Education Committees; and Alliance School Districts' Governing Board Presidents. *Professional Associations* are represented through the Arizona Education Association, (AEA); Arizona School Boards Association (ASBA); Arizona Association of School Administrators (AASA); and Arizona Association of School Business Officials (AASBO). Each *REIL* Alliance Member, from practitioner to policy maker, has joined to systematically transform traditional school-level operations to highly effective and accountable schools. The *REIL* Alliance members have both the *will* and a *way* to create school systems that reward excellence for highly effective instruction and leadership that results in increased student academic growth, achievement, and success.

**The Vision:**

The *REIL* program will *transform* education through its' *ground-breaking Alliance* between MCESA and Alliance Members. Focused on student success, this Alliance will serve to create the tipping point that leads to implementation and adoption of a comprehensive performance-based compensation system (PBCS) that will identify variations in teacher and principal performance and reward such variations accordingly.

Over the next 5 years, the *REIL* program, guided by a clearly articulated *theory of change* (see Figure 1), will advance the vision of a PBCS that will impact 52 high-need schools in 6 school districts. By rewarding excellence, as well as addressing ineffective teaching and leading, *REIL* will institutionalize the conditions that ensure students graduate college-and-career ready, which will be critical as Arizona strives to shift to a knowledge-based economy.

**Figure 1: *REIL* Theory of Change**



## 1. NEED FOR THE PROJECT

The *Rewarding Excellence in Instruction and Leadership (REIL)* program is a collaborative Alliance between MCESA, Alhambra Elementary School District (Alhambra), Gila Bend Unified School District (Gila Bend), Isaac Elementary School District (Isaac), Nadaburg Unified School District (Nadaburg), Phoenix Union High School District (Phoenix Union), and Tolleson

Elementary School District (Tolleson) (See Table 1). The *REIL* Alliance was formed with the common goal of systemically implementing and sustaining a PBCS in school districts where ALL schools within the district were high-need. The school districts were also chosen based on their needs and reputation for focusing on student success.

**Table 1: *REIL School Districts***

REIL School Districts				
District Name	# of School Leaders	District Enrollment	# of Teachers	# of Schools
Alhambra	30	14,916	794	15
Gila Bend	5	513	27	2
Isaac	31	7,964	494	12
Nadaburg	4	946	52	2
Phoenix Union	92	25,149	1,859	17
Tolleson	12	2,806	154	4
<b>Total</b>	<b>174</b>	<b>52,294</b>	<b>3,380</b>	<b>52</b>

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**Need for the Project Selection Criteria 1.1: *Difficulty Recruiting and Retaining Highly Qualified and Highly Effective Teachers and Principals.***

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As a result of National and State legislative action, Maricopa County schools have made progress in increasing the number of highly qualified teachers and principals. In 1998, the Arizona State Board of Education (SBE) passed a rule requiring all classroom teachers and administrators to obtain an endorsement in Structured English Immersion (SEI), English as a Second Language (ESL), or bilingual education. The SBE also adopted new rules limiting the use of Emergency Teaching Certificates, which had become an over-used way to solve short-term certification problems. These strategies, combined NCLB mandates related to highly qualified teachers, and district dedication of Federal Title funds toward training and recruitment, have helped increase the number of highly qualified teachers in Arizona schools. However, *REIL School Districts* still have unqualified and under qualified teachers (see Table 2). Comparing the average percentage of teachers with 1-3 years experience in *REIL* districts (30%), a peer group

(27%) (Auditor General Report, 2010), and the State (16%), highlights the increased need for support in the *REIL School Districts*.

**Table 2: Unqualified and Under-Qualified Teachers**

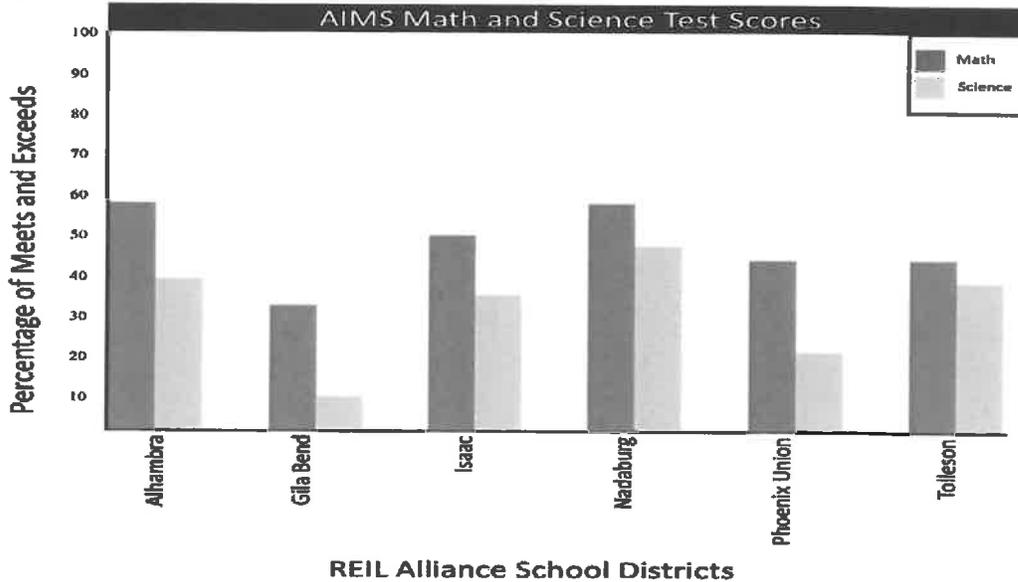
Need for Highly Qualified Teachers and Principals						
District Name	# of Teachers Not Qualified	# of Teachers w/ Emergency Certificates	# of Teachers w/ Intern Certificates	% of Teachers w/ 1–3 Years of Experience	Average Years Experience	Peer Group % of Teachers w/ 1–3 Years of Experience*
Alhambra	17	4	0	33%	8.3	33%
Gila Bend	4	5	0	52%	9.2	23%
Isaac	16	9	31	27%	9.3	33%
Nadaburg	6	0	1	26%	9.6	20%
Phoenix Union	44	35	9	12%	10.9	20%
Tolleson	12	7	3	30%	8.7	33%
Average	17	10	7	30%	9	27%

\* From the Auditor General Report Peer Group

An additional indicator of difficulty with recruiting and retaining highly qualified and effective teachers in hard-to-staff subjects and specialty areas includes unfilled teaching positions at the end of the 2009-2010 school year in math, science, and special education. For example, at the end of the 2009-10 school year, hard-to-staff positions accounted for: 34% of unfilled positions in Alhambra; 91% of unfilled positions in Isaac; 59% of unfilled positions in Phoenix Union; and 27% of unfilled positions in Tolleson.

Another piece of startling data speaks to the need to recruit and retain highly *effective* teachers, as opposed to highly *qualified*. The results from the 2009 State-administered AIMS Assessment (*Arizona's Instrument to Measure Standards*) show that 71% of students in *REIL School Districts* are not meeting the State standard in science, and 46% are not meeting the State standard in mathematics. Figure 2 compares the percent of students meeting and exceeding the math and science standards by district.

**Figure 2: REIL School District 2009 AIMS Math and Science Scores**



**Need for the Project Design Criteria 1.3: Definition of Comparable.**

Comparable districts were selected based on 4 criteria: (1) poverty rate; (2) location; (3) grade-level configuration; and (4) size. Districts were considered comparable if they had poverty rates within seven percentage points, with the exception of Phoenix Union which is the only high-poverty, large, urban, high school district in the state of Arizona. Table 3 shows the *REIL School Districts* and the comparison for each district, based on the 4 criteria.

**Table 3: Comparison School Districts (\*REIL School Districts)**

School District	Poverty Rate	Location	Grade Levels	Enrollment
Alhambra*	92%	Urban	Pre K-8	Large
Cartwright	90%	Urban	Pre K-8	Large
Gila Bend*	75%	Rural	Pre K-12	Small
Saddle Mountain	60%	Rural	Pre K-12	Small
Isaac*	89%	Urban	Pre K-8	Medium
Creighton	93%	Urban	Pre K-8	Medium
Nadaburg*	66%	Rural	Pre K-8	Small
Canon	73%	Rural	Pre K-8	Small
Phoenix Union*	76%	Urban	9-12	Large
Glendale Union	57%	Urban	9-12	Large
Tolleson*	78%	Rural	Pre K-12	Medium
Laveen	71%	Rural	Pre K-12	Medium

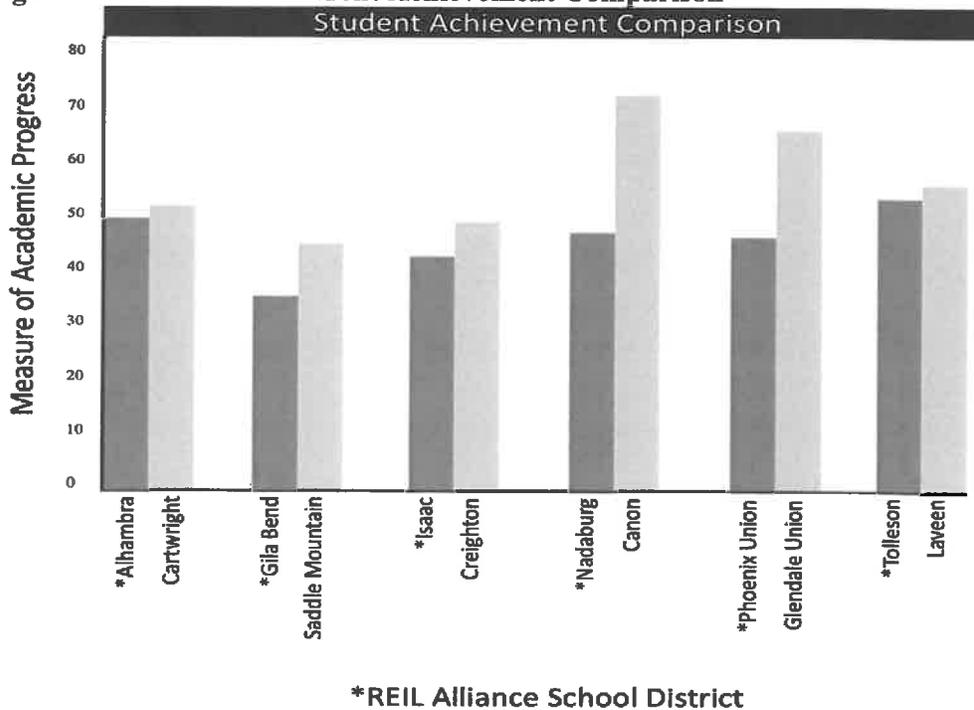
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**Need for the Project Selection Criteria 1.2: Student Achievement in Applicant Schools vs. Comparable Schools.**

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Student achievement in *REIL School Districts* is lower than student achievement in the comparison school districts (see Figure 3). This determination was made based on analyses of AIMS MAP (Measure of Academic Progress) scores, a value-added growth calculation; and (2) the percent of grade 3-12 students not meeting State standards in reading and mathematics on the AIMS assessments. The MAP tracks the growth of individual students and is calculated by subtracting the expected growth a student should make from one year to the next to the actual growth (see Glossary). In all cases, comparison districts outperform *REIL* districts.

**Figure 3: MAP Score Student Achievement Comparison**



With respect to student achievement in the areas of reading and mathematics on the 2009 AIMS Assessment, comparison school districts are outperforming the *REIL School Districts* with the exception of Alhambra (see Table 4). However, upon further analysis of test scores for

Alhambra and Cartwright over a three-year period, it was determined that even though Cartwright’s overall percent of students who meet the standard was less than Alhambra’s, Cartwright outpaced Alhambra in increasing the percentage of students moving into the meets category in the area of reading and is on track to outperform Alhambra in the near future if this growth rate continues.

**Table 4: Percent of Students Not Meeting the State Standard in Reading and Mathematics**

Percent of Students Not Meeting the State Standard in Reading and Mathematics	
School District	% of Students
Alhambra*	41%
Cartwright	45%
Gila Bend*	68%
Saddle Mountain	48%
Isaac*	52%
Creighton	47%
Nadaburg*	36%
Canon	27%
Phoenix Union*	58%
Glendale Union	37%
Tolleson*	43%
Laveen	40%

\* *REIL School District*

## 2. PROJECT DESIGN

The purpose of the *REIL* program is to implement a *Performance-Based Management System* for teachers and principals in high-need schools that increase teacher and principal effectiveness and student achievement by rewarding highly effective teachers and principals measured in significant part by student growth. Pursuant to this purpose, the *REIL* Project Design is guided by the goals and objectives shown in Table 5.

**Table 5: REIL Goals and Objectives**

Goal 1: Ensure students graduate college-and-career ready by increasing student achievement & growth in all content areas.	Goal 2: Enhance careers for effective teachers & principals by implementing a fiscally sustainable PBCS.	Goal 3: Develop talent in teaching & leading through a sustainable, comprehensive program of performance-based evaluation & support.
Objective 1.1: By June 2013, 100% of Alliance School Districts will implement a data management system so that ALL teachers & principals will use data to inform and improve instruction.	Objective 2.1: By June 2013, 100% of Alliance School Districts will implement performance pay for effective teachers & principals by providing differential & substantial compensation based on demonstrated performance.	Objective 3.1: By June 2014, 100% of Alliance School Districts will implement and validate a rigorous, transparent, and fair evaluation system with inter-rater reliability that uses multiple evaluations & measures to determine teacher/principal effectiveness.
Objective 1.2: By June 2014, 100% of Alliance School Districts will implement a value-added model for ALL teachers & principals.	Objective 2.2: By June 2015, 100% of Alliance School Districts will identify and/or reallocate non-TIF funds to sustain performance-based compensation model.	Objective 3.2: By June 2011, 100% of Alliance School Districts will implement a communication structure to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the performance-based evaluation system.
Objective 1.3: By June 2015, there will be a 10% increase in the percentage of students meeting or exceeding the State standard, and a 15% decrease in students falling far below the standard in State-tested STEM content areas.	Objective 2.3: By June 2015, 100% of Alliance School Districts will provide financial incentives to recruit & retain effective teachers in hard-to-staff positions.	Objective 3.3: By June 2013, 100% of Alliance School Districts will implement a high quality professional development & support system for teachers and principals linked to the performance-based evaluation system.

This Project Design narrative will present the design elements of *REIL* within the context of the TIF Selection Criteria. Table 6 provides a roadmap that lists each Design Section, along with the corresponding core elements, priorities, and application requirements.

**Table 6: Alignment of Design Section with Core Elements, Priorities, & Application Requirements**

Project Design Section	REIL Objectives	Core Elements	Absolute Priorities	Competitive Preference Priorities	Application Requirements
2.1	1.2; 2.1; 2.3; 3.1		Priority 1, 2, 3	Priority 4	
2.2	3.2	A, B			
2.3	3.1	C			
2.4	1.1	D			
2.5	1.3; 2.3; 3.3	E	Priority 3	Priority 5	PD Component

**Note:** Throughout this proposal, the term *principal* is used to refer to both principals and assistant principals. The term *teacher* is used to refer to all certified instructional staff, including non-classroom personnel (e.g., instructional coaches, media specialists, counselors, data coaches, Master Educators, Peer Evaluators, etc).

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**Project Design Selection Criteria 2.1: Proposed strategy for rewarding teachers and principals based upon their effectiveness as determined in significant part by student growth.**

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In 2009, the National Council on Teacher Quality advised the state of Arizona to institute a performance-based management system to focus efforts on evaluation, tenure, and dismissal. Guided by this advice, the REIL program will develop and implement a comprehensive *Performance-Based Management System* as part of a coherent and integrated strategy to improve the educator workforce (*Absolute Priority 3*), as well as to provide a model for the state of Arizona (see Table 7).

**Table 7: Five (5) Components of REIL’s Performance-Based Management System**

Performance-Based Management System				
Tools ↓	Support ↓	Rewards ↓	Accountability ↓	Sustainability ↓
1. Evaluation System	2. Differentiated Professional Development	3. Performance-Based Compensation	4. Accountability for Results	5. Fiscal and Program Sustainability
<ul style="list-style-type: none"> <li>Multiple rating categories</li> </ul>	<ul style="list-style-type: none"> <li>Job-embedded coaching</li> </ul>	<ul style="list-style-type: none"> <li>Differential compensation</li> </ul>	<ul style="list-style-type: none"> <li>Use of data for retention and tenure decisions</li> </ul>	<ul style="list-style-type: none"> <li>Getting the right people into the right places</li> </ul>

• Frequent Observations	• Professional Growth Plans	• Individual, team, & school awards	• Value-added model	• Law & Policy Changes
• Formative & summative assessment data	• Use of evaluation data to determine PD	• Salary augmentation	• Valid & reliable measures of student growth	• Alignment of goals and resources

Component 1, a *Rigorous, Transparent, and Fair Evaluation System*, serves to give teachers and principals the tools they need to be effective. Chait and Miller (2010) advise that “objective measures of student learning, measures of teacher effectiveness derived from achievement test data, and classroom observations be significant components of evaluation systems.” They also suggest that “evaluation systems differentiate teachers into at least three groups of performance so they can develop policy tools that meet the needs of each group: highly effective, moderate performers, and ineffective teachers.” *REIL* will incorporate these elements: (1) multiple rating categories; (2) frequent observations; and (3) student growth as a significant measurement of effectiveness. These 3 elements are described in more detail in section 2.1(i) and 2.1(iii).

Component 2, *Professional Development*, will provide all teachers and principals with the job-embedded support they need to become effective, improve effectiveness, or explore additional career pathways. Guided by Professional Growth Plans, the professional development component will allow all program participants to understand the components of the PBCS, use data from the data management system to inform instruction, and receive targeted professional development based on needs identified through the evaluation process. Professional Growth Plans will be reviewed annually to determine site- and teacher- specific, as well as principal-specific job-embedded professional development options. Teachers and principals will receive clear, written midyear indicators that show current progress toward goals. Non-negotiable aspects of this component will be: (1) delivery of specific instructional/leadership feedback to teachers

and principals; (2) use of evaluation data to determine professional development; and (3) analysis and use of data to inform practice. Section 2.5 includes additional information regarding the proposed professional development system.

Component 3, *Performance-Based Compensation*, will reward effective and *highly effective* teachers and principals. Non-negotiable aspects of this component will be: (1) differential compensation based on multiple measures, including a value-added calculation; (2) individual, team, and school awards; and (3) salary augmentation via career pathways and hard-to-staff assignments. Inclusion of team and group awards will encourage collaboration, and create “internal accountability mechanisms whereby teachers have incentives to identify and help struggling colleagues” (Berry, Daughtrey, and Wieder, 2010).

Component 4, *Accountability for Results*, will ensure teachers and principals have a clear understanding of what is expected, and they will receive ongoing information from certified evaluators about how effectively they are performing relative to these expectations. Districts will revise their retention and tenure policies to reflect use of data from multiple sources. Effective teachers and principals will be rewarded with differential compensation as a result of placement on the *REIL* Performance Award Continuum [see section 2.1(iii)], informed by a value-added model. Effective teachers and principals may qualify for potential placement in a Career Pathway position. Teachers or principals exhibiting ineffective or unsatisfactory performance will be placed on an improvement plan and are subject to termination per ARS 15-537. During the planning year, methodology and processes for using school and teacher value-added scores in the *REIL* program will be finalized.

Component 5, Fiscal and Program Sustainability, is focused on organizational change and improvement. The *REIL* program will work to “get the right people into the right places” through

succession planning, incorporation of career pathways, revised hiring policies, and innovative strategies such as the STEP (Selecting Teachers to Enter Pathways) process (see section for 2.5). Focusing on law and policy changes, through collaboration with key Alliance Members, will lead to revised legislation related to teacher and principal recruitment and retention policies, as well as changes to current PBC legislation. Alignment of *REIL School District* Title 1 Consolidated Plans and Strategic Plans to *REIL* goals and objectives, and inclusion of resources (e.g., video bank, handbooks) ensures integration of strategies beyond the five-year grant period.

Sustainability for the PBCS will also be supported through collaboration with *REIL Alliance Members* who have the direct authority and responsibility to facilitate fiscal sustainability, including Arizona's Governor, Chairmen of the Senate and House of Representatives, and Governing Board Presidents. These members have submitted Letters of Support (see Appendix) to facilitate legislation that would expand Arizona Revised Statutes to provide the funds required to ensure future funding of PBCSs. ARS 15-977 currently provides for PBC for teachers (see section 3.3). Enhancing this statute will be two laws that were recently signed by the Governor, including *Senate Bill 1040* (see Appendix) that calls for the SBE to adopt and maintain a model framework for teacher and principal evaluation that includes data on student academic progress, and *House Bill 2521* (see Appendix) that calls for the contract of superintendents to include at least 20% of the total annual contract as performance pay. *REIL* Alliance Members have committed to reviewing and supporting amendments to ARS 15-977 in order to ensure high quality and rigorous criteria to financially reward highly effective teachers who increase student academic growth. Letters of support (see Appendix), have been submitted by State-wide *REIL* Alliance Members including: AEA, ASBA, AASA, and AASBO.

### **2.1(i) Determining effectiveness via valid and reliable measures of student growth**

The *REIL* program will incorporate student growth (*Absolute Priority 1*) within the context of a value-added model (*Competitive Preference Priority 4*) using the State-administered AIMS Assessment, as well as local formative and summative benchmark assessments, as a significant component of overall teacher and principal effectiveness [see section 2.1 (iii)].

The state of Arizona administers AIMS to students in grades 3-8 in the areas of reading (grades 3-8), writing (grades 5-7), and mathematics (grades 3-8). Science is also tested in grades 4 and 8. High school students take the AIMS test in 10<sup>th</sup> grade (in the areas of reading, writing, mathematics, and science). To facilitate using the AIMS data to develop a student growth measure, Arizona has developed the Arizona Growth Model, modeled after the Colorado Growth Model (2009). This approach translates students' growth in terms of statewide norms, determining the percentile ranking of students' growth from one year to the next among students in the same grade who started at the same scale score. The median of these growth percentile rankings can then be reported for each teacher and school (Measure of Academic Progress [MAP]). Advantages to using the Arizona Growth Model include: (1) ADE will be able to produce the teacher and school growth scores in a timely manner; (2) teacher and school growth can be compared to longitudinal statewide data; and (3) the interpretation of the results as growth percentiles is transparent and intuitive for teachers and schools to understand, whereas more complex value-added models require extensive training on the fundamentals of regression analysis and how to interpret standardized effect sizes.

In addition to the State assessment, most of the *REIL School Districts* have a local assessment system in place. However, all grade levels and content areas are not currently covered and the validity and reliability of these assessments will need to be determined prior to

July 2013. The assessment tool that is selected will be required to have a stable vertical scale that is closely aligned to the Arizona State Standards. During the planning period, Alliance School District local assessment systems will be analyzed, including: (1) determining the predictive quality of existing assessments to the State-administered AIMS assessment; (2) determining the validity and reliability of existing assessments(s); (3) compiling data on the grade levels / content areas currently being assessed with formative and end-of-course assessments(s); (4) an analysis of the current district infrastructure's ability to support formative assessments; and (5) identification of assessments currently in place to assess college-and-career readiness.

Based on the analysis of the results, a formative (benchmark) assessment system will be purchased for Alliance School Districts whose systems do not meet the established requirements. Formative assessment systems will be validated during Years 2 and 3 of the *REIL* program. By July of 2013, local formative assessment systems will be in place for grades K-12 in all content areas. Student growth will be used as significant part of the calculation to determine a *REIL Score* for teachers and principals beginning in Year 4 (2013-2014). The *REIL Score* will determine placement on the *REIL Performance Award Continuum* [see section 2.1 (iii)].

To support calculation of the *REIL Score* and the resulting placement on the *REIL Performance Award Continuum*, the *REIL* program will use the planning year to (1) determine how to normalize the local assessment systems' processes and results across the *REIL* districts; and (2) develop and implement a comprehensive enterprise class data management system that will facilitate the collection, governance, and delivery of data necessary to support value-added calculations (*Competitive Preference Priority 4*). MCEA will collaborate with the ADE to coordinate generation of value-added data through the state's Arizona Education Data Warehouse (AEDW) Statewide Longitudinal Data System (see section 2.4). The statistical

integrity of the value-added methodology is critical. Value-added methods should be transparent to all stakeholders; however, it is also critical that they fairly reflect principals' and teachers' performance. Teachers' and schools' overall value-add score will account for the precision of the score, which derives from the number of student test observations that inform it. This will ensure that only those teachers and schools with value-added scores that are statistically above-average will be designated as "highly effective" on the *REIL* continuum. A retro-active analysis of prior years' data will be conducted to determine how the various assumptions of the value-added modeling can influence the teacher and principal *REIL* designations. This analysis will help identify the necessary cut-points for the performance categories (ineffective, effective, highly effective) See section 2.1(iii) for additional information.

#### **2.1(ii) Size of Performance Awards**

The *REIL* program has defined "sufficient size" to be a range between 4-10% of base salary. In Arizona, where the average teacher salary is \$45,209, this would mean an average performance incentive in the range of \$1800 to \$4500. The average principal salary of \$75,000 would result in an award from \$3,000-\$7,500. In addition, salary augmentation for career pathway assignments, hard-to-staff assignments, and turnaround principal and teacher assignments will provide additional opportunities to increase the total performance pay for highly effective teachers and principals. These award amounts will be manageable in terms of sustainability of performance incentives beyond the grant period.

This decision was based on the research and guidance from the *Center for Education Compensation Reform (CECR)*, the *National Center on Performance Incentives (NCPI)*, and other researchers in the field (Kelley, Heneman, and Milanowski, 2000; Hassel and Katzir, 2010; Odden and Wallace, 2007). Researchers from *NCPI* have found that, on average, awards of

\$3,000 reduced the predicted turnover rate to less than a quarter of the rate that was expected before the Texas Educator Excellence Awards program was introduced. According to CECR, “incentives must be large enough to matter to teachers or they will have little effect on teachers’ classroom performance,” and there are many estimates on the appropriate size of performance incentives - ranging from 2% to 20% of base pay (Kelley, Heneman, and Milanowski, 2000; Hassel and Katzir, 2010; McAdams and Hawk, 1994). Hassel and Katzir (2010) point out that most performance awards have typically been less than \$3,000. A 2008 study on whether or not higher salaries would keep teachers in high poverty schools estimated that a relatively small annual bonus of \$1,800 was sufficient to reduce teacher turnover by 12 percent (Clotfelter et al., 2008). Odden and Wallace (2007) note that, “a general principle is that the average bonus awards should be at least between 4 and 8 percent of base pay which, at an average teacher salary of \$50,000, is from \$2,000 to \$4,000 per teacher. By providing teachers with the potential to earn \$10,000 in performance pay, and principals with the potential to earn \$15,000 in performance pay, the *REIL* program has established a strong incentive for teachers and principals to strive to become highly effective and remain serving in high-need schools.

In order to ensure that all teachers and principals continue to receive this established PBC during and after the grant period, *REIL* developed a financial model including provision of non-TIF funds over the course of the five-year project (*Absolute Priority 2*). Table 8 outlines the PBC and salary augmentation proposal for Years 3-5.

**Table 8: Funding for Performance-Based Compensation & Salary Augmentation**

Component	Group	Potential Annual Award	Budget Source
Individual, Team, & School Awards	Teachers (Master Educators, <i>REIL Peer Evaluators</i> )	Year 1: \$3,000	Year 3: 80% TIF / 20% District
		Year 2: \$5,000	Year 4: 40% TIF / 60% District
		Year 3: \$5,000	Year 5: 20% TIF / 80% District
	Hard-to-Staff Assignments	Year 1: \$4,500	Year 3: 80% TIF / 20% District
		Year 2: \$7,500	Year 4: 40% TIF / 60% District
		Year 3: \$7,500	Year 5: 20% TIF / 80% District
	Principal	Year 1: \$2,750	Year 3: 75% TIF / 25% District
		Year 2: \$5,000	Year 4: 50% TIF / 50% District
		Year 3: \$5,000	Year 5: 25% TIF / 75% District
Salary Augmentation	Master Educator	\$5,000	Year 3: 100% TIF
			Year 4: 100% TIF
			Year 5: 50% TIF / 50% District
	Turnaround Teacher	\$5,000	Year 3: 80% TIF / 20% District
			Year 4: 40% TIF / 60% District
			Year 5: 20% TIF / 80% District
	Turnaround Principal	\$10,000	Year 3: 75% TIF / 25% District
			Year 4: 50% TIF / 50% District
			Year 5: 25% TIF / 75% District

**2.1(iii) Determining Effectiveness**

All teachers and principals will receive an effectiveness rating called the *REIL Score* beginning in Year 3 of the five-year project. The *REIL Score* will determine the resulting PBC for teachers and principals. Teacher effectiveness will be determined based on four (4) components (see Table 9).

**Table 9: *REIL Score* Components & Percentages for Teachers**

<i>REIL Score</i> Components & Percentages (Teacher)		
Component	Source of Score	Percentage
1. Evaluation Instrument	Derived from: Classroom Observation and Documentation; Professional Responsibilities.	50%
2. Individual Value-Added	Derived from: AIMS Results; Teacher Level MAP Score; Student Scores on Local Formative Assessments.	40%
3. Team Value-Added	Derived from: AIMS Results; Aggregated Team Level MAP Score; Aggregated Team Level Student Scores on Local Formative Assessments.	5%
4. School Value-Added	Derived from: AIMS Results; ADE School-Level MAP Score.	5%

Component 1, which is generated from the evaluation instrument will be determined through multiple classroom observations, conducted by principals and peer evaluators, who will assess classroom performance, in alignment with *REIL's Teacher Improvement of Instruction and Evaluation System (TIIES)* (see Appendix). The evaluation process will include both *observed* and *documented* practices and competencies and is aligned to the *Arizona Professional Teaching Standards* (see Appendix) using multiple rating options allowing evaluators to precisely describe and compare variation in instructional performance (see section 2.3 for additional information).

Components 2-4 will use value-added measures of student growth at the individual, team, and school level. Table 9 lists the data sources that will be used to derive these value-added scores, including the use of the MAP score, generated from ADE's Arizona Growth Model [see section 2.1(i)]. To ensure that student growth is a significant component in determining overall teacher effectiveness, each component will be weighted according to a specific percentage. Table 9 lists the proposed percentages informing the *REIL Score* calculation. Student growth will be at least 50% of the total award for performance-based compensation. This will ensure compliance with *Absolute Priority 1*, as well as Arizona's recently passed legislation (Senate Bill 1040).

The effectiveness of *Master Educators* will be determined based on the same four (4) components used for teacher effectiveness (see Table 9). Component 1 is generated from the *TIIES* instrument or the *Master Educator* evaluation instrument that will be developed during the planning year, whichever is appropriate. Principals and *Peer Evaluators* will observe *Master Educators* in practice at least 3 times over the course of the school year (see section 2.3).

Measures of student growth [see section 2.1(i)] will also be used to determine effectiveness of *Master Educators*. Students of teachers who receive support from *Master Educators* will serve as the assigned student group for this analysis. For example, Components 2-4 (see Table 9) will still

be used determine the *REIL Score* of a full-time release *Master Educator*, but the individual and team value-added components would be determined using student growth of the teachers they support. The component percentages for a *Master Educator* are the same as a classroom teacher.

The effectiveness of *REIL Peer Evaluators* will be determined based on the same four (4) components used for teacher effectiveness (see Table 9). Component 1 is generated from the *REIL Peer Evaluator* evaluation instrument that will be developed during the planning year. *REIL Field Specialists*, in collaboration with central office staff, will observe *REIL Peer Evaluators* in practice at least 3 times over the course of the school year (see section 2.3). Measures of student growth [see section 2.1(i)] will also be used to determine effectiveness of *REIL Peer Evaluators*. Students of teachers who receive support from *Peer Evaluators* will serve as the assigned student group for this analysis. Individual and team value-added components will be determined using student growth of teachers they support. Component 4 will be generated from the six (6) districts' aggregated MAP scores, instead of a single school value-added score. The component percentages for a *Peer Evaluator* are the same as a classroom teacher.

Principal effectiveness will be determined based on the components described in Table 10.

**Table 10: *REIL Score* Components & Percentages for Principals**

<i>REIL Score</i> Components & Percentages (Principal)		
Component	Source of Score	Percentage
1. Evaluation Instrument	Derived from: Observation and Documentation; Survey Results.	50%
2. Individual Value-Added	Derived from: AIMS Results; School-Level MAP Score.	45%
3. District Value-Added	Derived from: District-Level MAP Score.	5%

Component 1, generated from the *Evaluation Instrument* will be determined via superintendent (or central office designee) observation of principals in practice at least 3 times over the course of the school year, using the indicators from the *Ontario Leadership Framework* (see Appendix). These observations will be job-embedded and focused on specific leadership responsibilities.

The evaluation process will include both *observed* and *documented* practices and competencies (see section 2.3). Measures of student growth [see section 2.1(i)] will also be used to determine principal effectiveness. Component 2, *Individual Value-Added* and Component 3, *District Value-Added*, will be generated using the school- and district-level MAP score, generated by the ADE. To ensure that student growth is a significant component in determining principal effectiveness, each component was weighted according to a specific percentage. Table 10 lists the proposed percentages that will inform the *REIL Score* calculation. Student growth will be at least 50% of the total award for PBC. This will ensure compliance with *Absolute Priority 1*, as well as Arizona’s recently passed legislation (Senate Bill 1040) requiring the Arizona SBE to adopt and maintain a model framework for principals that includes data on student academic progress.

*Placing Teachers and Principals on the REIL Performance Award Continuum*

Teacher and principal placement on the *REIL* Performance Award Continuum will be based on the *REIL Score* (see Table 11), generated from the components listed in Tables 9 and 10.

**Table 11: Teacher & Principal Performance Award Continuum**

<b>REIL Teacher and Principal Performance Award Continuum</b>					
<b>Level of Effectiveness</b>	<b>Ineffective</b>		<b>Effective</b>		<b>Highly Effective</b>
<b>Award</b>			\$3000	\$4000	\$5000
<b>REIL Score*</b>	0-174	175-249	250-324	325-349	350-400

\* Subject to validation of evaluation instrument(s) and value-added model.

In order to receive performance-based compensation, a teacher or principal needs to receive a *REIL Score* of 250 or above. In addition, in order to provide differential compensation (*Absolute Priority 1*), there is a 3-phase effectiveness continuum ranging from effective to highly effective. Performance-based compensation will vary accordingly (\$3,000- to \$5,000).

Teachers who receive a *REIL Score* below 250, or are not yet effective, will receive extensive job-embedded professional development targeted to areas of weakness identified by

the evaluation process, as well as student growth results. This will assist teachers who do not receive differential compensation in improving their effectiveness in the classroom or school in order to raise student achievement (see section 2.5). Teachers who are not yet effective will be supported by *Principals, Master Educators* and *REIL Peer Evaluators* with job-embedded content- and pedagogy-based coaching and support. This is “particularly important for moderate performers who have the greatest potential to become highly effective if given the right support” (Chait and Miller 2010). Teachers performing at the *unsatisfactory* level will be placed on an improvement plan per Arizona Revised Statute 15-537 (see Appendix). Teachers failing to make satisfactory improvement will be recommended for non-renewal of contract.

Principals who receive a *REIL Score* below 250, or are not yet effective, will also receive extensive job-embedded professional development targeted to areas of weakness identified by their evaluations, supported by the Superintendent and other personnel, in collaboration with the *REIL Field Specialist*. In addition, a comprehensive support system has been developed and will be put in place pending award of a federally funded school leadership program grant, titled: *Engineering School Leaders’ Success* (ESLS) program. Principals failing to make satisfactory improvement will be recommended for non-renewal of contract.

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**Project Design Selection Criteria 2.2: *Involvement and support of teachers, principals, and other certified personnel.***

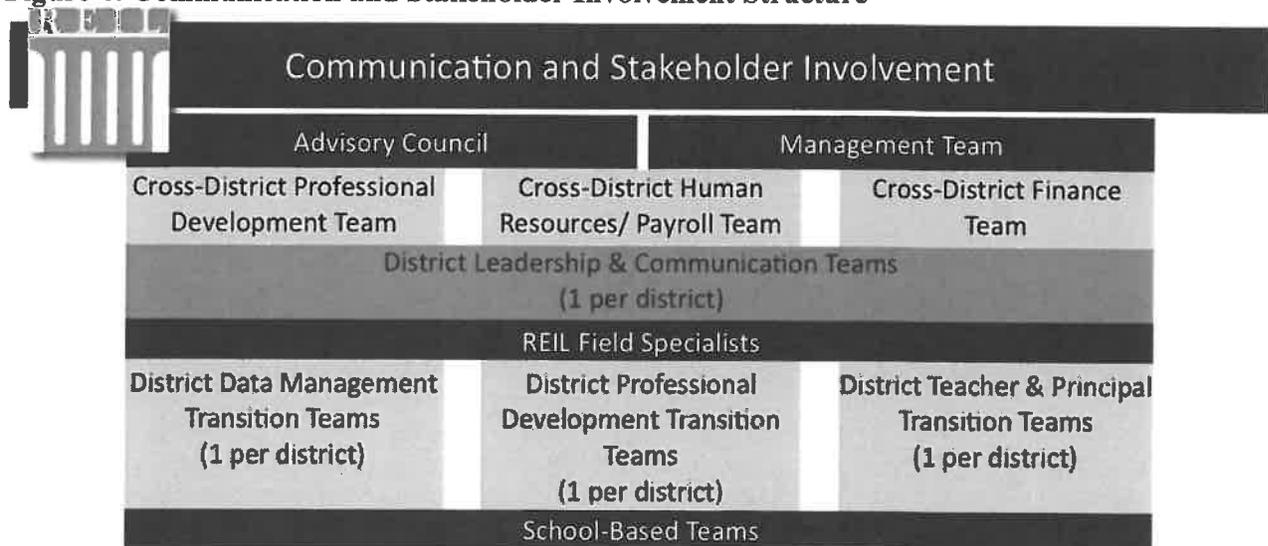
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*REIL* is supported by a cadre of Alliance Members who will be accountable to ensure the successful implementation of the *REIL* program. Guided by research from CECR on the importance of creating partnerships with stakeholder groups (Kelley & Odden, 1995; Milanowski, 2003; Laine, Potemski, and Rowland, 2010), the *REIL Alliance* was established with vertical and horizontal involvement and support from the classroom to the State Legislature

in order to set the stage for implementation of *REIL's Performance-Based Management System* (see section 2.1). The *REIL Advisory Council* comprised of public policy makers, superintendents, state associations, and representatives of *REIL* management staff (see Appendix), will work with the *Program Management Team* to ensure consistent implementation of *REIL* goals, objectives, and activities.

Formation of the Alliance was formalized by letters of commitment from Alliance School District Superintendents and letters of support from other Alliance Members (see Appendix). Ongoing meetings were held with various stakeholders including superintendents, central office staff, principals, and teachers to provide key information on the status of the project and to gather input to shape the content. A communication and stakeholder involvement structure is designed (see Figure 4), based on feedback from stakeholders, ensuring strong, early, and on-going communication and sufficient time for authentic involvement. This is a comprehensive illustration of stakeholder involvement and recognizes the stakeholders playing different roles.

**Figure 4: Communication and Stakeholder Involvement Structure**



The *REIL* Program Management Team will work with the Advisory Council, cross-district specialty teams, and the District Leadership & Communication Teams to ensure successful

program implementation. District Leadership & Communication Teams will guide district level data management, professional development, and teacher & principal evaluation transition teams, with support from *REIL Field Specialists*. Table 12 serves as a reference describing each stakeholder group, the membership of the group, and the responsibilities given to each group.

**Table 12: Communication and Stakeholder Groups**

Group	Who They Are	What They Do
(1) <i>REIL</i> Program Management Team	Principal Investigators; Program Director; <i>REIL</i> Field Specialists; Business Systems Specialist; Data Coordinator; and MCESA Research & Evaluation Director	Manage all aspects of the <i>REIL</i> program, and oversee the implementation of the Management Plan.
(2) <i>REIL</i> Advisory Council	Principal Investigators; <i>REIL</i> Program Director, <i>REIL</i> PI and Co-PI; and representative Alliance Members (see Appendix)	Oversee and provide guidance on all aspects of the implementation of the Management Plan.
(3) <i>REIL</i> Cross-District Teams	District-level personnel representing Prof Development, Human Resources/Payroll, and Finance stakeholders	Stakeholder groups that advise and inform on all aspects of the <i>REIL</i> program.
(4) District Leadership & Communication Teams	Superintendent’s cabinet and <i>REIL</i> Field Specialist	Guide district level data management, professional development, and teacher & principal evaluation transition teams.
(5) <i>REIL</i> Field Specialists	On-site Program Coordinator assigned to each <i>REIL School District</i>	Observe and evaluate Peer-Evaluators and Principals; conduct professional development; serve as the main communication conduit between Advisory Council/Management Team and District Transition Teams.
(6) District-Level Transition Teams	District-Level Data Management Stakeholders, District-Level Professional Development Stakeholders, and District-Level Teacher & Principal Evaluation Stakeholders	Provide feedback from Districts to the <i>REIL</i> Field Specialists and Cross-District Teams, as well as provide an important communication conduit between Districts and the District-Level.
(7) School-Based Teams	School level professional development, evaluation, and data management teams	Provide feedback from schools to the District-Level Transition Teams and <i>REIL</i> Field Specialists, as well as provide an important communication conduit between schools and the Program Management Team.

In alignment with *Core Elements A* and *B*, the *REIL* program will develop and implement a *Stakeholder Engagement & Communication Plan* (CECR, 2007) in order to effectively communicate the components of the PBCS to all stakeholders, and ensure the involvement and support of teachers, principals, and other personnel that is needed to carry out the grant. The plan will be guided by the framework outlined in Table 13.

**Table 13: Framework for Stakeholder Engagement & Communication Plan**

<b>Framework for Stakeholder Engagement &amp; Communication Plan</b>	
<i>Effective PBCS Communication Plan</i>	<i>Stakeholder Involvement &amp; Support</i>
<b>Visible and Consistent Leadership</b>	
<ul style="list-style-type: none"> <li>• Designated personnel for project implementation (Program Management Team including site-based <i>REIL</i> Field Specialists)</li> </ul>	<ul style="list-style-type: none"> <li>• Distributed leadership model and team-oriented approach to facilitate stakeholder involvement and support (see Figure 4).</li> </ul>
<b>Build and Support Momentum for the Plan</b>	
<ul style="list-style-type: none"> <li>• Give plan a name and logo.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage and build the support of key stakeholders through inclusion in the development process, early involvement, and providing enough time for collaboration.</li> </ul>
<ul style="list-style-type: none"> <li>• Establish and use consistent terminology to avoid pitfalls around unclear language.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing and targeted communication between project leaders and stakeholder groups.</li> </ul>
<ul style="list-style-type: none"> <li>• Communicate what is being rewarded, who is being rewarded, and how the inputs and outcomes are measured, as well as the timeline for initial and continuing payouts.</li> </ul>	<ul style="list-style-type: none"> <li>• Include feedback loop to make mid-course corrections (i.e., Focus Groups; Surveys; Ongoing communication between Program Mgmt Team and stakeholder groups)</li> </ul>
<b>On-Going Communication</b>	
<ul style="list-style-type: none"> <li>• Frequent communication in multiple formats:               <ul style="list-style-type: none"> <li>○ Written materials                   <ul style="list-style-type: none"> <li>▪ Written communication plan with timelines, strategies, deadlines</li> <li>▪ FAQs</li> <li>▪ Pay for performance “<i>REIL</i> Profile”</li> <li>▪ “White Paper” briefs that examine promising practices and solutions employed by district and school leaders.</li> </ul> </li> <li>○ Meetings (e.g., Road-shows)</li> <li>○ Electronic communications (e.g., Dedicated website; “Ask-the-Expert;” Webinars)</li> <li>○ Communication with media</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Timelines to ensure messages are repeated frequently to remind stakeholders and interested parties of implementation goals and rationale for the program</li> </ul>	

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**Project Design Selection Criteria 2.3:** *Includes rigorous, transparent, and fair evaluation systems for teachers and principals.*

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Arizona recently passed State Senate Bill 1040 stating that, “By December 15, 2011 the State Board shall adopt and maintain a model framework for teacher and principal evaluation that includes data on student academic progress.” MCESA and *REIL School Districts* will take a lead role in this process. During the grant development phase, the six *REIL School Districts* identified that many of their current teacher and principal evaluation systems had not been validated and that inter-rater reliability had not been established. There were also concerns raised about the limited number of observations a teacher currently receives, lack of content knowledge of evaluators, and insufficient professional development related to effective teaching.

Based on this information, *REIL* will implement a planning year to ensure *Core Element C* is in place. Each *REIL School District* currently utilizes unique evaluation tools and all need additional support in transforming their current evaluation system in order to comply with Senate Bill 1040 as well as best practices for performance based evaluation. During Year 1, District Leadership & Communication Teams, in collaboration with district-level Teacher & Principal Evaluation Transition Teams will analyze of their current evaluation instrument(s) to establish alignment with the *REIL* Performance-Based Evaluation Instrument derived from the *TIIES* Indicators and the *Ontario Leadership Framework* (see Appendix). As a result of this analysis, each district will refine, revise, or adopt a new instrument to include the following 4 structures:

(1) Objective, Evidence-Based Rubric Aligned with Professional Teaching or Leadership Standards: With respect to teachers, the *REIL* program will use the locally-developed *TIIES* indicators — aligned to the *Arizona Professional Teaching Standards* (see Appendix) — and the *Teacher Advancement Program’s* research-based rubrics (TAP, 2010). *TIIES* indicators can be

grouped into three categories: (1) *Planning*, includes indicators for *Lesson Planning and Design*; (2) *Instruction*, includes indicators for *Content, Instructional Facilitation, Student Engagement/Elicited Interaction*, and *Learning Climate*; and, (3) *Assessment of Learning*, includes Student Academic Progress Records. There are also indicators for *Professional Responsibilities* which measure a teacher's general professional responsibilities. The validation period will allow determination of indicators most closely aligned with student achievement outcomes. Indicators will be weighted to give the indicators with the closest alignment to student achievement results the most weight in determining overall teacher effectiveness.

Many current evaluation systems place as many as 95% of teachers at the same performance level (Coalition for Student Achievement, 2009). This means that many ineffective teachers receive satisfactory ratings; *TIIES* uses 5 rating categories (Unsatisfactory, Developing, Approaching, Proficient, Exceeds) in order to differentiate instructional effectiveness. Teachers serving in leadership roles of *REIL Peer Evaluators* and *Master Educators* will be evaluated using a specifically designed evaluation rubric that will be developed in Year 2. The evaluation rubric for teachers in leadership roles will be based on a combination of the *TIIES* indicators and the *Ontario Leadership Framework* to ensure that the tool is sensitive to both the instructional and leadership responsibilities needed to be effective in these positions.

Principals will be evaluated based on indicators from the *Ontario Leadership Framework*, which is aligned with McRel's (Mid-continent Research for Education and Learning) *Balanced Leadership Framework* (McRel, 2003), as well as the *ISLLC* (Interstate School Leaders Licensure Consortium) *Standards*. The *Ontario Leadership Framework* focuses on leader practices (actions, behaviors and functions found through research and professional experience to have a positive impact on student achievement) and leader competencies (skills, knowledge, and

attitudes of effective school leaders). These leader practices and competencies are organized into five domains including: (1) setting directions, (2) building relationships and developing people, (3) developing the organization, (4) leading the instructional program, and (5) securing accountability. Each domain is then described through the practices, skills, knowledge, and attitudes relevant to the domain (Ontario Institute for Education Leadership, 2008).

(2) Teacher and Principal Observations: Currently, most Arizona school districts require that non-continuing (probationary) teachers be evaluated twice each year during years 1-3 of employment, and continuing teachers be evaluated once every year. *REIL* will increase the number of evaluations to 5 evaluations each year for teachers. A *REIL Alliance Cross-District Peer Evaluator Cadre* will be formed to assist principals in the teacher evaluation process, and ensure teachers receive both pedagogical and content-specific feedback. Principals will be evaluated 3 times during the school year by the District Superintendent (or designee) and *REIL Field Specialists*. Teachers and principals will take part in at least 3 data conversations over the course of the school year using data from formative/benchmark assessments receiving frequent and regular feedback on their performance to develop individualized educator goal plans.

(3) Incorporate the Collection and Evaluation of Additional Forms of Evidence: Student academic growth, captured through the use of a value-added model, will play a significant factor in the implementation of the evaluation system for both teachers and principals [see sections 2.1(i) and 2.1(iii)]. Additional forms of data (e.g., parent, student, teacher survey data; student work; observation of participation in professional learning communities) will be included as part of the evaluation process and contribute to the score generated from the evaluation instrument(s).

(4) Inter-Rater Reliability: According to *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* (2009), inter-rater reliability is a

key component of an evaluation design. A rigorous, transparent, and fair evaluation system must ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same) in order to fairly and accurately reflect variations in teacher effectiveness. The *THIES* tool and the *Ontario Leadership Framework* have incorporated protocols, domains, and items of established instruments that have proven inter-rater reliability.

In addition to establishing inter-rater reliability, all principal and teacher evaluators in *REIL School Districts* will receive two levels of intensive and on-going training on the administration of the evaluation tool to ensure inter-rater reliability (see Table 14 below).

**Table 14: Phases of *REIL* Evaluator Training**

	Qualified Evaluator Training (Phase 1)	Certified Evaluator Training (Phase 2)
Setting	Five (5) days in Workshop Setting using validated modules for training.	3-5 days of Job-embedded in the school/classroom with <i>REIL</i> Field Specialists and other Qualified Evaluators
Content	Evaluation Rubric; writing educator growth plans; inter-rater reliability training using videotaped lessons; artifact review of lesson plans, grade books; scripting; pre- and post-conference training.	Establish inter-rater reliability between evaluators during in-class/school observations; observations of pre-and post-conferences with teachers and principals; evaluation of growth plans; and evaluation of student academic progress.

Phase 1, *qualified evaluator* training, will ensure that all evaluators can accurately use the evaluation instrument to correctly identify a teacher’s instructional effectiveness level in a controlled setting. Phase 2, *certified evaluator* training will ensure that evaluators are maintaining accurate ratings out in the field. This training will include intra- and inter-district visitations, as well as support from *REIL* Field Specialists who will team with evaluators to jointly conduct evaluations on a regular basis. In addition, annually certified *REIL Peer Evaluators*, building level evaluators and *REIL* Field Specialists will conduct informal data sweeps to maintain the norming process for high level inter-rater reliability. Principals will be

held accountable for conducting high quality evaluations. Peer evaluators must maintain their accuracy in order to remain in the *REIL Peer Evaluator Cadre*.

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**Project Design Selection Criteria 2.4:** *Includes a data-management system that can link student achievement data to teacher and principal payroll and human resources systems.*

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Feedback from *REIL School Districts* and an analysis of current systems reveals that all *REIL School Districts* will need additional data management support. During the planning year to the *REIL* program will ensure a data management system is in place by July 1, 2011. A close partnership with the ADE’s Information Technology Division (ADEIT) will provide opportunities to leverage the suite of existing ADEIT solutions and associated supporting services (i.e. training, technical writing/documentation, data management/governance, technical management, support centers, etc) as a foundation for local technical solutions development.

The Program Management Team and the *REIL* Advisory Council will establish criteria for the acquisition of a data management system, incorporating specific guidelines. The data management system will need to collect the best data available, create secure access, establish administrator review and set-up periods, and create a teacher verification process (Batelle for Kids) (see Table 15).

**Table 15: *REIL*’s Data Management System Specifications**

Requirements	
1	Link teacher and principal assignment data to student achievement data.
2	Link performance of student achievement data to each eligible teacher’s and principal’s performance incentive to payroll and human resource system.
3	Provide an <i>Identity Management Solution</i> that rigorously validates the user’s credentials and ensures the user is exposed to data and functionally that they are authorized to view.
4	Capture and allow easy analysis of formative and summative assessments by item and strand.
5	House a scalable, sustainable, and agile student assessment delivery system.
6	Capture teacher and principal evaluation data, as well as walk-through data.
7	Capture teacher and principal professional development data.
8	Provide portals and other gateways that provide system administrators, teachers and principals the requisite level of transparency necessary to review accuracy of their specific information.

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**Project Design Selection Criteria 2.5:** *Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement, and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.*

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Guided by feedback from *REIL* stakeholders, and informed by professional development best practices (Chait, 2007; Chait and Miller, 2010; Coalition for Student Achievement; National Staff Development Council), the *REIL* program will support teachers and principals with a 5-year comprehensive professional development plan that: (1) provides the tools and time to learn and implement the skills that foster higher levels of performance; (2) supports the training of *Principals, Master Educators, and Peer Evaluators* in how to recognize good teaching and support teachers through the evaluation process; (3) focuses on the instructional needs of individual students as well as teacher learning needs identified from evaluations and resulting Professional Growth Plans; (4) enables teachers and principals to use data generated from student data and evaluation data to improve their practice (*Core Element E*); (5) includes the creation of an online video library of exemplary classroom teaching organized around the *THIES* indicators and the Ontario Leadership Framework; and (6) a strategic professional development strand focused on science and mathematics teachers in grades 7-12.

*REIL*'s 5-Year Professional Development Plan contains activities designed according to 5 phases of professional learning, which will assist *REIL*'s Alliance School Districts with incorporating high-quality professional development activities designed to increase the capacity of teachers and principals to raise student achievement (see Table 16).

**Table 16: 5-Year Professional Development Plan**

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Build Knowledge	Develop Skills	Apply to Practice	Improve Results	Extend Impact
<b>Year 1</b>					
Information sessions on the newly adopted evaluation process (three 1-day trainings). [Obj. 3.1]	√				
Information sessions on elements of the <i>TIIES</i> indicators. [Obj. 3.3]	√				
Evaluators attend training to become <i>qualified</i> evaluators. [Obj. 3.1]	√	√	√		
Evaluators attend training to become <i>certified</i> evaluators. [Obj. 3.1]			√	√	√
Grade 7-12 math & science teachers attend training on Professional Learning Communities. [Obj. 1.3]	√	√	√		
<b>Year 2</b>					
Continuing training for teachers & principals on evaluation system & tools. [Obj. 3.3]		√	√		
Professional development for teachers & principals on how to use data generated from evaluation. [Obj. 3.3]	√	√			
Career Pathway candidates attend professional development on specific topics. [Obj. 3.3]	√	√			
Career Pathway candidates participate in <i>qualified</i> evaluator training. [Obj. 3.1]	√	√	√		
Evaluators receive job-embedded <i>certified</i> evaluator training. [Obj. 3.3]		√	√	√	
Teachers & principals attend training on how to use data to inform and improve instruction. [Obj. 1.1]	√	√	√	√	
Teachers & principals informational sessions on value-added model. [Obj. 1.2]	√				
Grade 7-12 math & science teachers participate in PLC groups with a focus on development of common assessments. [Obj. 1.3]	√	√	√	√	
<b>Year 3</b>					
Professional development for teachers & principals on how to use data generated from evaluation. [Obj. 3.3]	√	√	√	√	
Evaluation training for new teacher and principal hires. [Obj. 3.3]	√	√			
Peer Evaluators becomes <i>certified</i> evaluators. [Obj. 3.1]	√	√	√	√	
Teachers & principals are supported by Master Educators & Peer Evaluators based on evaluation		√	√	√	√

results, individual professional growth plans and student achievement results. [Obj. 3.3]					
Principals, Master Educators, and Peer Evaluators attend training on NSDC professional development standards. [Obj. 3.3]	√	√	√		
Teachers & principals attend professional development on Professional Learning Communities and Data Analysis. [Obj. 3.3]	√	√	√		
Differentiated professional development options aligned to staff needs generated by teacher evaluation data are facilitated by Central Office Staff, Principals, Master Educators, and Peer Evaluators. [Obj. 3.3]			√	√	√
Grade 7-12 math and science teachers participate in PLC groups with emphasis on student enrichment and intervention strategies.	√	√	√	√	
<b>Year 4-5</b>					
Grade 7-12 math and science teachers receive content-focused professional development delivered via established partnership and Peer Evaluator Cadre. [Obj. 1.3]	√	√	√	√	√
Teachers and principals receive job-embedded professional learning via coaching and feedback aligned to teacher/principal learning needs (identified by evaluation rubric) and student learning needs (identified by student growth data). [Obj. 3.3]	√	√	√	√	√

Evaluation of Professional Development Plan

The REIL program will include a program evaluation process to allow for necessary modifications in order to improve program effectiveness. The professional development assessment process will involve the collection of 5 levels of data (Guskey, 1999). These levels of evaluation and the corresponding data pieces are shown in Table 17 below.

**Table 17: Levels of Professional Development Evaluation**

Evaluation Level	How Information will be Gathered
Level 1: Participants' Reactions	<ul style="list-style-type: none"> <li>• Online professional development surveys</li> </ul>
Level 2: Participants' Learning	<ul style="list-style-type: none"> <li>• Standards Assessment Inventory (NSDC)</li> <li>• Walk-through documentation</li> </ul>
Level 3: Organization Support and Change	<ul style="list-style-type: none"> <li>• Standards Assessment Inventory (NSDC)</li> <li>• Analysis of school and district documents</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus Groups and structured interviews (teacher, student, administration)</li> <li>• Questionnaires (district and school leadership &amp; support)</li> <li>• Schedules (student and teacher schedules, early-release schedule, new &amp; returning teacher schedule)</li> <li>• Professional Growth Plan Goals</li> </ul>
Level 4: Participants' Use of New Knowledge and Skill	<ul style="list-style-type: none"> <li>• Number of teachers &amp; principals placed on <i>REIL Performance Award Continuum</i></li> <li>• Teacher &amp; Principal Evaluation Data</li> <li>• Standards Assessment Inventory (NSDC)</li> <li>• Walk-through documentation</li> <li>• Career Pathway Innovation Configuration Maps</li> </ul>
Level 5: Student Learning Outcomes	<ul style="list-style-type: none"> <li>• Data from local assessments, State-administered AIMS assessment, and the value-added calculation</li> <li>• Data from grade level/subject area common assessments</li> </ul>

Career Pathways

Each *REIL School District* will establish a *Teacher Career Pathway Program* that aligns with the local context of each district, for implementation in Year 3 of the program. Potential candidates for career pathway positions will be identified during Year 2. Teacher Career Pathway options will include: (1) Master Educators; (2) Peer Evaluators; (3) In-Demand Teachers; and (4) Turnaround Teachers.

Master Educators will serve as coaches, mentors, and leaders of professional development for other teachers (Chait and Miller, 2010). An innovative option for the *Master Educator* pathway will be the inclusion of a separate *Master Educator* pathway that allows top tier teachers to maintain direct contact with students through, what Hassel and Hassel (2009) describe as, *reach extensions* (number of children served by each top-tier teacher) (see Table 18).

**Table 18: Reach Extension Descriptions and Examples**

In-Person Reach Extension	Remote Reach Extension
<ul style="list-style-type: none"> <li>• Releasing a top-tier teacher from non-instructional duties to focus exclusively on academic instruction in which they might teach more children, increase the amount of time each student spends in personalized</li> </ul>	<ul style="list-style-type: none"> <li>• Using technology to extend the reach of the top-tier teachers remotely, both in real time and asynchronously, and within schools and across long distances. Examples might include: (1) piping in video of top-tier</li> </ul>

<p>instruction, or shrink instructional group sizes by delivering academic content in another teachers' classroom</p> <ul style="list-style-type: none"> <li>• Offering top-tier teachers larger classrooms, <i>by choice</i>.</li> </ul>	<p>teachers for specific subjects and topics; (2) using software to deliver “smart” content, rapidly identifying and addressing student learning gaps, with design and production participation by top-tier teachers.</p>
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*REIL Peer Evaluators*, a second career pathway option, will be selected for expertise in specific areas, and will conduct approx. 100 evaluations a semester to a cadre of assigned teachers over the course of a year. *REIL Peer Evaluators* will become *certified* and be monitored frequently to ensure score consistency. They will also spend approximately 20% of their time supporting teachers with both on-site and cross-district professional learning, ensuring that teachers receive the job-embedded support needed to improve practice and student achievement.

The third and fourth career pathway options, *In-Demand Teachers*, and *Turnaround Teachers* will address the need to have high quality teachers designated in hard-to-staff areas and hard-to-serve schools (*Competitive Preference Priority 5*). In Year 1 of the program, each district will generate a hard-to-staff assignment in order to establish which positions across the individual district will qualify for salary augmentation. Each district's *Stakeholder Engagement & Communication Plan* will annually identify the procedures each LEA will follow to communicate to stakeholders which positions have been identified as hard-to-staff. *REIL*'s website will contain this information (*Competitive Preference Priority 5*). Once the preliminary list is established it will remain in place for a three-year period. Teachers identified in a hard-to-staff position and placed on the *REIL* Performance Award Continuum will be compensated for a 3-year period. In year 3, hard-to-staff teachers who earn placement on the *REIL* Performance Award Continuum will receive one and a half times the performance compensation amount. Hard-to-serve schools will also qualify for *Turnaround Teachers*, who will receive a salary augmentation incentive (\$5,000) for accepting a position in a hard-to-serve school.

### Career Pathway Selection Process

To ensure *effective* teachers are placed in career pathway positions, all candidates will be screened through the STEP (Selecting Teachers to Enter Pathways) process including multiple measures such as video portfolios, student achievement, performance tasks, simulations, interviews, group interactions, and observations. This collaboratively developed process will serve as a standards-based measure to assess and analyze candidate knowledge, skills, and dispositions. An individual's results will be used to develop targeted professional growth plans for career pathway candidates. The STEP process will revolutionize the current applicant process as *REIL School Districts* implement new procedures for hiring staff to fill vacancies, including vacancies in hard-to-staff areas (*Priority 5, Competitive Preference*).

### Principal Career Pathways

A principal career pathway will also be supported through the *REIL* program. Principals that have demonstrated effectiveness can become a *Turnaround Principal* at a designated hard-to-serve school. Although all of the schools in the *REIL Alliance* are considered high-needs schools, there are some schools that need additional support due to special circumstances (e.g., school label, persistently lowest performing). *Turnaround principals* who demonstrate effectiveness will qualify for a performance-based salary augmentation of \$10,000. Additional principal pathways will be implemented pending selection and award of a federally-funded School Leadership Grant.

**Absolute and Competitive Priorities**

Alignment of *REIL* program elements incorporating the *Absolute Priorities*, as well as *Competitive Preference Priorities* 4, 5, and 6 are highlighted in Table 19.

**Table 19: Alignment of *REIL* Elements to Priorities**

Absolute Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals	
Elements	Section(s)
<ul style="list-style-type: none"> <li>• At least 50% of a participants’ performance-based compensation will be based on student growth (individual, team, and school value-added contribution).</li> <li>• Objective data on student performance will include State-administered AIMS assessment and validated local benchmark assessments). Adoption of evaluation tools and processes aligned to <i>REIL</i> evaluation framework.</li> <li>• A process for certifying evaluators including validation of inter-rater reliability.</li> <li>• Multiple observations for teachers and principals. Implementation of a career pathway model.</li> <li>• All principals and teachers will have access to quality coaching and support.</li> <li>• Average performance incentive will be based on 4-10% of the average Arizona teacher base salary of \$45,209 and average Arizona principal salary of \$75,000.</li> <li>• Salary augmentation via leadership incentives will be available for career pathway placements.</li> </ul>	2.1 2.3 2.5
Absolute Priority 2: Sustainability of the PBC\$	
Elements	Section(s)
<ul style="list-style-type: none"> <li>• The budget for performance incentives has been calculated using an <i>open-ended</i> funding model; there are no caps on the total number of awards.</li> <li>• Costs for acquiring a data management system, developing or acquiring new assessments, and expanding professional development opportunities have been built in the budget.</li> <li>• Alliance School Districts will use Classroom Site Funds (Proposition 301) to establish a corpus to fund performance-based compensation on an increasing basis during the grant period.</li> <li>• A sustainability plan has been created to ensure that each school district takes on an increasing share of the incentive amount as part of a comprehensive plan.</li> <li>• TIF funds will fund 80% of the performance-based compensation during Year 3, 40% during Year 4, and 20% during Year 5.</li> </ul>	2.1 3.3 Budget Narrative
Absolute Priority 3: Comprehensive Approaches to the PBC\$	
Elements	Section(s)
<ul style="list-style-type: none"> <li>• Performance-Based Management System.</li> <li>• Instructional accountability (multiple measures, academic growth of students, validated principal and teacher evaluation).</li> </ul>	2.1 2.5

<ul style="list-style-type: none"> <li>• Performance-based compensation for both principals and teachers.</li> <li>• Comprehensive job-embedded professional development for principals and teachers.</li> <li>• Implementation of Professional Growth Plans.</li> <li>• Multiple career pathways for principals and teachers.</li> <li>• Revised procedures for informing retention and tenure decisions, including use of evaluation tool data.</li> <li>• Procedures for ensuring inter-rater reliability.</li> <li>• Professional development for teachers and administrators will be linked to teacher evaluation and student learning data via a Professional Growth Plan.</li> <li>• Collection and evaluation of student learning data, as well as teacher and principal evaluation data through robust data management system.</li> </ul>	
<b>Priority 4 (Competitive Preference): Use of Value-Added Measures of Student Achievement</b>	
<b>Elements</b>	<b>Section(s)</b>
<ul style="list-style-type: none"> <li>• Teachers and principals will receive differential compensation based on their <i>REIL Score</i> that is generated from a value-added calculation.</li> <li>• Collaboration with ADE.</li> <li>• Hiring of a Data Coordinator.</li> <li>• All districts will have a data management system.</li> <li>• Each district will establish a Data Management Transition Team and PD Transition Team.</li> <li>• 5-Year Professional Development Plan; job-embedded coaching and support.</li> </ul>	<p>2.1 2.4 3.2</p>
<b>Priority 5 (Competitive Preference): Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools</b>	
<b>Elements</b>	<b>Section(s)</b>
<ul style="list-style-type: none"> <li>• Provide differential compensation based on effectiveness of teachers filling hard-to-staff positions.</li> <li>• Teachers filling hard-to-staff positions will be screened through the STEP (Selecting Teachers to Enter Pathways) process.</li> <li>• Teachers filling hard-to-staff positions will have to demonstrate instructional effectiveness, based on placement on <i>REIL Performance Award Continuum</i>.</li> <li>• Each district will establish a hard-to-staff list, approved by the local Governing Board.</li> <li>• Turnaround teachers and principals.</li> </ul>	2.5
<b>Priority 6 (Competitive Preference): New Applicants to the Teacher Incentive Fund</b>	
<p>The MCESA and the designated schools from the six Alliance School Districts including Alhambra, Gila Bend, Isaac, Nadaburg, Phoenix Union, and Tolleson are eligible entities that have not previously been awarded a grant under the Teacher Incentive Fund program.</p>	

### 3. ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

**Selection Criteria 3.1:** *The extent to which the management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks.*

The *REIL* program requires a comprehensive management plan commensurate with the diverse, multi-district focus of the project. Therefore, a five-year program timeline has been carefully outlined with specific project periods (see Table 20) that align to the PLAN-DO-STUDY-ACT (PDSA) Cycle (Stigler, 2010) in order to ensure continuous improvement over the course of the five-year implementation cycle.

**Table 20: 5-Year Planning Timeline**

Year 1: Planning	PLAN-DO-STUDY-ACT	Oct 2010-June 2011
Year 2: Focused implementation (piloting)	PLAN-DO-STUDY-ACT	July 2011-June 2012
Year 3: Full implementation	PLAN-DO-STUDY-ACT	July 2012-June 2013
Year 4: Full implementation	PLAN-DO-STUDY-ACT	July 2013-June 2014
Year 5: Full implementation (refinements)	PLAN-DO-STUDY-ACT	July 2014-June 2015

In order to facilitate accomplishment of project activities, Table 21 aligns major program activities with a timeframe and person(s) responsible. Project milestones, which communicate specific deliverables and signify project checkpoints to validate program progress, are separately identified within Table 21. A unique feature of this management plan is the grouping of activities into common categories. This strategy assisted the grant development team in cross checking for program elements and will also serve to facilitate effective program management.

**Table 21: *REIL* Program Management Plan**

<i>REIL</i> Activities / Milestones	Timeline	Person(s) Responsible
<i>Staffing</i>		
Hire Program Director; Data Coordinator; Program Evaluator; <i>REIL</i> Field Specialists; Videographer; Business Systems Analyst	Oct-Nov 2010	Dr. Renfro (P.I.); MCESA Staff
Assemble Advisory Council	Oct 2010	
Hire Peer evaluators	May 2011	
Develop and distribute Requests for Proposals (RFPs) and	Oct 2010	

procure consultant services.		
Milestone: Program leadership identified; staff hired.	Dec 2010	
<b>Communication &amp; Stakeholder Involvement</b>		
Milestone: <i>REIL</i> Advisory Council in place.	Oct 2010	
Facilitate <i>REIL</i> Advisory Council Meetings. (Obj. 3.2)	Quarterly beginning Oct 2010	Dr. Covey (Co-P.I.)
Milestone: Established inter-governmental agreements (IGAs) with Alliance School Districts.	Oct–Nov 2010	
Establish Cross-District Teams (Professional Development; Human Resources/Payroll; Finance). (Obj. 3.2)	Oct-Nov 2010	Program Director
Meet with Cross-District Teams. (Obj. 3.2)	Monthly beginning Nov 2010	Program Director
Each Alliance School District establishes <i>REIL</i> Leadership & Communication Team. (Obj. 3.2)	Oct 2010	District Supts.
Develop Stakeholder Engagement & Communication Plan with support from <i>REIL</i> Cross-District Teams and Advisory Council (Obj. 3.2) <ul style="list-style-type: none"> <li>Identify multiple means of distributing information to educators and the public.</li> <li>Identify ways for educators to gather information quickly and easily.</li> <li>Identify strategies to sustain the PBCS by building support for it among policymakers, the business community, foundations, the public, and other key stakeholders.</li> <li>Develop strategies for engaging the media with clear and consistent communication with the public.</li> </ul>	Nov 2010-March 2011	Dr. Renfro (P.I.); Dr. Covey (Co-P.I.); MCESA Marketing/ Communications Dir. (MarkComm)
Milestone ( <b>Core Element A &amp; B</b> ): Stakeholder Engagement & Communication Plan in place. (Obj. 3.2)	March 2011	
<i>REIL</i> Field Specialists facilitate feedback loop between District Leadership & Communication Teams, District Transition Teams, and Program Management Team.	Weekly	<i>REIL</i> Field Specialists
Conduct regular meetings with teachers and principals so that they can ask questions and raise concerns about Performance-Based Management System. (Obj. 3.2)	Quarterly beginning Nov. 2010	<i>REIL</i> Field Specialists
Identify structure for <i>REIL</i> webpage in collaboration with established Cross-District Teams	April 2011	Program Director
Begin development of <i>REIL</i> website, hosted by MCESA. (Obj. 3.2) <ul style="list-style-type: none"> <li>Align strategies with Stakeholder Engagement &amp; Communication Plan.</li> </ul>	March 2011	Program Director; MCESA MarkComm
Each Alliance School District forms a Data Management Transition Team. (Obj. 3.2)	March 2011	Program Director; Field Specialists

Each Alliance School District creates a Data Mgmt Transition & Implementation Plan. (Obj. 1.1, 3.1)	March-June 2011	Program Director; Field Specialists
Milestone: <i>REIL</i> website complete. (Obj. 3.2)	August 2011	
Collect feedback on webpage and make revisions. (Obj. 3.2)	Annually beginning June 2012	Program Director
Milestone: Implementation of district Data Management and Implementation Plans. (Obj. 1.1, 3.1)	August 2011	
Each Alliance School District forms a Teacher & Principal Evaluation Transition Team. (Obj. 3.1, 3.2)	Nov 2010	Program Director; Field Specialists
<i>REIL</i> District Leadership & Communication Teams establish communication structure to ensure that teachers & principals understand the PBCS performance measures. (Obj. 3.2)	April-June 2011	Program Director; Field Specialists
Milestone ( <i>Core Element E</i> ): District- and school-based communication structure to inform teachers & principals on <i>REIL</i> 's PBCS performance measures. (Obj. 3.2)	July 2011	
Each Alliance School District forms a Professional Development Transition Team. (Obj. 3.2, 3.3)	Jan 2011	Program Director; Field Specialists
Program Mgmt Team collaborates with <i>REIL</i> Advisory Council, Cross-District Teams; and district teams to develop informational materials clearly explaining to teachers, principals, central office staff, and governing boards the criteria used to determine which educators are eligible for performance awards and what level of performance they must demonstrate for awards. (Obj. 3.2)	April-June 2011	Program Director
Program Management Team collaborates with Advisory Council, Cross-District Teams; and district teams to develop informational materials clearly explaining professional development opportunities provided to help teachers & principals improve their performance. (Obj. 3.2)	April-June 2011	Program Director
Program Mgmt Team collaborates with Advisory Council, Cross-District Teams; and district teams to develop materials (e.g. to parents) explaining how the Performance-Based Management System Plan works. (Obj. 3.2)	April-June 2011	Program Director
Milestone: Information materials distributed/posted. (Obj. 3.2)	August 2011	
Develop and implement media strategy to explain the <i>REIL</i> Performance-Based Management System. (Obj. 3.2)	June-Aug 2011	MCESA MarkComm
Evaluate and make refinements to Stakeholder Engagement & Communication Plan. (Obj. 3.2)	Annually beginning June 2012	Program Director
Conduct focus group interviews to collect feedback from stakeholders on components of PBCS. (Obj. 3.2)	Annually beginning June 2012	Dr. Renfro (P.I.); Program Evaluator
Collect feedback from stakeholders related to valued	Annually	Dr. Renfro (P.I.);

elements in the <i>REIL</i> program and ways to assist schools with greater effectiveness, via online survey. (Obj. 3.2)	beginning June 2012	Program Director
Develop teacher and principal <i>REIL</i> Profile Sheet as a document designed to inform each teacher & principal how their performance award was calculated. (Obj. 3.2)	July 2013	MCESA Research & Eval Director
Send out <i>REIL Profiles</i> to teachers and principals receiving performance awards. (Obj. 3.2)	Twice a year beginning Dec 2013	Business Systems Specialist
Create and distribute differentiated <i>REIL</i> guidebooks for each employee group that explains the components of <i>REIL</i> 's Performance Management System. (Obj. 3.2)	July 2011- July 2012	Program Director
Milestone: <i>REIL</i> guidebooks for each employee group.	July 2012	
Milestone: Completion of Objective 3.2.	June 2012	
Milestone: White Papers examining promising practices and solutions disseminated to participating schools.	Throughout project implementation	
Milestone: Annual Evaluation Report.	Annually Years 2-4	
Milestone: Comprehensive Evaluation Report.	July 2005	
<b><i>Recruitment and Retention of Effective Teachers and Principals in Hard-to-Staff Subjects and Specialty Areas in Hard-to-Serve Schools</i></b>		
Establish criteria for selecting hard-to-staff positions and hard-to-serve schools. (Obj. 2.3)	Oct 2010	Business Systems Specialist
District Prof Dev Transition Teams establish hard-to-staff assignment list and submit to Alliance School District Supts. for Governing Board approval. (Obj. 2.3)	Jan 2011	Business Systems Specialist
Milestone: Districts adopt revised hiring process for filling vacancies for hard-to-staff positions. (Obj. 2.3)	March 2011	
Identify hard-to-serve-schools. (Obj. 2.3)	June 2011	Program Director
Identify turnaround principal candidates and recommend placement in designated hard-to-serve schools. (Obj. 2.3)	June 2013	Program Director; Alliance School District Supts.
Determine effectiveness of potential hard-to-staff career pathway candidates. (Obj. 2.3)	Sept 2011- June 2012	Program Director
Re-evaluate hard-to-staff positions for next 3 year term (Obj. 2.3)	Oct 2014	Business Systems Specialist
Milestone: Cross-district report for Alliance School Districts on retention rate, unfilled positions, and % of staff receiving differential compensation related to hard-to-staff positions. (Obj. 2.3)	July 2014 / July 2015	
Milestone: Completion of Objective 2.3	June 2015	
<b><i>Assessments</i></b>		
Conduct analysis of existing local assessment systems for each Alliance School District. (Obj. 1.1)	Oct-Dec 2010	MCESA Research & Eval Dir.
Identify valid and reliable measures to use to assess performance of all teachers and principals. (Obj. 1.1) • Validate the correlation of current assessments to AIMS	Oct 2010- March 2011	Program Director; Program Evaluator

assessment. (Obj. 1.1) • Procure benchmark assessment system and technology solutions based on <i>gap analysis</i> (Obj. 1.1)	April-May 2011	
Milestone: Implement assessment system. (Obj. 1.1)	Aug 2011	
Verify validation of assessments to AIMS assessment. (Obj. 1.1)	April 2012	Program Evaluator
Milestone: Benchmark Assessments in place for tested grade levels and subject areas.	July 2012	
Create/procure common assessments for grade levels subject areas not already in place. (Obj. 1.1)	April-May 2012	MCESA Research & Eval Dir.
Implement assessment system for activity listed above. (Obj. 1.1)	Aug 2012-March 2013	MCESA Research & Eval Dir.
Milestone: Benchmark Assessments in place for non-tested grade levels and subject areas.	July 2013	
Validate all assessments. (Obj. 1.1)	Annually beginning April 2013	Program Evaluator
<b><i>Performance-Based Evaluation System(s)</i></b>		
Conduct analysis of current <i>REIL School District</i> evaluation systems/policies, administrative procedures, & state statutes. (Obj. 3.1)	Oct-Nov 2010	Program Director
Facilitate district level Evaluation Transition Teams in crosswalk/comparison of existing district evaluation tools(s) to <i>REIL Frameworks</i> . (Obj. 3.1)	Jan 2011	<i>REIL</i> Field Specialists
Identify <i>REIL</i> -aligned evaluation instrument(s) for teachers (to be used in Year 2), principals (to be used in Year 2), and career pathways (to be used in Year 3). (Obj. 2.1, 3.1)	Jan-April 2011	Program Director
Milestone: Governing Boards approve teacher and principal evaluation pilot to validate evaluation tools and processes. (Obj. 3.1)	April 2011	
Inform teachers of new evaluation instrument. (Obj. 3.3)	May 2011	<i>REIL</i> Field Specialists
Inform principals of new principal evaluation instrument. (Obj. 3.3)	June 2011	<i>REIL</i> Field Specialists
Conduct qualified evaluator training for all supervisors of teachers. (Obj. 3.3)	June-July 2011	Program Director
Develop inter-rater reliability training for all evaluators. (Obj. 3.1)	March-June 2011	Program Director
Conduct qualified evaluator training for all supervisors of principals. (Obj. 3.3)	June-July 2011	Program Director
Create modules for training and communication on new teacher and principal evaluation instruments. (Obj. 3.3)	April-Aug 2011	Program Director; <i>REIL</i> Field Specialists
Train district staff to deliver <i>REIL</i> evaluation systems information session modules. (Obj. 3.1)	July 2011	<i>REIL</i> Field Specialists

Milestone ( <i>Core Element C</i> ): Rigorous, transparent, and fair evaluation system plan for teachers and principals in place. (Obj. 3.3)	August 2011	
Conduct training on evaluation system for all teachers. (3, 1-day trainings). (Obj. 3.3)	Aug 2011	REIL Field Specialists
Recommend viable evaluation framework for teachers and principals to ADE and SBE pursuant to Senate Bill 1040. (Obj. 3.1)	Dec 2011	Dr. Renfro (P.I.); Dr. Covey (Co-P.I.)
Evaluate qualified teachers and principals with newly developed STEP process. (Obj. 2.1)	Aug 2011- Feb 2012	Program Director
Refine evaluation instruments as implementation feedback is collected. (Obj. 3.1)	January 2012- April 2012	Dr. Renfro (P.I.); Program Director
Conduct 3 evaluations per teacher. (Obj. 3.1)	Aug 2011- June 2012	Program Director
Validate adopted instruments and processes. (Obj. 3.1)	January-June 2012	Program Director; Program Eval.
Recommend a validated evaluation system to each Alliance School District Supt. (Obj. 3.1)	May 2012	Program Director
Milestone: Each Alliance School District Governing Boards adopts REIL-aligned district evaluation tool(s) and processes. (Obj. 3.1)	May 2012	
Conduct <i>certified</i> evaluator training for all supervisors of teachers. (Obj. 3.1)	Aug 2011- March 2012	Program Director
Conduct <i>certified</i> evaluator training for all supervisors of principals. (Obj. 3.1)	Aug 2011- March 2012	Program Director
Conduct <i>qualified</i> evaluator training for Peer Evaluators and Master Educators. (Obj. 3.1)	July 2012	Program Director
Develop and implement Professional Growth Plans for teachers & principals. (Obj. 3.1)	Aug 2011- June 2012	Program Director
Conduct <i>certified</i> evaluator training for all Peer Evaluators. (Obj. 3.1)	Aug 2012- June 2013	Program Director
Conduct 5 evaluations per teacher (all indicators and levels 0-5); 3 per principal. (Obj. 3.1)	Years 3-5	Program Director
Validate adopted instruments and process. (Obj. 3.1)	Jan-June 2013	Dr. Renfro (P.I.); Program Director
Conduct training on evaluation system.	Ongoing, Years 3-5	Program Director
Milestone: Evaluators are <i>qualified and certified</i> . (Obj. 3.1)	Dec 2012	
Professional growth plans for teachers and principals revised. (Obj. 3.1)	Annually beginning Year 3	Program Director
Milestone: Completion of Objective 3.1	June 2014	
<b>Data Management System / Value-Added System</b>		
Conduct an assessment of current data management systems in REIL districts based on criteria established by	Oct-Nov 2010	Program Director; Data Coordinator;

Program Management Team, <i>REIL</i> Advisory Council, and Cross-District Teams. (Obj. 1.1)		Business Systems Specialist; MCESA Research & Eval Dir.
Procure data management system based on gap analysis. (Obj. 1.1)	Jan-June 2011	MCESA Business Manager
Collaborate with <i>REIL</i> Advisory Council, Cross-District Teams, and the ADE to develop criteria for value-added model. (Obj. 1.2)	Oct-Dec 2010	Program Director; Data Coordinator
Finalize value-added model. (Obj. 1.2)	Jan 2011	Program Director; Data Coordinator; MCESA Research & Eval Dir.
Develop implementation plan for value-added model. (Obj. 1.2)	Jan-March 2011	Program Director; MCESA Research & Eval Dir.
<i>REIL School Districts</i> prepare for roll-out of data management system (e.g., infrastructure, BETA testing). (Obj. 1.1) <ul style="list-style-type: none"> <li>• Extract data for importation into system.</li> <li>• Establish secure user accounts to validate user access.</li> <li>• Establish administrator review and set-up periods.</li> <li>• Create teacher verification process.</li> <li>• Administrator validation and approval process.</li> </ul>	July 2011-Jan 2012	Program Director; Data Coordinator; Business Systems Specialist
Conduct pilot test of data management system. (Obj. 1.1)	Jan-March 2012	Program Director; Business Systems Specialist
Milestone ( <b><i>Core Element D</i></b> ): Data Management System in place. (Obj. 1.1)	July 2011	
Milestone: Value-added model and implementation plan in place. (Obj. 1.2)	July 2011	
Milestone: Award differential compensation. (Obj. 2.1)	Jan 2013	
Develop and implement process to enable users to review, modify, or verify information contained in the data management system throughout the year. (Obj. 1.1)	Jan 2012-July 2012	Program Director; Data Coordinator
Implement audit system for data verification. (Obj. 1.1)	Oct 2012	Program Director
Ongoing refinement and maintenance of Data Management System. (Obj. 1.1)	Years 3-5	Program Director
Milestone: Completion of Objective 1.1	June 2013	
Milestone: Completion of Objective 1.2	June 2014	
<b><i>Professional Development</i></b>		
Note: For training related to teacher and principal evaluation, see <i>Evaluation Systems</i> category.		
Provide professional development to ensure that teachers & principals comprehend and apply the PBCS performance measures. (Obj. 2.2, 2.3)	May 2011	Program Director; Field Specialists

Milestone ( <i>Core Element E</i> ): Provide professional development to ensure that teachers and principals comprehend and apply specific measures of teacher and principal effectiveness included in the PBCS.	August 2011	
Create math and science PLC modules for middle & high school teachers. (Obj. 1.3)	Nov 2010-Jan 2011	Dr. Renfro (P.I.); Program Director
Grade 7-12 math & science teachers attend Professional Learning Community (PLC) training. (Obj. 1.3)	Jan-June 2011	Dr. Renfro (P.I.); Program Director
Teachers & principals attend professional development on administration of local assessments, and use of data generated from assessments. (Obj. 1.2)	Ongoing beginning Aug 2011	Dr. Renfro (P.I.); Program Director
Teachers & principals attend professional development on value-added model. (Obj. 1.2)	Jan 2012-June 2013	Program Director; Data Coordinator
Teachers and principals attend professional development on how to use data to inform and improve instruction. (Obj. 1.1, 3.3)	Ongoing beginning Aug 2012	Program Director; Data Coord; MCESA Research & Evaluation Dir.
Grade 7-12 math & science teachers attend training on developing common assessments that are authentic and performance-based. (Obj. 1.3)	Year 2	Dr. Renfro (P.I.); Program Director
Milestone: Trainings archived for future professional development opportunities. (Obj. 1.3)	June 2011	
Create and/or purchase a video bank (& storage device) of teaching and leading in action for training <i>REIL</i> district evaluation team members. (Obj. 3.3)	July 2011	Program Director; Videographer
Acquire and/or develop classroom and principal observation training videos for repository. (Obj. 3.3)	Aug 2011	Program Director; Videographer
Professional development opportunities for potential Master Educators & Peer Evaluators. (Obj. 3.3)	Aug 2011-July 2012	Dr. Renfro (P.I.); Program Director
Analyze all teacher & principal professional growth plans to determine Year 3 prof. dev. requirements. (Obj. 3.3)	April 2012	Program Director; Program Eval
Provide professional development on value-added model. (Obj. 2.2)	Aug 2011-April 2012	Program Director
Continue training to use data. (Obj. 1.1)	Aug 2012-May 2013	Program Director
<i>REIL</i> Peer Evaluators, Master Educators, Principals receive professional development on NSDC standards, coaching, pedagogy, & content. (Obj. 3.3)	Ongoing beginning Aug 2012	Program Director
Provide PLC professional development. (Obj. 3.3)	Ongoing beginning Aug 2012	Program Director
Differentiated PD options to support growth plans are provided by Master Educators, Principals, Central Office. (Obj. 3.3)	Ongoing beginning Aug 2012	Program Director
Milestone: Completion of Objective 3.3	June 2013	

Provide content-focused professional development. (Obj. 1.3)	Ongoing beginning Aug 2013	Program Director
Grade 7-12 math & science teachers receive content-focused PD delivered via established partnership and Peer Evaluator Cadre. (Obj. 1.3)	Ongoing beginning Aug 2013	Program Director
Teachers & principals receive job-embedded PD via coaching and feedback aligned to teacher/principal learning needs and student learning needs. (Obj. 3.3)	Ongoing beginning Aug 2011	Program Director
<b><i>Performance-Based Compensation</i></b>		
Finalize which positions will qualify for awards. (Obj. 2.1)	Nov 2010	Dr. Renfro (P.I.); Program Director;
Determine measures for those who teach non-tested subjects and grades. (Obj. 2.1)	Nov-Dec 2010	Dr. Renfro (P.I.); Program Director
Support legislation for local tax levy to support <i>REIL</i> PBCS. (Obj. 2.2)	Ongoing	Dr. Covey (Co-P.I.); Program Director
<i>REIL School Districts</i> curtail the utilization of new 301 money - until year 3 (Obj. 2.2)	Aug 2010- 13	Business Systems Specialist
Conduct analysis of current salary index w/ goal of moving toward <i>step-less</i> salary schedule (Obj. 2.2)	Aug 2010- June 2011	Business Systems Specialist
Conduct 5-year analysis using financial modeling taking into consideration retirements, attrition, etc. (Obj. 2.2)	Jan 2011	Business Systems Specialist
Facilitate succession planning. (Obj. 2.2)	Jan 2011- June 2012	Dr. Covey (Co-P.I.); Program Director
Effective teachers and principals receive performance award based on observation component. (Obj. 2.1)	Jan & June 2013	Program Director; Business Systems Specialist
Master Educators and <i>REIL</i> Peer Evaluators receive salary enhancement based on effectiveness and career pathway placement. (Obj. 2.1)	July 2012- June 2013	Program Director; Business Systems Specialist
Master Educators and <i>REIL</i> Peer Evaluators receive performance award based on observation component. (Obj. 2.1)	Jan & June 2013	Program Director; Business Systems Specialist
Teachers in hard-to-staff positions receive performance award (1.5 X regular performance incentive). (Obj. 2.1)	Jan & June 2013, 2014	Program Director; Business Systems Specialist
Effective teachers & principals receive performance award based on observation and value-added component. (Obj. 2.1)	Jan & June 2014, 2015	Program Director; Business Systems Specialist
Master Educators & <i>REIL</i> Peer Evaluators receive salary enhancement based on effectiveness and career pathway placement. (Obj. 2.1)	July 2013- June 2015	Program Director; Business Systems Specialist
Master Educators & Peer Evaluators receive performance	Jan & June	Program Director;

award based on observation component and student academic growth. (Obj. 2.1)	2014 2015	Business Systems Specialist
Milestone: Teachers in hard-to-staff positions receive enhanced performance award (established award x .5)	Jan & June 2015	
Milestone: Principals in hard-to-serve schools receive salary enhancement. (Obj. 2.3)	Years 3-5	
Milestone: Completion of Objective 2.1	June 2013	
Milestone: Completion of Objective 2.2	June 2015	
<b>Career Pathways</b>		
<i>REIL</i> Program Management Team and Advisory Council finalize career pathway models/options; create <i>Innovation Configuration Maps</i> to measure implementation. (Obj. 2.1)	Nov-Dec 2010	Program Director
Milestone: Initial Career Pathway Innovation Maps complete.	Dec 2010	
<i>REIL</i> Program Management Team finalizes criteria for career pathways (who will qualify?) and communicates with districts on career pathway options. (Obj. 2.1)	Dec 2010-Jan 2011	Program Director; <i>REIL</i> Field Specialists
Districts determine, w/ feedback from district level PD Team, which pathways they will offer. (Obj. 2.1)	Feb 2011	<i>REIL</i> Field Specialists
Districts look at schedule and budgets to determine how to support career pathway options. (Obj. 2.1)	Feb 2011-April 2012	Program Director
Develop STEP process. (Obj. 2.1, 2.3)	Oct 2010-July 2011	Dr. Renfro (P.I.); Program Director
Facilitate development of schedules, budget, prof. dev. to support Year 3 career pathways. (Obj. 2.1)	Jan-June 2011	Program Director
Determine appropriate career path placement. (Obj. 2.1)	June 2012	Program Director
Master Educator & Peer Evaluator leadership training/retreat. (Obj. 2.1)	July 2012	Program Director
Milestone: Master Educators & Peer Evaluators in place. (Obj. 2.1)	August 2012	
Evaluate career pathway implementation using Innovation Configuration maps. (Obj. 2.1)	Jan-June 2013	Dr. Renfro (P.I.); Program Director
Milestone: Implement Career Pathway <i>reach</i> extensions for student enrichment and intervention. (Obj. 1.3)	Oct 2013	
Milestone: Completion of Objective 1.3	June 2015	

Stakeholder involvement and support across all district partners is a cornerstone element of the *REIL* program. In order to facilitate communication and establish clarity in roles and responsibilities, a RASCI chart (MindTools, 2010) has been established in order to facilitate optimal program management (see Table 22).

**Table 22: RASCI Chart**

	<b>R1=Responsible</b>	<b>R2= Co-Responsibility</b>	<b>A=Approve</b>	<b>S=Support</b>	<b>C=Consult</b>	<b>I=Inform</b>				
	<i>P.I.</i>	<i>Program Director</i>	<i>Advisory Council</i>	<i>Data Coord.</i>	<i>Business Analyst</i>	<i>Program Eval.</i>	<i>Field Spec.</i>	<i>Cross-District Teams</i>	<i>District Teams</i>	
<b>Staffing</b>	<i>A, C</i>	<i>R, A</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>
<b>Communication</b>	<i>C, A</i>	<i>R, C, A</i>	<i>C</i>	<i>I</i>	<i>S</i>	<i>I</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
<b>PBC</b>	<i>A, C</i>	<i>R1, C</i>	<i>C,S</i>	<i>C,S</i>	<i>R2</i>	<i>S</i>	<i>C,S</i>	<i>A, S</i>	<i>S,A</i>	<i>S,A</i>
<b>Evaluation</b>	<i>C, A</i>	<i>R1, A</i>	<i>C,S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S,C</i>	<i>C</i>	<i>C,A</i>	<i>C,A</i>
<b>Prof. Dev.</b>	<i>C, S</i>	<i>A,C</i>	<i>C, S</i>	<i>I, S</i>	<i>I</i>	<i>S</i>	<i>R</i>	<i>C</i>	<i>C</i>	<i>C</i>
<b>Career Pathways</b>	<i>C, A</i>	<i>C.A</i>	<i>C, S</i>	<i>I</i>	<i>R2</i>	<i>I</i>	<i>R1, A</i>	<i>C, S</i>	<i>C, A</i>	<i>C, A</i>
<b>Data Mgmt / Value-Added</b>	<i>C, S</i>	<i>C, A</i>	<i>C, S</i>	<i>C, A</i>	<i>R</i>	<i>C, S</i>	<i>C, S</i>	<i>C, S</i>	<i>C, S</i>	<i>C, A</i>
<b>Assessments</b>	<i>C, A</i>	<i>C, A</i>	<i>C, S</i>	<i>C, S</i>	<i>I</i>	<i>C, S</i>	<i>C, S</i>	<i>C, S</i>	<i>C, S</i>	<i>C, A</i>
<b>Hard-to-Staff</b>	<i>C</i>	<i>C, A</i>	<i>C</i>	<i>I</i>	<i>R1, C, A</i>	<i>I</i>	<i>R2, C, S</i>	<i>C, S</i>	<i>C, S</i>	<i>C, A</i>

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**Selection Criteria 3.2:** *The extent to which the project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively.*

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The Principal Investigator, Dr. Lori Renfro, Executive Director of Performance-Based Compensation and Incentive Programs for the MCESA, is a field-based leader in the education community with extensive experience in the areas of curriculum, instruction, student assessment, professional development, teacher evaluation, program evaluation, and performance-based compensation. Dr. Renfro was the administrator of a pay-for-performance program in a K-12 school district with 23,000 students and 1,200 teachers and is ready to reinvent how PBCSs are designed and implemented. She understands the needs of teachers and leaders within the school from her years of experience working as a classroom teacher, instructional coach, and central office administrator and she has witnessed firsthand the impact that great teachers and leaders can have relative to teacher and principal growth and student achievement.

Co-Principal Investigator, Dr. Donald Covey is currently the elected Maricopa County Superintendent of Schools. Dr. Covey, who brings with him a wealth of experience as a building

level leader and district superintendent, is a visionary educational policy leader. He currently serves on many state and national boards dedicated to educational reform and accountability for increasing student achievement, and he is a long-time member of the Arizona State Council for North Central Association on School Improvement and Accreditation. Dr. Covey has long been recognized for his action-driven leadership and ability to bring together diverse constituencies for the purpose of increased student achievement. He was the recipient of the Arizona Superintendent of the Year award, and his work with participatory site-based management resulted in one of his most prestigious awards as the National Administrator of the Year.

In addition to the expertise and time commitment of the Principal Investigators, the *REIL* program will hire the following individuals who will devote 100% of their time to managing the program: **(1) Program Director for Rewarding Excellence in Instruction and Leadership**, who is responsible for coordinating all activities under each of the program objectives and ensuring efficient coordination and communication across program partners; **(2) Data Coordinator**, who will assist the program director in data collection and dissemination; **(3) REIL Field Specialists**, who will serve as the in-district program coordinators; and **(4) Business Systems Specialist** to assist *REIL School Districts* with preparing for fiscal sustainability using human resources and financial modeling (see Appendix for job descriptions).

MCESA staff will also support implementation of the *REIL* program, including: (1) Chief Deputy Superintendent (.10 FTE); (2) Assistant Supt. for Innovative Programs (.15 FTE); (3) Marketing/Communications Director (.10 FTE); and (4) Research and Evaluation Director (.25 FTE).

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**Selection Criteria 3.3:** *The extent to which the applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources.*

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Each *REIL School District* has accepted responsibility for repurposing or reallocating current and future funding sources to ensure implementation and sustainability of *REIL*'s PBCS. In addition, the strategic phase-in and phase-out plan includes a gradual shift of reliance upon grant funds to reliance upon district funds to ensure sustainability beyond the grant period.

*State Funding Sources*

*REIL School Districts* will support implementation of the *REIL* program with funds provided under the State-funded *Classroom Site Fund* (Arizona Revised Statute 15-977) and the *Instructional Improvement Fund* (Arizona Revised Statute 15-979). In the fall of 2000, Arizona voters approved Proposition 301, increasing the State sales tax for a period of twenty years (2001-2021) to increase funding for education (Classroom Site Fund). This funding source can be used for performance-based compensation and base salary increases for teachers. In consultation with Arizona Association of School Business Officials (AASBO), conservative and realistic projections have been modeled demonstrating the long-term availability of Classroom Site Funds for each *Alliance School District's* fiscal support of *REIL* (see Table 23). This model is based on the premise that each *REIL School District* will carry over half of their total funds annually in order to establish a corpus to continue funding performance-based compensation during years 3-5 of the grant period, as well as beyond the grant period.

**Table 23: Classroom Site Fund Projections Modeled on ½ Funds Carried Over Annually**

FY	Per Pupil	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>	TOTAL
09-10	\$216.00	\$3,021,422	\$711,125	\$101,071	\$4,936,413	\$	\$384,801	\$9,154,832
10-11	\$120.00	\$2,259,686	\$760,472	\$271,833	\$5,539,880	\$64,655	\$495,528	\$9,392,056
11-12	\$125.00	\$1,177,372	\$625,691	\$201,641	\$3,109,441	\$63,941	\$308,723	\$5,486,810
12-13	\$220.00	\$1,814,521	\$956,513	\$148,897	\$3,556,345	\$71,447	\$355,180	\$6,902,904
13-14	\$250.00	\$2,312,310	\$1,218,919	\$167,509	\$4,531,979	\$91,048	\$452,619	\$8,774,386
14-15	\$280.00	\$2,601,349	\$1,371,284	\$186,121	\$5,098,476	\$102,429	\$509,197	\$9,868,857

The Instructional Improvement Fund (generated from Indian Gaming revenues) will provide a second source for *REIL School Districts* to contribute State-generated funding in support of the *REIL* program. These monies can be used to support teacher compensation increases, as well as instructional improvement programs. The 2009-10 and 2010-11 funding amounts for each *REIL School District* are shown in Table 24.

**Table 24: *REIL School Districts*' Instructional Improvement Funding**

<i>FY</i>	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>
09-10	600,000	351,000	132,000	1,750,000	0	165,000
10-11	600,000	351,000	125,000	1,750,000	0	185,000

*Federal Funding Sources*

Federal Title I and II monies, shown in Table 25, will also allow *REIL School Districts* to provide financial support to implementation and sustainability of the *REIL* program. Title I funding, whose purpose is to help all children achieve the State's academic standards, provides financial assistance to LEAs to meet the needs of educationally disadvantaged children at the Pre-K-12 levels. Title II funding addresses the equitable distribution of highly qualified teachers and can be used for professional development, hard-to-staff content incentives, and instructional support services.

**Table 25: *REIL School Districts* Title I and II Funds**

<i>REIL School Districts</i> Title I Funds						
<i>FY</i>	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>
09-10	9,118,936	6,250,000	490,000	16,400,000	381,840	1,100,000
10-11	13,479,880	5,865,943	475,000	16,000,000	624,654	950,000
<i>REIL School Districts</i> Title II Funds						
<i>FY</i>	<i>Alhambra</i>	<i>Isaac</i>	<i>Nadaburg</i>	<i>Phoenix Union</i>	<i>Gila Bend</i>	<i>Tolleson</i>
09-10	1,506,590	1,060,000	50,000	2,700,000	61,458	50,000
10-11	1,556,501	921,859	50,000	2,600,000	60,376	115,000

*Fiscal Sustainability*

The Federal and State funding sources described above demonstrate the financial ability

of each *REIL School District* to support the *REIL* program with funds provided under other federal/state/local programs, and to demonstrate capacity for sustainability of the program beyond the grant period. To ensure sustainability of PBC during and after the grant period, a strategic phase-in and phase-out plan has been designed in order to illustrate that, by fiscal year 2014-2015, *REIL School Districts* will be responsible for funding 80% of the performance-based incentives. By fiscal year 2015-2016, *REIL School Districts* will have sufficient local funds to support 100% of the performance-based incentives (see Table 26).

**Table 26: Phase-in/Phase-out Strategic Transition Plan for Performance Based Incentives**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total PBC Cost			\$10,618,500	\$17,770,000	\$17,770,000	\$17,770,000
Percent of PBC Cost Covered by Grant			80%	40%	22%	0%
Total PBC Cost Covered by Grant			\$8,470,875	\$7,105,000	\$3,597,500	0%
Percent of PBC Cost Covered by District			20%	60%	78%	100%
Total PBC Costs Covered by District			\$2,147,625	\$10,575,000	\$13,902,500	\$17,770,000

The *REIL* program will also strategically shift full fiscal responsibility from grant funds to *REIL School District* Funds over time ensuring long-term funding sustainability (see Table 27).

**Table 27: Strategic Funding Transition Plan for Sustainability of *REIL* PBCS**

	Planning Year	Year 2	Year 3	Year 4	Year 5	Post Award
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total cost of <i>REIL</i>	\$8,193,607	\$13,630,191	\$23,957,055	\$30,575,008	\$30,005,368	\$ 19,560,652
% of Total Cost Covered by Grant	38%	57%	67%	47%	35%	0%
Total Cost Covered by Grant	\$3,152,955	\$7,689,539	\$15,988,403	\$14,494,356	\$10,444,716	\$0
% of Total Covered by District	62%	43%	33%	53%	65%	100%
Total Cost Covered by District	\$5,040,652	\$ 5,940,652	\$ 7,968,652	\$16,080,652	\$ 19,560,652	\$ 19,560,652

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**Selection Criteria 3.4:** *The extent to which the requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.*

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The *REIL* program is focused on implementation of a transformative Performance-Based Management System across multiple Maricopa County Schools Districts, representing over 170 principals and assistant principals, 3,380 teachers, and over 52,000 students. The requested amount takes into account the cost of awarding *significant* performance awards to both teachers *and* principals, and includes all costs above and beyond those that go directly to compensation changes. Implementation of a planning year requires additional costs to ensure the 5 core elements are in place within the 12-month planning period. Overall, the implementation of *REIL*'s Performance-Based Management System will require substantial changes in system processes and procedures, and will require adequate funding to: (1) hire a Project Management Team; (2) revise current evaluation systems, including the validation of assessment instrument(s) and establishment of a rigorous system of inter-rater reliability; (3) implement a data management system; (4) create a Stakeholder Engagement & Communication Plan; (5) create an formative assessment system that includes valid and reliable assessments for tested and non-tested grades and content areas; (6) implement a value-added model in order to provide differential compensation; (7) implement extensive professional development including the development of specific resources to include a video repository to provide support to teachers and administrators; and (8) implement a career pathway system.

In order to determine the requested grant amount, the design team wrote 3 goals with objectives and activities aligned to funding amounts (see Section 3.1). This process allowed the design team to determine the final requested grant amount, commensurate with program goals, and reasonable in relation to the objectives and design of the project.

#### 4. QUALITY OF THE LOCAL EVALUATION

Upon award of the TIF grant, the MCESA will use a competitive bidding process to contract with an organization to conduct an independent, third-party evaluation of the *REIL* program. The Program Management Team will broadly publicize the request for proposals in order to attract top-tier national research organizations. The evaluation will collect and analyze both quantitative and qualitative data to understand and improve the implementation and impact of the program's incentives on teacher, principal, and school performance. A timeline of key evaluation events is presented in Table 28 below.

**Table 28: Timeline of Key Evaluation Events**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Data collection</b>					
Instrument and protocol design	√				
Site visits and interviews with district leaders	√	√	√	√	√
Teacher surveys		√	√	√	√
Principal surveys		√	√	√	√
<b>Analysis</b>					
Feasibility study	√				
Implementation data analysis		√	√	√	
Analysis of program impact			√	√	√
<b>Performance Feedback</b>					
White papers on promising practices		√	√	√	√
Annual evaluation report		√	√	√	
Comprehensive evaluation report					√

#### **Quality Of Local Evaluation Selection Criteria 4.1: Measurable Performance Objectives.**

The central purpose of the local evaluation is to determine the extent to which the project accomplishes the goals and objectives outlined in the proposal. The evaluation plan matrix (see Table 29) identifies the project's measurable goals and objectives, as well as the research questions, data collection, and analytic strategies that will be used to evaluate progress toward these goals and objectives.

**Table 29: Evaluation Plan Matrix**

<b>Goal 1: Ensure students graduate college-and-career ready by increasing student achievement and growth in all content areas</b>			
<b>Performance Objectives</b>	<b>Research Questions</b>	<b>Data Collection /Sources</b>	<b>Analytic Strategies</b>
1.1: By June 2013, 100% of <i>REIL School Districts</i> will implement a data management system (DMS).	<ol style="list-style-type: none"> <li>(1) What factors facilitate or impede the implementation of a DMS?</li> <li>(2) How much variation is there in functionality and capacity of district DMSs?</li> <li>(3) How are teachers and administrators using the data to inform and improve instruction?</li> </ol>	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district leaders</li> <li>• Principal &amp; teacher surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive quantitative analysis of survey data</li> </ul>
1.2: By June, 2014, 100% of <i>REIL School Districts</i> will implement a value-added model for ALL teachers and administrators.	<ol style="list-style-type: none"> <li>(1) What factors facilitate or impede the implementation of a value-added model?</li> <li>(2) To what degree are districts implementing a valid and reliable value-added model?</li> </ol>	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district leaders</li> <li>• Principal &amp; teacher surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive quantitative analysis of survey data</li> </ul>
1.3: By June 2015, there will be a 10% increase in the percentage of students meeting or exceeding the State standard, and a 15% decrease in students falling far below the standard in State-tested STEM content areas.	<ol style="list-style-type: none"> <li>(1) What is the overall impact of the program on student achievement?</li> <li>(2) What impact do the incentives have on teacher and principal effectiveness as measured by student achievement results?</li> <li>(3) How do the program impacts vary based on measures of the fidelity of implementation at the district, school, and classroom level?</li> </ol>	<ul style="list-style-type: none"> <li>• AIMS data</li> <li>• Local formative assessment data</li> <li>• Administrative data on students, teachers, and schools</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive quantitative analysis of survey data</li> <li>• Multivariate analysis of covariance/ value-added regression analysis with longitudinal data</li> </ul>
<b>Goal 2: Enhance careers for effective teachers and principals by implementing a fiscally sustainable PBCS.</b>			
<b>Objectives</b>	<b>Research Questions</b>	<b>Data Collection /Sources</b>	<b>Analytic Strategies</b>

<p>2.1: By June 2013, 100% of <i>REIL School Districts</i> will implement performance pay for effective teachers and principals by providing differential &amp; substantial compensation based on demonstrated performance.</p>	<ol style="list-style-type: none"> <li>(1) Are districts and schools implementing the components of the program as intended?</li> <li>(2) What factors support or impede successful implementation?</li> <li>(3) To what extent did the implementation of the program increase the retention of effective teachers and principals?</li> </ol>	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district officials</li> <li>• Principal &amp; teacher surveys</li> <li>• District administrative employment data</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive quantitative analysis of survey data</li> <li>• Logistic regression</li> </ul>
<p>2.2: By June 2015, 100% of <i>REIL School Districts</i> will identify and/or reallocate non-TIF funds to sustain performance-based compensation model.</p>	<ol style="list-style-type: none"> <li>(1) To what degree did all partner districts identify and reallocate non-TIF funds?</li> <li>(2) How do districts’ funding streams differ and why?</li> <li>(3) What challenges/obstacles do district face in developing sustainable funding for the initiative?</li> </ol>	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district officials</li> <li>• District financial data</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive analysis of financial data</li> </ul>
<p>2.3: By June 2015, 100% of <i>REIL School Districts</i> will provide financial incentives to recruit and retain effective teachers in hard-to-staff positions.</p>	<ol style="list-style-type: none"> <li>(1) Are all districts providing financial incentives as intended?</li> <li>(2) To what extent do teachers and principals perceive the incentives as an important factor in their decision to stay in the profession?</li> <li>(3) What impact do the incentives have on teacher retention and recruitment?</li> </ol>	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district officials</li> <li>• Teacher and principal surveys</li> <li>• District administrative employment data</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive quantitative analysis of survey data</li> <li>• Logistic regression</li> </ul>

**Goal 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support**

Objectives	Research Questions	Data Collection /Sources	Analytic Strategies
<p>3.1: By June 2014, 100% of <i>REIL School Districts</i> will implement and validate a rigorous, transparent, and fair evaluation system with inter-rater reliability that uses</p>	<ol style="list-style-type: none"> <li>(1) What factors facilitate or impede the implementation of a rigorous, transparent, and fair evaluation system?</li> <li>(2) To what degree are the teacher evaluation instruments valid and reliable, adequately distinguishing between levels of performance?</li> </ol>	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district officials</li> <li>• Principal &amp; teacher surveys</li> <li>• AIMS data</li> <li>• Local formative assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Correlational analysis of teacher evaluation measures with teacher value-</li> </ul>

multiple evaluations and measures to determine teacher/principal effectiveness.	(3) To what degree is the inter-rater reliability between evaluators? (4) What is the correlation between the ratings on the instrument and student achievement?		added scores
3.2: By June 2011, 100% of <i>REIL School Districts</i> will implement a communication structure to ensure that teachers and administrators will understand the specific measures of teacher and principal effectiveness included in the performance-based evaluation system.	(1) How do these communication structures differ? (2) What are some promising strategies that districts are using to effectively communicate the performance measures to teachers and principals? (3) To what extent do teachers and principals understand and support the performance measurement systems?	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district officials</li> <li>• Principal &amp; teacher surveys</li> <li>• Observe committee meetings; professional development sessions; coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive quantitative analysis of survey data</li> </ul>
3.3: By June 2013, 100% of <i>REIL School Districts</i> will implement a high quality professional development and support system for teachers and administrators linked to performance-based evaluation system.	(1) To what extent are job-embedded, differentiated professional development and support system for teachers and principals being implemented as intended? (2) What are teachers' and principals' perceptions of the benefits of these plans?	<ul style="list-style-type: none"> <li>• Site visits – semi-structured interviews with district officials</li> <li>• Principal &amp; teacher surveys</li> <li>• Professional Growth Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative analysis of interview data</li> <li>• Descriptive quantitative analysis of survey data</li> </ul>

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**Quality Of Local Evaluation Selection Criteria 4.2: *Evaluation Data.***

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A variety of quantitative and qualitative data will be collected to evaluate the implementation and impact of the TIF project (see Table 30).

**Table 30: Quantitative and Qualitative Data**

Data	Description
Semi-structured Interview Data	Annual semi-structured interviews with superintendents, assistant superintendents, and human resource directors in all seven districts. These interviews will aim to assess districts' progress towards the project goals, learn about factors impeding or facilitating their progress, and identify promising practices that should be disseminated.
Principal and Teacher Survey Data	Annual surveys, beginning in Year 2, for participating school principals and teachers. The surveys will measure multiple dimensions of the <i>REIL</i> goals and objectives, including participants' perceptions of program features and support systems, the practical challenges of implementation, and the promising practices employed by participating schools and school personnel.
Student Achievement Data	Longitudinal student-level assessment data, including AIMS, local formative assessments, DIBELS, and graduation data to estimate the program's impact on student achievement. The evaluator will be furnished a Statewide longitudinal de-identified student-level data file from the ADE. These data will enable the evaluator to establish quasi-experimental comparison groups for participating students.
Administrative Records	Teacher employment data, student demographic and program participation data, and school and district financial data. These data will be used to assess how the impact of the incentive programs varies based on teacher, student, and school factors.
Innovation Configuration (IC) Map Data	The implementation of districts' career pathway models will be monitored using the innovation configuration maps that are developed Year 1. School and district site visits will be conducted, using IC maps to determine the fidelity of Career Pathway program implementation, and to measure how the roles and responsibilities of participating teachers and principals have changed as a result of <i>REIL</i> .

These data will be analyzed using a variety of descriptive and regression-based techniques. During the first six months of the evaluation, the evaluator will conduct a feasibility study to determine the most rigorous non-experimental strategy possible for estimating the impact of the program given the parameters of the project design. Thereafter, the evaluator will use the appropriate forms of time-series regression techniques to compare teacher and school effectiveness before and after the implementation of Maricopa's educator incentive program. These time-series regression techniques will explicitly control for student, teacher, classroom, and school factors that may independently affect student performance. The evaluator also will

employ hierarchical modeling to examine the relationship between program effects and variation in the program's implementation.

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**Quality Of Local Evaluation Selection Criteria 4.3: *Ensuring feedback and continuous improvement.***

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The evaluation plan is designed to provide continuous feedback on the program's implementation and impact. The program evaluator will be an integral part of the program team, participate in all scheduled meetings, and provide regular updates on data collection and evaluation activities. The evaluator will provide an annual report on *REIL* program progress and performance in years 2-4. These reports will include both quantitative and qualitative results on the extent to which the program is being implemented as intended and meeting its performance objectives. In year 5, the evaluator will prepare a final report summarizing the grant's activities and featuring a summative evaluation of the extent to which the program achieved its stated goals and objectives. In addition to the annual and final reports, the evaluator will publish brief white papers that examine promising practices and solutions employed by district and school leaders during the program's implementation. These white papers will be disseminated to participating schools to ensure that all of the evaluation's most salient findings are communicated effectively to the leaders on the ground.

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