



Funding and Sustaining the TAP System

PROCESS OVERVIEW

INITIATIVES

TAP COST ESTIMATES BUDGET PLANNING WORKSHEET

BUDGET PLANNING WORKSHEET END NOTES

SAMPLE FUNDING LETTER FOR K-12 PARTNERS



Identifying ways to improve student achievement and support effective teaching is at the center of K-12 reform efforts. The TAP System can be a powerful element of a district's comprehensive plan for innovation in these areas. Whether beginning your journey or exploring ways to expand its positive impact on students and teachers across schools within a district, a key step in the process involves the long-term planning for funding and sustaining the TAP System!

As a part of a school's/district's fiscal planning relative to integrating funds (state, federal, and local) to implement and sustain TAP, the following actions should be considered:

- 1. Build a vision for TAP** — effectively communicate to all stakeholders the district's/school's vision of the TAP System as being the systemic reform to improve student achievement and teacher effectiveness.
- 2. Engage stakeholders** — engage key district/school stakeholders (local school board, central office staff, school leadership and faculty, etc.) in the planning process and maintain effective communication with them regarding your TAP efforts.
- 3. Assess the effectiveness of current efforts** — take an inventory of the effectiveness of existing improvement programs/initiatives and, where appropriate, eliminate those programs/initiatives proving to be ineffective at improving student achievement and teacher effectiveness.
- 4. Prioritize and secure funding for TAP** — identify the costs associated with funding TAP and utilize newly-identified resources and/or re-allocate funding from ineffective programs/initiatives (where appropriate) to implement and sustain TAP.
- 5. Identify and establish K-12 partnerships** — explore possible K-12 partnerships with local businesses/community organizations and seek resources from them to support your TAP efforts.

The information contained in this section of the Toolkit is designed to guide schools and districts relative to sound fiscal planning to implement and sustain the TAP System in schools. Included in this section of the Toolkit you will find the following planning resources:

- 1. Initiatives** — a part of the state's Fiscal Model Training Module, this excerpt from the training module contains an overview of the TAP System, as well as examples of how districts and schools can utilize different funding sources to support TAP.
- 2. TAP Cost Estimates Budget Planning Worksheet** — designed to assist schools and districts with sound fiscal planning for costs associated with TAP.
- 3. Sample Funding Letter for K-12 Partners** — designed to be used with current and/or prospective K-12 partners in education to communicate about and seek additional funding for TAP efforts.

Initiatives

Reprinted from Fiscal Model Training Module

FEBRUARY 2011



Louisiana Department of
EDUCATION

TAP™: The System for Teacher and Student Advancement

LDOE Critical Goals: 2, 3, 4, 5, 6

Purpose TAP™ is a system to attract, retain, develop, and motivate talented people to the teaching profession. TAP™ is designed to improve teacher quality and increase student achievement.

Available Amount and Funding Source Multiple funding sources are utilized to fund this school-wide initiative (i.e. state, local, federal – Title I, Title II, Title III, Title IV, IDEA, EEF, School Improvement 1003(a) and 1003(g), MFP At-Risk Factor, 8(g) \$2,000,000).

Targeted Population TAP™ is a comprehensive, whole school reform structure that is available to any PK-12 school in Louisiana.

Detail how this LDOE initiative supports academic achievement TAP™ is a comprehensive, research-based reform model that is built upon four critical elements: (1) multiple career paths and career advancement opportunities; (2) ongoing, on-site, job-embedded, applied professional development driven by the needs of the students in the school; (3) a fair, transparent instructionally-focused accountability system (evaluation) for teachers; and (4) differentiated compensation for teachers based on the teachers' performance in the classroom and on the performance of their students. Student academic gains are measured using a value-added statistical methodology developed by William Sanders.

PROGRAM/ACTIVITY: Ongoing, Applied, Job-embedded Professional Development

PURPOSE: To provide professional development to the instructional staff providing the student strategies and teaching strategies that directly address identified student academic needs.

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers, Administrators and PK-12 students

PROGRAM/ACTIVITY DESCRIPTION: TAP™ schools re-configure their daily schedule to allow for 60 to 90 minutes of uninterrupted, quality collaborative learning time in grade-alike or subject-alike groups called cluster meetings each week. These cluster meetings provide teachers the collaborative opportunity to identify specific student needs based on data. Once these broad needs are identified, the focus is narrowed to specific student skills that support those broad areas of student need. A school goal is established, as well as specific cluster cycle goals outlining a timeline for cluster groups to focus on specific areas. Master teachers then find research-based strategies to target those needs, do field testing with students in the building, and then model the strategies for other teachers. Master and mentor teachers provide follow-up support to classroom teachers as they implement the strategies and bring back student work to help frame their next steps. Although master teachers are prepared with numerous researched-based, field-tested strategies, it is the student work that dictates the direction the cluster will take.

The typical protocol for a cluster meeting, *STEPS for Effective Learning*, involves 5 specific steps for master teachers to follow:

1. Career teachers identify the specific student need based on student work.
2. Master/mentor teachers model a researched-based strategy that has been field tested pointing out critical attributes of the strategy to career teachers to ensure effective transfer.
3. Career teachers develop the new strategy or part of the strategy into their anticipated lessons for the coming week with guidance from the master and mentor teachers.
4. Career teachers make plans to apply the strategy in their classrooms while master and mentor teachers make plans to tailor the support each career teacher will need. (team teach, model, observe and provide feedback, etc.).
5. All career teachers bring back student work to the next meeting in order to evaluate the effectiveness of the strategy and make appropriate modifications.

TAP™: THE SYSTEM FOR TEACHER AND STUDENT ADVANCEMENT

PROGRAM/ACTIVITY: Multiple Career Paths

PURPOSE: TAP™ enables good teachers to move into a variety of teaching positions—career, mentor, and master teacher—depending upon their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles, and responsibilities increase and so does their compensation. Mentor teachers and master teachers play an integral role in TAP™ by providing critical support and modeling of teaching practices on an ongoing basis. The roles of mentor and master teachers support professional advancement for teachers without the teachers having to “leave the classroom.” Through a competitive hiring process, schools advertise, interview, and hire master and mentor teachers who share instructional leadership with the principal.

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: **Master teachers** generally do not carry a classroom teaching assignment but put in a large amount of teaching time through modeling and team teaching with career teachers. They share in the evaluation/conferencing responsibilities of the school leadership team. Master teachers are also responsible for supporting the principal in guiding the leadership team in the disaggregating of data and outlining the school’s focus for improvement. They specifically locate research-based instructional strategies that target the identified areas of student need, field test those strategies with students within the building, and then model those strategies for career and mentor teachers during weekly grade-alike or subject-alike professional development sessions called “cluster meetings.” The master teachers, along with mentor teachers, provide follow-up and support to classroom teachers in the form of observation with feedback, team teaching, modeling, etc., as the teachers are implementing new instructional strategies. Master teachers also guide career and mentor teachers in the development of an Individual Growth Plan (IGP). The IGP is a record-keeping log to support teachers in their own professional growth and to ensure that growth in classroom practice connects to measurable increases in student achievement. The recommended ratio of master teachers to career teachers is 1:15.

Mentor teachers maintain a full class load and are given release time to support the master teachers as they plan and deliver professional growth opportunities for teachers throughout the building. They serve on the school leadership team with the administrators and master teachers and accept evaluation/conferencing responsibilities. Mentor teachers support career teachers with their IGPs. The recommended ratio of mentor to career teachers is 1:8.

Career teachers are regular classroom teachers. These teachers may be new to teaching or may have taught for many years. The career teachers participate fully in cluster group meetings, are evaluated by the principal, master teacher, and mentor teacher, and are eligible to receive a performance bonus award each year. After two years of successful teaching experience, career teachers may apply to fill open mentor teacher positions and may apply to fill open master teacher positions after five years of successful teaching experience.

PROGRAM/ACTIVITY: Instructionally-Focused Accountability of Teachers (Evaluation)

PURPOSE: The TAP™ teacher evaluation process is designed to provide teachers with observations and evaluations that support their growth and improvement. Teachers in TAP™ schools are held accountable for high quality classroom instruction through the use of the TAP™ Instructional Rubric. During the first year of implementation in a TAP™ School, a considerable amount of time in cluster meetings is spent on introducing the teaching staff to the indicators in the instructional rubric. Master teachers continue to embed the instructional rubric into weekly cluster meetings which provide a solid opportunity for them to model what specific indicators look like and sound like in effective classroom teaching.

The TAP™ Instructional Rubric measures teacher effectiveness in four Domains:

- » Designing and Planning Instruction which includes three indicators (Instructional Plans, Student Work, and Assessment).
- » The Learning Environment which includes four indicators (Expectations, Managing Student Behavior, Environment, and Respectful Culture).
- » Instruction which includes twelve indicators (Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Learning Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving).
- » Responsibilities which include seven indicators (Staff Development, Instructional Supervision, School Responsibilities, Mentoring, Community Involvement, Growing and Developing Professionally, and Reflecting on Teaching).

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: TAP™ teachers are evaluated four times during the school year (one announced and three unannounced). These evaluations are completed by administrators, master teachers, and mentor teachers, all of whom participate in intensive training on the TAP™ Instructional Rubric, inter-rater reliability, and pre/post-conferencing skills. Periodically the leadership team (administrators, master teachers, and mentor teachers) conduct inter-rater reliability checks within their team by watching, scripting, scoring, and planning post conferences with a video library of teaching episodes provided by the NIET.

After each evaluation, a teacher completes a “self evaluation” of the lesson. During the instructional post-conference held after each evaluation, the teacher is guided through cognitive coaching to self-reflect on the lesson with a focus on a specific area of reinforcement and a specific area of refinement from the TAP™ Instructional Rubric. The scores from a teacher’s four evaluations combine with a “responsibility score” to make up part of his/her opportunity to pull from a bonus pool of money in the performance-based pay element of TAP™. Administrators are trained in the Comprehensive Online Data Entry (CODE) system, an online data management system in which principals enter teacher evaluation scores and are able to generate specific reports that identify trends in teacher evaluation reports, so that they can plan support for teachers in specific instructional areas within the school. Administrators also use CODE to monitor for score inflation.

PROGRAM/ACTIVITY: Differentiated Compensation/Performance Pay

PURPOSE: To acknowledge and reward teachers based on performance.

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: TAP™ changes the current system by providing additional compensation to teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. Although base salaries remain the same, salary addendums are given to master and mentor teachers because these teachers take on more responsibility and share instructional leadership with the principal.

Additionally, all teachers in a TAP™ school are eligible for financial awards from a pool of money created by the district specifically to reward teachers for their classroom teaching performance AND student growth. This pool of money ranges from \$1,000 to \$5,000 per teacher. Teachers are able to draw from this pool of money based on:

- » The average scores they earn on the four evaluations of their classroom teaching performance (50%).
- » Their students’ classroom level achievement growth using a value-added model (30%).
- » School-level achievement growth as measured using a value-added model (20%).

For teachers assigned to grades/subjects not state tested, the opportunity for financial award is based 50% on the four evaluations and 50% on school-wide value-added gains. The TAP™ program currently uses statistician William Sanders’ model of value-added growth calculations to determine value-added gains of students.

Current state assessment data (LEAP and iLEAP) are sufficient to meet the requirements for calculating value-added growth using the Sanders model. All student test data and historical test data are submitted by the State Department of Education. Districts enter into separate contracts with the Sanders group for their value-added reports.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

- » **TAP Master Teacher Base Salary** - Provides ongoing and targeted PD on identified screening and monitoring needs of students and teachers, models lessons, team teaches, field test strategies, uses screening and progress monitoring data to identify skill deficits, engage teachers in aligning instruction with standards and benchmarks, engage teachers in assessing and monitoring student mastery, engage teachers in differentiating and aligning learning activities.
- » **Master Teacher/Mentor Teacher Salary Augmentation** - This cost consists of the additional compensation master teachers and mentor teachers received for their position. This addendum represents compensation for the additional responsibilities assigned to master/mentor teachers and for the performance of the additional tasks associated with being a master or mentor teacher.
- » **One-Time Performance Awards** - Teacher and principal Stipends for performance based on student gain, school gain, and teacher effectiveness score.

Professional Development

- » **Stipends** - For teachers before or after regular work hours for Cluster Meetings.
- » **Sub Pay** - Note: Only Allowable to allow teacher to participate in PD during regular work day. Hire sub during work day to allow mentor teachers to model lessons, participate in Clusters, and or to conduct peer observations to enhance teaching/implementation of new teaching strategies.
- » **Master Teacher/Mentor Teacher Stipend** - Master and mentor teachers will often work additional school days beyond the regular school calendar according to local arrangement.
- » **One-Time Performance Awards** - Teacher and principal Stipends for performance based on student gain, school gain, and teacher effectiveness score.

Travel

- » **State-Out-of-State** - Cost of travel for school staff members to visit other TAP schools, attend state TAP trainings, and attend TAP National Conference that is aligned with the SIP.

Materials/Supplies

- » **Materials** for on-going, job-embedded professional development for the teachers
- » **Computer** - for Master Teachers to use in cluster meetings and PD presentations
- » **Infocus Projector** - for TAP PD

Other

- » **Value-Added Calculations** - Value-Added calculations are done by SAS, Inc.
- » **Observation Management System: CODE** - The CODE (Comprehensive Online Data Entry) system enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers.

RESEARCH INFORMATION: TAP™ was developed based upon scientific research as well as best practices from the fields of education, business and management. A bibliography of national research that supports the four critical components of TAP™ is available at http://tapsystem.org/policyresearch/policyresearch.taf?page=elements_biblio.

A July 2009 Center for American Progress report highlights TAP™ as a system that builds teaching capacity in high-need schools and districts. Aligned by Design: How Teacher Compensation Reform Can Support and Reinforce Other Educational Reforms cites TAP™ as a system that reforms teacher compensation, along with other support structures, in an effective and sustainable way. Complete report is available at http://www.americanprogress.org/issues/2009/07/pdf/teacher_alignment.pdf.

The number of TAP™ schools has grown steadily. Most of this nationwide growth comes from the participation of high-need schools. Nearly 88% of TAP™ schools in 2008-2009 are high-need schools. At 78% of TAP™ schools nationwide, students gain a full year or more of achievement growth during one year of schooling. This high performance has remained stable over several years even while the number of schools included in the statistic (especially the number of schools serving higher-need communities) has expanded. According to nationwide data, TAP™ teachers on average show higher student achievement growth than non-TAP™ teachers. And on average, more TAP™ schools outperform similar non-TAP™ schools in producing an average year's growth or more in both reading and math achievement. More detailed national results are available at http://tapsystem.org/policyresearch/policyresearch.taf?page=results_nat.

Similarly, Louisiana has grown in the number of TAP™ schools and in the academic achievement of students in those schools. In 2006-2007, over 68% of the schools demonstrated student growth of at least one year, with 31% at over one year of growth. In 2007-2008, over 69% of the schools demonstrated student growth of at least one year, with 47% at over one year of growth. In 2008-2009, over 92% of the schools demonstrated student growth of at least one year, with 77% at over one year of growth.

The following are promising indicators of success in Louisiana (June 2009 data analysis completed by Dr. Peggy Kirby):

1. Number of TAP™ schools in Louisiana is 8 times greater in 2009 than in 2005.
2. TAP™ schools serve greater proportions of minority students and those eligible to receive free or reduced lunch than Louisiana public schools in general.
3. TAP™ schools at least doubled the state 2008 to 2009 gains in 4th, 5th, 9th, and 10th grade *ELA*, and in 5th, 8th, 9th, and 10th grade Math.
4. The longer a Louisiana school participated in TAP™, the higher its percentages of students scoring *BASIC* or *ABOVE* on *iLEAP* 3rd grade and LEAP 4th grade *ELA* and *MATH*.
5. TAP™ process appears to effectively distinguish teacher knowledge and skills as evidenced by the positive correlation between average SKR (teacher knowledge and skills) scores and 4th grade LEAP performance in TAP™ schools from 2005 to 2008.

TAP™: THE SYSTEM FOR TEACHER AND STUDENT ADVANCEMENT

State Initiatives		No Child Left Behind										Perkins		Individuals With Disabilities Education Act		
		Title I		Title II		Title III	Title IV	Title VI	Title X							
		Part A	Part C	A: Teacher Quality	D: Tech	LEP	B	B: REAP- RLIS	McKinney- Vento							
Budget Code	Activity	1003A	1003G	Migrant										Part B	Early Intervening	Preschool
100	Salaries															
	Master Teacher Salary	X	X		X		X			X				X		
	Master Teacher Addendum	X	X		X		X			X				X		
	Mentor Teacher Addendum	X	X		X		X			X				X		
	One-time Performance Pay for Teachers/ Principals	X	X		X		X			X				X	X teachers only	
	Stipends for Teacher PD	X	X		X		X			X				X		
	Sub-Pay for teacher participation in PD	X	X		X		X			X				X		
200	Employee Benefits															
		X	X		X		X			X				X		
300	Purchased Professional/Tech SVC															
	Contract for Value-Added Calculations	X	X		X		X			X				X		
	CODE Management System	X	X		X		X			X				X		
400	Purchased Property Services															
500	Other Purchased Services															
	Travel - In State*	X	X		X		X			X				X		
	Travel-Out of State*	X	X		X		X			X				X		
600	Supplies (Less Than \$5,000)															
	TAP™ PD Supplies	X	X		X		X			X				X		
	Computer: Master Teacher PD	X	X		X		X			X				X		
	Infocus: TAP™ PD	X	X		X		X			X				X		
700	Property (Greater Than \$5,000)															
800	Other Objects															

*All travel should be in alignment with SIP

FUNDING AND SUSTAINING THE TAP SYSTEM

TAP COST ESTIMATES BUDGET PLANNING WORKSHEET

It is important that a TAP school leader in collaboration with TAP district leadership work together to determine those specific costs and to plan which funding sources will be available to support and sustain TAP efforts. This worksheet is provided to assist schools and districts with sound fiscal planning for TAP. Total costs associated with funding will vary from one school to another, based on such factors as the number of students, grade configuration, the number of faculty members, master/mentor teacher addendum amounts, travel costs, and performance-based compensation amounts. Schools implementing TAP can utilize a variety of funding sources to support costs associated with TAP, including Title I, Title II, Title III, Title VI, IDEA, EEF, and local funds. Additional resources to assist with your fiscal planning can be found in the TAP Implementation Manual.

Item	Description/Work Space	Estimated Year One Cost
1. Master Teachers		
a. Base Salary ⁽ⁱ⁾	__ (number of master teachers) X \$ _____ (average teacher salary and benefits cost per teacher) = \$ _____ (Total annual cost of master teachers)	
b. Salary Addendum/ Augmentation ⁽ⁱⁱ⁾	____ (# master teachers) X \$ ____ (salary augmentation) = \$ ____ (Total annual cost of master teachers salary augmentation)	
c. Additional Days ⁽ⁱⁱⁱ⁾ (if over and above the addendum)	__ (# master teachers) X \$ _____ (additional days) X \$ ____ (district daily rate) = \$ ____ (Total annual cost of master teachers additional days)	
2. Mentor Teachers		
a. Salary Addendum/ Augmentation ⁽ⁱⁱ⁾	__ (# mentor teachers) X \$ ____ (salary augmentation) = \$ ____ (Total annual cost of mentor teachers salary augmentation)	
b. Additional Days ⁽ⁱⁱⁱ⁾ (if over and above the addendum)	__ (# mentor teachers) X \$ _____ (additional days) X \$ ____ (district daily rate) = \$ ____ (Total annual cost of mentor teachers additional days)	
3. Substitute Time ^(iv)		
	____ (# of substitute days) X \$ _____ (cost of substitute per day) = \$ _____ (Total annual cost of subs used for TAP)	
4. Performance Awards^(v)		
	a. Based on minimum \$2,000 per teacher (# ____ Teachers X \$2,000) <i>Note: Per teacher amount determined by district. TIF districts provide \$2,500 per teacher, as per grant agreement.</i>	
	b. Fringe, if applicable ^(vi)	
5. Additional FTEs, if needed ^(vii)		
	____ (# of additional teachers) X \$ ____ (cost per teacher - salary and benefits) = \$ ____ (Total annual cost of additional specialist teachers)	



6. Professional Development		
Start-up Workshops ^(viii) <i>Note: Complete only if paying teachers to attend the Start-up Workshop.</i>	____ (# of career teachers) X \$ ____ (average daily rate for teachers) x 1 days = \$ ____ (Total cost for workshop)	
7. Travel ^(ix)		
Travel	____ (approximate # of staff traveling related to TAP) X \$ ____ (approximate per person cost of travel, hotel, meals) = \$ ____ (Total annual TAP related Travel)	
8. Value-Added and Evaluation Calculations		
a. Value-Added Calculations for TAP Schools ^(x)	____ (# of state-tested students X \$1.00 per student) + ____ (# of teachers who teach a state tested subject \$25.00) = \$ ____ (Total annual cost of value-added calculation)	
b. Comprehensive Online Data Evaluation System -CODE ^(xi)	Approximately \$2,000 per year	
9. TAP System Training Portal		
a. TAP Online Training Portal for TAP Schools ^(xi)	Approximately \$1,000 per school per year	
EXPENDITURE TOTAL		

POTENTIAL REVENUE SOURCES		
Funding Source		
REVENUE	NOTES <i>(Please specify the source of funds for each level in this space)</i>	PROJECTED AMOUNT
1. State Funding		
2. Local District/School Funding		
3. Federal Funding		
4. Foundation OR Business Funding		
FUNDING TOTAL		

IMPORTANT NOTE: READ ALL ENDNOTES FOR CLARIFICATION

- (i) **Master Teacher Base Salary Costs** – Master teachers are typically relieved of classroom responsibilities. The salary for these positions is an additional cost associated with the implementation of TAP. These base salaries should be budgeted using the average salary of a teacher in the district. Be sure to include benefits.
- (ii) **Master Teacher/Mentor Teacher Salary Augmentation** – This cost consists of the additional compensation master teachers and mentor teachers received for their position plus associated benefits. This addendum represents compensation for the additional responsibilities assigned to master/mentor teachers and for the performance of the additional tasks associated with being a master or mentor teacher. Be sure to include benefits.
- (iii) **Master Teacher/Mentor Teacher Additional Days** – Master and mentor teachers will often work additional school days beyond the regular school calendar according to local arrangement. Include these costs if this arrangement is in place in your district.
- (iv) **Substitute Time** – Substitutes may be needed to cover release time for mentor teachers to participate in Leadership Team meetings, perform observations, provide follow-up support, and/or attend trainings (or National Conference). This should only include TAP-related substitute expenses.
- (v) **Performance Awards** – It is recommended that the per teacher pool amount be no less than \$2,000 per teacher. TIF districts: \$2,500 per teacher.
- (vi) **Fringe** - The District must determine whether \$ for taxes and benefits should be subtracted from each teacher's performance award amount OR paid through a separate set of funds.
- (vii) **Additional FTE (full-time equivalent) positions** – Some schools may find it necessary to hire one or more additional FTEs in order to accommodate the cluster meeting schedule and/or to provide release time for all teachers to attend weekly cluster group meeting during contract time.
- (viii) **Start Up Workshop Costs** – TAP schools are required to have a Start Up TAP workshop for the entire faculty prior to beginning TAP implementation. However, most districts do not incur an additional cost since they often have available contract days that can be used for workshop.
- (ix) **Travel** – Cost of travel for school staff members to visit other TAP schools, attend state TAP trainings, and attend TAP National Conference
- (x) **Value-Added Calculations** – Value-Added calculations are done by SAS, Inc. The estimated cost is based on the NUMBER OF STUDENTS who participate in statewide assessments and the NUMBER OF TEACHERS who teach a test subject.
- (xi) **Observation Management System: CODE** - The CODE (Comprehensive Online Data Entry) system enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers. This is a web-based system.
- (xii) **TAP System Training Portal** – The TAP System Training Portal is a powerful, interactive web tool that provides individualized trainings and support to educators in TAP schools. The portal is designed to provide tiered real-time access to users and contains the most updated trainings, videos, and resources for TAP leaders to download, review, and deliver to teachers in order to improve instruction.



Insert
school/district
logo here

Dear <Insert Name>:

Our students today are the future of tomorrow. As a leader in our community, you recognize the importance of preparing students for success in the real world. Research has identified teacher effectiveness as the single most important school-related factor in improving student achievement. In <insert school/district name>, we are committed to increasing student achievement and teacher effectiveness and have identified and prioritized TAP: The System for Teacher and Student Advancement as the systemic reform to help accomplish our goal.

Enclosed with this letter you will find the following materials to assist you with broadening your understanding of the TAP System:

<insert name of materials included with letter>

As you'll notice, TAP has not only positively impacted student achievement and teacher effectiveness nationally, but specifically within Louisiana schools. Since beginning as a pilot program in 5 schools in 2003, TAP has grown to approximately 100 schools statewide. As a result, students in Louisiana TAP schools have made significant gains in student achievement faster than the state average, closing achievement gaps in math and English Language Arts, while serving a higher-minority, higher-poverty population of students as compared to the statewide average.

<Insert school/district name> is collaboratively working with key district leadership, schools, and parents to develop a strategic plan for the long-term implementation and sustainability of TAP within our <school/district>. As a key partner in education, we recognize and value the expertise and resources businesses/community organizations can contribute to our strategic planning for implementing and sustaining TAP in schools. We welcome the opportunity to further discuss our vision for TAP, as well as possible ways your business/community organization can further support our K-12 education efforts goal.

Sincerely,

<Name of Principal or School Leader>

<Title>

<Name of School or District Office>

<School/District Name> | <School/District Address> | <City, LA ZIP>
<School/District Website> | <School/District Telephone>
<<http://www.louisianaschools.net/divisions/tap/>>





TO LEARN MORE ABOUT LOUISIANA TAP AND TIF GRANT,
VISIT <http://louisianaschools.net/divisions/tap/>.

Printing of this document made possible by funding through the U.S. Department of Education Teacher Incentive Fund grant.

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