

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE  
CHICAGO BOARD OF EDUCATION  
AND  
CHICAGO TEACHERS UNION, LOCAL NO. 1, AFT, AFL-CIO**

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WHEREAS, in July 2006, the Chicago Public Schools (“CPS”), in collaboration with the National Institute for Excellence in Teaching (“NIET”), submitted a grant application to the Teacher Incentive Fund (“TIF”) requesting federal funds to implement the Recognizing Excellence in Academic Leadership (“REAL”) program;

WHEREAS, the foundation for REAL is the NIET Teacher Advancement Program (“TAP”)—a whole school reform model that is designed to increase student achievement by improving teacher quality and maximizing principal effectiveness;

WHEREAS, as affirmed in the grant application, the primary goal of REAL is to implement TAP in selected schools in accordance with the TAP standards;

WHEREAS, the Chicago Teachers Union (“CTU”) and other key constituent groups played an important role in designing REAL to comport with the TAP model;

WHEREAS, in November 2006, the U.S. Department of Education awarded a \$27.5 million TIF grant to CPS to implement TAP;

WHEREAS, the components of TAP are set forth in the “*Teacher Advancement Program (TAP) Implementation Manual*” (“*TAP Manual*”), “*Teacher Advancement Program: Teacher Evaluation & Performance Award Guide*” (“*TAP Evaluation & Performance Award Guide*”) and related NIET publications;

WHEREAS, on March 1, 2007, the CTU tendered a memorandum to the Chicago Board of Education (“Board”) that proposed certain clarifications and modifications to the components of TAP;

NOW, THEREFORE, the Board and CTU agree that the *TAP Manual*, *TAP Evaluation & Performance Award Guide* and related NIET publications will govern the implementation of TAP in selected schools, subject to the following clarifications and modifications:

1. ***Funding.***
  - i. ***Federal funding.*** REAL schools shall receive a portion of their funding through the TIF grant during the grant period. If the federal government eliminates or reduces the amount of funding promised by the TIF grant during the grant period, the parties shall meet to assess the continuation of REAL.

- ii. ***Other third-party sources of funding.*** REAL schools may receive funding from the Broad Foundation, Chicago Public Education Fund, Joyce Foundation and other foundations or corporations.
  - iii. ***Board funding.*** REAL schools may receive funding from the Board to support REAL during the grant period.
  - iv. ***School-based funding.*** Each REAL school may be required to dedicate a portion of its school budget towards REAL as directed by the Board. Each REAL school may also allocate a portion of its discretionary funds towards REAL as appropriate.
  - v. ***Budgets.*** The budgets of REAL schools shall be public documents and shall reflect the total amount of funds allocated for REAL purposes.
2. ***REAL Planning/Advisory Committee.***
- i. ***Composition.*** The committee commonly referred to and operating as the REAL Planning/Advisory Committee is composed of representatives from the Board, CTU, Broad Foundation, Chicago Public Education Fund, Joyce Foundation, Illinois Network of Charter Schools and other invitees.
  - ii. ***Meeting schedule.*** The REAL Planning/Advisory Committee currently meets on at least a bi-weekly basis.
  - iii. ***Responsibilities.*** From the outset of the REAL initiative to date, the REAL Planning/Advisory Committee has been charged with developing and implementing REAL, including, but not limited to, the following responsibilities:
    - a. Preparing the TIF grant application.
    - b. Coordinating general information and education sessions regarding REAL.
    - c. Developing hiring criteria, job descriptions and interview protocols for the positions of TAP Manager, TAP Lead Teacher and TAP Mentor Teacher.
    - d. Participating in the interview and selection process for the TAP Manager and TAP Lead Teachers.
    - e. Establishing the application process for prospective REAL schools, including the voting procedures for measuring staff support for REAL in such schools.
    - f. Refining the school selection criteria set forth in the TIF grant application.

- g. Selecting the initial cohort of REAL schools.
  - h. Coordinating training programs for REAL schools.
- iv. ***Transition of selected responsibilities to REAL Joint Council.*** After the Board has announced the initial cohort of REAL schools, the REAL Planning/Advisory Committee shall transition to the REAL Joint Council as established by Section 3(i) below any responsibilities identified in Section 3(iii) below that are currently being performed by the REAL Planning/Advisory Committee. With respect to responsibilities that may arise after the initial cohort of REAL schools is announced, the parties shall meet to determine whether the REAL Planning/Advisory Committee or REAL Joint Council should be charged with such responsibilities.

3. ***REAL Joint Council.***

- i. ***Composition.*** The REAL Joint Council will be composed of twelve (12) members—the Chief Executive Officer (*ex officio*), the CTU President (*ex officio*), five (5) members appointed by the Board and five (5) members appointed by the CTU. Each party may substitute a member at any time for any period. The parties agree to identify their members (by name or title as the case may be) upon signature of this agreement.
- ii. ***Meeting schedule.*** The REAL Joint Council will meet at least bi-weekly during the 2006-2007 and 2007-2008 school years and on a regular basis thereafter as determined by the REAL Joint Council.
- iii. ***Responsibilities.*** The REAL Joint Council shall perform such responsibilities as agreed upon between the Board and CTU, including, but not limited to, the following:
  - a. ***Communications.*** Establishing appropriate messaging and other joint communications regarding REAL.
  - b. ***Project implementation and improvement.*** Evaluating feedback from REAL personnel and committees to make structural and operating decisions regarding project implementation and improvement, including but not limited to accelerating or delaying the performance award weights associated with any particular implementation year as set forth in Appendix C.
  - c. ***Funding.*** Reviewing the REAL program budget and issuing recommendations to the appropriate individual to improve project resources.
  - d. ***Alignment.*** Ensuring that REAL is implemented in a manner consistent with TAP (unless otherwise clarified or modified herein) and CPS's core strategies.

- e. ***Value-added calculations.*** Issuing recommendations regarding the promotion of transparency of the value-added model and the timely communication of its value-added calculations at all programmatic and instructional levels.
  - f. ***Alternative assessment models.*** Coordinating with the Chicago Public Schools to develop innovative and objective methods for evaluating teacher performance when such performance cannot be measured through class- or grade-level value-added student achievement growth based on assessment examinations.
  - g. ***On-going School Support.*** Monitoring on-going staff support at schools participating in REAL and, where staff support for continued participation is insufficient for the effective implementation of REAL, recommending to the REAL Planning/Advisory Committee that it consider the removal of a school from the program under Section 5(iii).
- iv. ***Reporting responsibilities.*** The members of the REAL Joint Council shall be responsible for updating their respective principals, key stakeholders and other interested parties regarding all council business, and each party has the right to rely on the other party's performance of this obligation.
  - v. ***Substitute services.*** CPS will provide substitute services for any REAL Joint Council members who must be released from their job duties to perform council business.
4. ***Dedicated Position for REAL within CTU Quest Center.***
- i. ***Purpose.*** The parties agree that a position within the CTU Quest Center dedicated solely to REAL shall be created by the Board and CTU, with offices located at both CPS and the CTU Quest Center, to support the development and implementation of REAL.
  - ii. ***Qualifications and job duties.*** The qualifications and job duties for the dedicated position are attached as Appendix A.
  - iii. ***Selection and Employer Status.*** The Board and the CTU, working cooperatively through the REAL Joint Council, shall select the candidate to fill the Dedicated Position. Depending on the status of the candidate selected, the parties, working through the REAL Joint Council, shall determine whether CPS or the CTU will serve as the employer.
  - iv. ***Funding.*** Funding for the Dedicated Position will be provided by the Chicago Public Schools and other third party sources, such as foundations or corporations, who are recruited by the parties and elect to contribute financial support to the position. The CTU agrees to provide "in kind contributions" in support of the Dedicated Position. At the end of each

fiscal year, the REAL Joint Council shall meet to assess the effectiveness of the Dedicated Position as well as funding levels, funding sources and “in kind contributions” for the Dedicated Position.

- v. ***Non-precedential basis.*** The parties recognize that the Board’s commitment to contribute financial support to the dedicated position does not establish a precedent and shall not be used as a standard or model for future initiatives.

5. ***Selection and removal of schools from REAL.***

- i. ***Selection criteria.*** In selecting schools to participate in REAL, the REAL Planning/Advisory Committee shall identify those schools that qualify as the “highest need” schools based on the following factors as set forth in the TIF grant application:

- a. **Need.**

- 1. **Teacher quality** [including the percentage of teachers with three or fewer years of experience; the percentage of teacher turnover in the past two years; the percentage of teachers who failed the basic skills test on their first attempt; the percentage of teachers with emergency or provisional credentials; and the percentage of teachers who are not “highly qualified” under the federal No Child Left Behind Act].
- 2. **Student achievement** [including the percentage of students below the norms in reading (school-wide average); the percentage of students at the norms in mathematics (school-wide average); the percentage of students in daily attendance; and the percentage of students on track to graduate and the percentage graduating (for high schools)].
- 3. **Student demographics** [including the percentage of impoverished students; the percentage of student mobility; and the percentage of English Language Learners among students].

- b. **Readiness.**

- 1. **Staff support** [see subsection (ii) below].
- 2. **Principal support.**

- c. **Contribution to a diverse portfolio of schools** [including size; grades served; school type; geography; race; and principal tenure].

- ii. **Staff support.** As set forth above, one factor to be considered in selecting schools for participation in REAL is staff support for the program. Staff support for REAL shall be measured through a secret ballot vote among eligible staff members at the school level. Prior to the vote, the REAL Planning/Advisory Committee shall ensure that the principal and school delegate receive written voting procedures and sample ballots and reporting forms and that the staff members who are eligible to vote receive sufficient information regarding REAL. A school will be considered to have demonstrated the requisite showing of support if seventy-five percent (75%) of the eligible votes cast are affirmative for participation in REAL. The principal and school delegate shall certify the results of the vote in writing.
  - iii. **Removal of schools from REAL.** After a school is selected for REAL, the school's continued participation in REAL will be determined by the REAL Planning/Advisory Committee.
  - iv. **Role of Chief Executive Officer in selection and removal of schools from REAL.** Notwithstanding a determination by the REAL Planning/Advisory Committee to the contrary, the Chief Executive Officer reserves the right to select alternative schools to participate in REAL (provided that such alternative schools satisfy the above-listed factors as set forth in the TIF grant application and any other protocols established for school selection) and terminate a school's participation in REAL (provided that the bases for terminating the school's participation are consistent with the purposes of REAL or BOARD policies and practices).
6. **TAP Lead Teachers and TAP Mentor Teachers.**
- i. **Recruiting.**
    - a. **TAP Lead Teachers.** As stated in the TIF grant, one of the purposes and goals of the REAL Program is to recruit, motivate, develop, and retain effective teachers and principals in the Board's highest needs schools. While the Board and CTU recognize that candidates for TAP Lead Teachers may be recruited from outside the Chicago Public Schools, the parties agree that candidates for TAP Lead Teachers shall be recruited primarily from within the Chicago Public Schools, including the REAL school.
    - b. **TAP Mentor Teachers.** TAP Mentor Teachers shall occupy current teaching positions within the REAL school.
  - ii. **Lack of qualified candidates.** If the above recruiting processes fail to yield a sufficient number of qualified candidates, the REAL school shall delay the implementation of TAP until such time as the requisite number of qualified candidates may be hired.

- iii. ***Interview committees.*** Each REAL school shall establish an interview committee composed of the school administrators, the school delegate and a teacher within the appropriate discipline or grade level selected by faculty members. The TAP Manager, the REAL Manager, Dedicated CTU REAL Liaison, a representative from the CTU Quest Center or REAL staff members shall participate in the selection process as appropriate.
- iv. ***Job responsibilities.*** The job responsibilities of TAP Lead Teachers and TAP Mentor Teachers shall be consistent with those set forth in the *TAP Manual* and may include, but not be limited to, model teaching, peer coaching and mentoring, team teaching and classroom observations on a regular basis. All TAP Lead Teachers and TAP Mentor Teachers shall receive a copy of their respective job descriptions.
- v. ***Performance evaluations.*** For the purposes of determining performance awards under REAL and assessing whether a TAP Lead Teacher or TAP Mentor Teacher should continue to perform the duties of a TAP Lead Teacher or TAP Mentor Teacher respectively, the evaluation process for TAP Lead Teachers and TAP Mentor Teachers shall be consistent with the standards set forth in the *TAP Manual* and *TAP Evaluation & Performance Award Guide*. For the purpose of determining efficiency ratings, the evaluation process for TAP Lead Teachers and TAP Mentor Teachers shall continue to be governed by the applicable provisions of the Illinois School Code and collective bargaining agreement.
- vi. ***Compensation.*** TAP Lead Teachers and TAP Mentor Teachers shall receive their base salary as set forth in the collective bargaining agreement and an annual salary augmentation of \$15,000 and \$7,000 respectively.
- vii. ***Right to reassignment for TAP Lead Teachers.*** A TAP Lead Teacher who is removed from her or his responsibilities as a TAP Lead Teacher either upon request or by the Board shall have the right to return to her or his previously held appointed position if applicable, provided that the removal occurs during the initial school year in which she or he was assigned to the role of TAP Lead Teacher. If the removal occurs after the initial school year in which the TAP Lead Teacher was assigned to the role of TAP Lead Teacher, the Department of Human Resources will assist the individual in identifying available positions for which she or he is qualified for the following school year. If the individual has not secured a position by the first day of teacher attendance, the Board will assign the individual to a vacant 210 teaching position in accordance with seniority and certification. The principal shall have sixty calendar days to determine whether to retain the teacher. If the principal decides to retain the teacher, the Board shall appoint the teacher to the position. If the principal decides not to retain the teacher or if the teacher rejects the assignment, the teacher shall be eligible for reassignment in accordance

with the reassignment and layoff policy applicable to regularly certified and appointed tenured teachers set forth in the **Rules of the Board of Education** or **Chicago Public Schools Policy Manual**.

7. ***Career teachers.***

- i. ***Renewal of probationary teachers.*** The determination of whether a probationary teacher in a REAL school will be renewed shall continue to be governed by the applicable provisions of the collective bargaining agreement.
- ii. ***Evaluations of career teachers.*** For the purpose of determining performance awards under REAL, the evaluation process for career teachers shall be consistent with the standards set forth in the *TAP Manual* and *TAP Evaluation & Performance Award Guide*. For the purpose of determining efficiency ratings, the evaluation process for career teachers shall continue to be governed by the applicable provisions of the Illinois School Code and collective bargaining agreement.
- iii. ***Inception of evaluation process.*** At the beginning of each school year, the principal shall coordinate an orientation session for career teachers regarding REAL. Career teachers may be observed and evaluated no earlier than the start of the third week of student attendance.

8. ***TAP Leadership Teams (TLTs).***

- i. ***Composition of TLTs.*** The TLT at each REAL School shall be composed of the school administrators and all TAP Lead Teachers and TAP Mentor Teachers.
- ii. ***Meeting schedule.*** The TLT shall establish a meeting schedule that is consistent with the recommendations set forth in the *TAP Manual*.
- iii. ***Meeting agendas.*** The agendas for TLT meetings shall be consistent with the recommendations set forth in the *TAP Manual* and may include, but not be limited to, analyzing student achievement data, establishing school-wide goals, evaluating inter-rater reliability, reviewing cluster group and individual growth plan progress and discussing observations and evaluations of career teachers. The agendas for TLT meetings shall be posted in advance of each meeting, and faculty members may submit additional agenda items in writing for the TLT's consideration.
- iv. ***Responsibilities.*** The TLT's scope of authority and responsibilities shall be consistent with the provisions in the *TAP Manual*.
- v. ***Reporting.*** The activities of the TLT shall be communicated as appropriate to all faculty members on a regular basis.

9. **Cluster groups.**
  - i. **Composition of cluster groups.** Each REAL school shall identify the members of cluster groups consistent with the recommendations set forth in the *TAP Manual*.
  - ii. **Meeting schedule.** Cluster groups shall establish a meeting schedule that is consistent with the recommendations set forth in the *TAP Manual*.
  - iii. **Meeting agendas.** The agendas for cluster group meetings shall be consistent with the recommendations set forth in the *TAP Manual* and may include, but not be limited to, analyzing student achievement data, aligning the focus of the applicable cluster group with state standards or the respective school improvement plan, discussing CPS core strategies and research-based instructional strategies and addressing any other issue raised by faculty members regarding REAL.
  - iv. **Responsibilities.** Cluster groups' responsibilities shall be consistent with those outlined in the *TAP Manual*.
  - v. **Reporting.** The Cluster Group Long-Range Plans, Cluster Group Handbooks and Cluster Group Meeting Records shall be readily accessible to all bargaining unit members.
10. **Professional development.** All REAL schools shall exercise their best efforts to become certified by the Illinois State Board of Education ("ISBE") as a Professional Development Provider, thereby allowing employees to receive professional development credit for qualifying TAP activities. The American Federation of Teachers Educational Research and Dissemination ("ER&D") Program and CTU Quest Center are recognized as available providers of professional development support to REAL schools.
11. **Compensation in REAL schools.**
  - i. **Performance awards.** Performance awards shall be calculated using the methodology set forth in the *TAP Manual* and *TAP Evaluation & Performance Award Guide*, unless otherwise modified herein. Each REAL school shall ensure that all employees receive a written explanation of the methodology used to calculate their compensation under REAL. The REAL Joint Council shall develop rules and regulations governing the payment of performance awards, including (a) the timing of such payments and (b) payments to individuals who are no longer employed at the REAL school in which their performance was measured at the time performance awards are issued. The Real Joint Council will also monitor the payment of performance awards to employees.
  - ii. **Pensionability.** Any compensation paid to employees by virtue of their participation in REAL shall not be pensionable.

- iii. ***Additional increases.*** Employees who participate in REAL will continue to be eligible for any general wage increases and step, grade or lane advances as may be provided under the collective bargaining agreement.
  - iv. ***Overall compensation package.*** The parties recognize that REAL is intended to supplement the current and future compensation package provided to employees in REAL schools.
12. ***Appeal process for scores.*** If a career teacher disagrees with her or his evaluation score for individual performance under the *Skills, Knowledge and Responsibilities* criteria, the career teacher may appeal the evaluation score only if a discrepancy of three or more points exists between the scores assigned by the principal and TAP Lead Teacher or TAP Mentor Teacher on any of the *Instructions* standards. To appeal the evaluation score, the career teacher may submit an appeal in writing to the TLT for a determination. If the career teacher disagrees with the TLT's determination, the teacher may submit a request for review of the TLT's determination in writing to the REAL Joint Council. The determination of the REAL Joint Council shall be final and binding.
13. ***Requirements of TIF grant.*** If the implementation of any provision of this memorandum of agreement would jeopardize the receipt of federal funds pursuant to the TIF grant, the parties shall meet to negotiate an amended provision that complies with the terms and conditions of the TIF grant, and all remaining terms and conditions of this memorandum of agreement shall continue in full force and effect.
14. ***Complete agreement.*** This memorandum of agreement represents the parties' entire agreement. All other agreements or understandings—whether oral or written—arrived at prior to the execution of this memorandum of agreement are superseded by this memorandum of agreement.
15. ***Implementation schedule.*** The implementation schedule is set forth in Appendix B to this memorandum of agreement.
16. ***Performance award weights.*** The performance award weights are set forth in Appendix C to this memorandum of agreement.

IN WITNESS WHEREOF, the parties have affixed their signatures on this \_\_\_\_\_  
of June 2007.

CHICAGO TEACHERS UNION, LOCAL  
NO. 1, AFT, AFL-CIO

CHICAGO BOARD OF EDUCATION

By: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

Its: \_\_\_\_\_

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

ATTEST:

APPROVED AS TO LEGAL FORM:

By: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

Its: \_\_\_\_\_

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

## APPENDIX A

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**POSITION DESCRIPTION  
FOR  
DEDICATED POSITION FOR REAL  
WITHIN  
CTU QUEST CENTER**

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- LOCATION:** Chicago Public Schools (“CPS”)  
Central Office  
125 South Clark Street  
and  
Chicago Teachers Union (“CTU”)  
Quest Center  
222 Merchandise Mart, Suite 400
- SELECTION:** The CTU Quest Center Coordinator and CPS’s TAP Manager and REAL Manager shall select a qualified individual to fill the position.
- POSITION SUMMARY:** In order to improve the quality of teachers, and therefore raise student achievement in the highest needs schools, CPS has applied for and received funding through a federal Teacher Incentive Fund grant to support the Recognizing Excellence in Academic Leadership (“REAL”) program. At the center of this initiative is the National Institute for Excellence in Teaching’s (“NIET’s”) Teacher Advancement Program (“TAP”), which employs a performance-based compensation system to attract, develop, motivate and retain high quality teachers.

Working in collaboration with the REAL Manager, TAP Manager and members of the REAL Joint Council, and reporting directly to the Quest Center Coordinator for matters involving the CTU and to the REAL Manager for matters involving the CPS, the individual will assist in the development and implementation of REAL by performing the following duties:

- Represent the CTU members' interests on the REAL Planning/Advisory Committee and REAL Joint Council as designated.
- Communicate the CTU members' interests to the TAP Manager and REAL Manager on a regular and ongoing basis.
- Communicate the progress and impact of REAL and all other REAL business to the CTU Leadership.
- Update CTU members regarding the progress and impact of REAL as directed by the CTU Leadership.
- Collaborate with the TAP Manager and REAL Manager to establish protocols and procedures for all critical aspects of REAL.
- Attend and participate in NIET-sponsored leadership training sessions and district- and school-level presentations and training sessions regarding REAL.
- Coordinate with CPS's Department of Professional Development to provide targeted professional development to REAL schools.
- Partner with the CPS REAL Coordinator and other CPS REAL staff members in facilitating the day-to-day operations of REAL.
- Foster an environment that encourages and rewards continuous individual learning and professional growth.
- Support the fulfillment of all REAL programmatic goals—short- and long-term—as prescribed by the TIF grant and CPS's Chief Human Resources Officer.
- Facilitate the implementation of TAP in accordance with NIET standards.

- Promote REAL to state and local educators, policy leaders, parents and the general public through targeted marketing and public relations efforts sponsored by CPS.

**QUALIFICATIONS:**

The individual should possess the following qualifications and experience:

- Bachelor's degree from an accredited college or university.
- Master's degree from an accredited college or university (preferred yet not required).
- An Illinois State Board of Education teaching certificate.
- An Illinois State Board of Education Type 75 certificate (preferred yet not required).
- At least five years of classroom teaching experience with demonstrable excellence in pedagogical performance.
- Documented experience as a professional development provider through the American Federation of Teachers Educational Research and Dissemination ("ER&D") Program, CTU Quest Center and/or other recognized professional development programs.
- Demonstrated CTU involvement through leadership positions, committee participation, attendance at CTU-sponsored events or other indicators.
- Excellent interpersonal skills.

**APPENDIX B**

**IMPLEMENTATION SCHEDULE**

SCHOOL YEAR	NUMBER OF SCHOOLS IMPLEMENTING REAL	BONUS POOL ALLOCATIONS	
		PER TEACHER	PER STAFF MEMBER*
<b>2006-2007</b>		<b>Planning</b>	
<b>2007-2008</b>	<b>10 in Y2</b> (partial**)	\$2000	\$500
<b>2008-2009</b>	<b>10 in Y3</b> (partial)	\$2000	\$500
	<b>10 from Y2</b> (full***)	\$4000	\$1000
<b>2009-2010</b>	<b>10 in Y4</b> (partial)	\$2000	\$500
	<b>10 from Y2</b> <b>10 from Y3</b> (full)	\$4000	\$1000
<b>2010-2011</b>	<b>10 in Y5</b> (partial)	\$2000	\$500
	<b>10 from Y2</b> <b>10 from Y3</b> <b>10 from Y4</b> (full)	\$4000	\$1000
<b>2011-2012</b>	<b>40 in full implementation</b>	\$4000	\$1000
	<b>10 from Y2</b> <b>10 from Y3</b> <b>10 from Y4</b> <b>10 from Y5</b> (full)	TBD	TBD

*\*Performance awards for staff members are calculated using the same methodology that applies to the calculation of the school-wide student academic achievement weight for teacher performance awards.*

*\*\*The phrase “partial” refers to the initial year of implementation during which the first semester is reserved for practice evaluations and the second semester is devoted to official evaluations with consequent performance awards.*

*\*\*\*The phrase “full” refers to the second year of implementation wherein the entire school year is devoted to official evaluations with consequent performance awards.*

**APPENDIX C**

**PERFORMANCE AWARD WEIGHTS**

***For Teachers Whose Performance May Be Measured Through Classroom Value-Added Student Achievement Growth Based on the Illinois Standards Achievement Test (“ISAT”) or Prairie State Achievement Exam (“PSAE”) State Assessments***

IMPLEMENTATION YEAR*	ALLOCATION OF PERFORMANCE AWARD		
	TEACHER PERFORMANCE	STUDENT ACADEMIC ACHIEVEMENT	
		SCHOOL-WIDE	CLASSROOM/GRADE**
1	25%	75%	n/a
2***	40%	50%	10%
3	40%	40%	20%
4	40%	30%	30%

***For Teachers Whose Performance May Not Be Measured Through Classroom Value-Added Student Achievement Growth Based on the ISAT or PSAE State Assessments***

IMPLEMENTATION YEAR*	ALLOCATION OF PERFORMANCE AWARD		
	TEACHER PERFORMANCE	STUDENT ACADEMIC ACHIEVEMENT	
		SCHOOL-WIDE	CLASSROOM/GRADE
1	25%	75%	n/a
2	40%	60%	n/a
3	40%	60%	n/a
4	40%	60%	n/a

*\*Year 1 is the “partial” year of implementation during which the first semester is reserved for practice evaluations and the second semester is devoted to official evaluations with consequent performance awards. Years 2 and beyond are full years of implementation wherein the entire school year is devoted to official evaluations with consequent performance awards.*

*\*\*The REAL Joint Council is charged with deciding whether to use class- or grade-level data or a combination of both with respect to this performance weight.*

*\*\*\* This intermediate step applies only to Cohort 1 schools. Cohorts 2-4 should go directly to 40:40:20 in their second year of implementation. This ensures that the maximum number of cohorts as possible implement the TAP model and the REAL program in its entirety.*