

# Proposal Cover Page


Name and Title: Scott Cantrell, President

Company Name: Performance Based Education Co. Date: August 5, 2024

Name of Non-Public School Intended for Service: **St. Patrick Catholic**

## *SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY*

By my signature below, I hereby represent that I am authorized to and do bind the offerer to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals. Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that Performance Based Education Co. is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

Authorized Signature 

Date: August 5, 2024

Printed Signature: Scott Cantrell, President

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## *CONFIGURATION SUMMARY*

***Through effective and proven research-based coaching practices, Performance Based Education Co. will provide job-embedded professional development services for teachers and administrators for the purpose of developing teacher and instructional leadership capacity that will lead to academic achievement improvements for students.***



60 Technology Boulevard  
Starkville, MS 39759

scantrell@pbecms.com  
662-305-2664

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**To:** Mr. Rob Calcote, Headmaster  
St. Patrick Catholic School  
2700 Davis Street  
Meridian, MS 39301

**From:** Mr. Scott Cantrell  
Performance Based Education Company, Inc.

**Date:** August 5, 2024

**Re:** American Rescue Plan – EANS Services

I hope this letter finds you well. I am writing to introduce Performance Based Education Company, a leading provider in Mississippi of professional academic coaching services. As you will see in the attached proposal, Performance has partnered with numerous public schools throughout the state since 2012, as we currently provide services to hundreds of schools in 50 Mississippi counties. We specialize in building teacher / administrator capacity through job-embedded professional development, along with research-based student remediation and enrichment practices.

In light of the educational disruptions caused by the COVID-19 emergency, we understand the significant challenges that non-public schools have faced. We are pleased to inform you of our services which are eligible under the ARP EANS (American Rescue Plan Emergency Assistance to Non-Public Schools) program and specifically designed to support your educational efforts in working to enhance the positive educational learning environment to which you are already accustomed.

The ARP EANS program aims to provide essential services and assistance to eligible non-public schools to mitigate the impact of the pandemic on education. As part of this initiative, Performance Based Education Company offers the following allowable services:

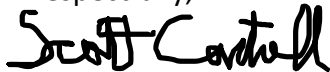
- 1. Redeveloping Instructional Plans:**
- 2. Initiating and Maintaining Education and Support Services:**

We specialize in teacher coaching and developing / redeveloping instructional plans, including comprehensive curriculum development tailored for remote or hybrid learning environments. Our expert team will work closely with your school faculty and administration to initiate and maintain high-quality education and support services to address learning loss and the building

teacher capacity to ensure that your instructional and remediation / enrichment strategies are robust and effective.

As we work closely with RESA organizations around the state, we are confident that each of the directors would serve to offer information to you concerning the quality work and reputation that Performance is known for. If you would be so kind as to review the attached proposal, we would be delighted to discuss how our services can benefit your school and support your efforts under the ARP- EANS program. Please feel free to contact me at (662)-305-2664 or [scantrell@pbecms.com](mailto:scantrell@pbecms.com) to schedule a consultation or to learn more about our offerings. Thank you for considering Performance as your potential partner in education.

Respectfully,

A handwritten signature in black ink that reads "Scott Cantrell". The signature is written in a cursive, flowing style.

Scott Cantrell  
President

# **St. Patrick Catholic School**

**Proposal  
ARP-EANS Services  
Professional Development Services  
2024-2025**





## Abstract and Program Narrative

The Performance Based Education Company (PBEC) will provide External Provider Services at the St. Patrick Catholic School for the purpose of **Redeveloping Instructional Plans and Initiating and Maintaining Education and Support Services**. Services will be based on **Content Based Professional Learning**. The methodology utilized by the PBEC consultants working with teachers will include traditional teacher coaching techniques that are designed to build teacher **capacity** (heavy emphasis on modeling), and non-traditional teacher coaching which focuses on individual students and his or her academic progress. PBEC implemented the concept of non-traditional coaching to target individual student improvement. PBEC discovered that consultants relying strictly on traditional teacher coaching spend 50% of their time observing teachers work with students during student centered activities, which has no impact on improving the teacher's skills or helping students. Based on this analysis, PBEC requires all consultants to work with individual students during student centered activities. All PBEC consultants are required to:

- Assist teachers and administrators with **Data Management and Analysis** at the classroom level for each student. Allows for instructional planning and differentiation to "meet students where they are".
- Consultants must **model effective instructional practices** along with conducting classroom observations, and debriefing sessions with teachers and administrators.
- When students are engaged in student centered activities or remediation, the PBEC consultants must **work with individual students**. They become **co-teachers**.
- Upon district request, PBEC Leadership Coaches will work with building level administrators to assist with the building of their **capacity** in order to become more effective **instructional leaders**.

All services provided by PBEC with teachers and administrators will be driven by **job-embedded professional development**. PBEC consultants will focus on instructional coaching, modeling of instruction, assisting school administrators in the areas of strategic planning to provide essential instructional leadership, and student remediation / enrichment. The project will focus on **Content Based Professional Learning**. **CBPL** and **JEPD** will occur for instructional staff in all requested subject areas through, but not limited to, instructional coaching, data coaching, assessment coaching, lesson planning, lesson modeling, differentiated instruction, student instruction, utilization of essential resources, and identification of school and online resources.

Why **teacher or instructional coaching**? Since 2012, Performance has assisted and led schools and districts to student improvement by increasing teacher capacity through its research-based

practice of teacher coaching. Multiple research studies have found that quality teacher coaching can be a key factor in the growth of the classroom teacher. The following are just a few of many research-based studies that drive the purpose and goals of our company.

In the study entitled, "The Impact of Instructional Coaching on Teacher Effectiveness and Student Achievement" by researchers Smith, J., Johnson, K., & Lee, M, the effects of instructional or teacher coaching pertaining to teacher effectiveness and student achievement in elementary schools was investigated. The research team implemented a quasi-experimental design, where teachers were assigned either to a coaching group or a control group. The coaching group received regular coaching sessions focused on instructional improvement, while the control group received no coaching. Various measures, including teacher evaluations and student performance on standardized tests, were used to assess outcomes. Findings from the study indicated significant improvements in teacher effectiveness among those who received coaching compared to the control group. Additionally, students taught by coached teachers demonstrated higher academic achievement in comparison to students of non-coached teachers. The study suggests that instructional coaching positively impacts both teachers' instructional practices and students' learning outcomes.

Also, in the study "Examining the Long-Term Effects of Teacher Coaching on Professional Growth and Student Learning" by Garcia, A., Martinez, L., & Rodriguez, S., the enduring effects of teacher coaching on professional growth and student learning in secondary schools was investigated. Over a three-year period, participating teachers received ongoing coaching support focusing on instructional strategies, classroom management, and student engagement. The research team collected data through classroom observations, teacher surveys, and student assessments to evaluate the sustained impact of coaching and found that teachers who received coaching not only demonstrated sustained improvements in their instructional practices but also reported higher levels of job satisfaction and professional fulfillment compared to those who did not receive coaching. Furthermore, students in classrooms with coached teachers exhibited greater gains in academic performance and were more engaged in learning activities.

**Job-embedded professional development** for instructional staff has been proven to provide many positives in teacher capacity, which in turn leads to increases in student performance. One study by Garcia, Nguyen, and Patel ("The Long-Term Impact of Job-Embedded Professional Development on Teacher Retention and Student Success in High School Mathematics") indicated that teachers who participated in JEPD were more likely to remain in the teaching profession and stay at their current school compared to non-participating teachers. Additionally, students of teachers who engaged in JEPD demonstrated higher levels of mathematics proficiency and were more likely to enroll in advanced mathematics courses. Furthermore, participating teachers reported greater job satisfaction and a sense of professional fulfillment resulting from their involvement in JEPD activities. Also, Johnson, Smith and Brown found in "Examining the Impact of Job-Embedded Professional Development on Teacher Practice and Student Achievement in Elementary Literacy" that significant improvements in both teacher practice and student achievement were made following the implementation of JEPD. Teachers reported increased confidence in their ability to effectively teach literacy skills, as well as a deeper understanding of research-based instructional strategies. Furthermore, students taught by teachers who participated in JEPD demonstrated greater gains in literacy proficiency compared

to students in non-participating classrooms. The study highlights the effectiveness of JEPD in promoting teacher growth and improving student outcomes in elementary literacy education.

**Job-embedded professional development** by PBEC will consist of the following.

- Designing differentiated professional development for teachers;
- Aligning coaching and training support to district initiatives;
- Analyzing student work to inform instruction;
- Providing on-going professional development conducted in a variety of formats;
- Providing expert coaches in the content areas, technology, and administration;
- Observing instruction and providing recommendations for current status recommendations, and next steps;
- Collaborating with teachers during planning times to develop instructional plans;
- Modeling appropriate instruction for differentiated groups including a variety of techniques;
- Modeling classroom management strategies;
- Providing feedback on lesson plans and assessments for alignment to Performance Level Descriptors (PLDs) and Depth of Knowledge (DOK);
- Analyzing assessment data to improve instruction and facilitating scheduled Professional Learning Community sessions to examine teaching and learning;
- Modeling best instructional practices to improve Mississippi Academic Assessment Program (MAAP) scores.
- Guiding teachers in using state resources, such as the PLCs, to improve student achievement; and,
- Collaborate with teachers on the implementation of Mississippi College and Career Ready Standards.

PBEC's proposed **student tutorial** plan is built around current research on effective schools, as noted in the research study findings entitled, "The Impressive effects of Tutoring on PreK-12 Learning" (Nickow, Oreopoulos, and Quan, July 2020). Findings from the study indicated that tutoring programs yield consistent and substantial positive impacts on learning outcomes, with an overall pooled effect size estimate of 0.37 SD. Effects are stronger, on average, for teacher and paraprofessional tutoring programs than for nonprofessional and parent tutoring., while math tutoring tends to yield higher effect sizes in later grades. Tutoring programs conducted during school tend to have larger impacts than those conducted after school. Countless research studies pertaining to effective characteristics of tutors indicate that tutors who display the characteristics of honesty, empathy, enthusiasm, and respectfulness towards students are most effective. As far as the use of effective tutorial strategies is concerned, successful tutors are consistently adept at asking "good" questions at all DOK levels, while allowing for student independence in being comfortable with appropriate "wait times" for the student to respond accordingly. Successful tutors are also skillful in providing multiple explanations for the same content area, dependent upon the needs of each individual student, which are all characteristics of PBEC's highly successful tutoring methodology entitled "**Go Five**". **"Learning loss" is "real" since the onset of Covid 19** in the spring of 2020, thus schools must implement research-based best practices

and strategies to address the various needs of students suffering from learning loss in all subject areas.

**Data analysis** is key in determining which students are in need of tutorial sessions, along with specific standards that should be retaught during tutorial sessions to ensure students are prepared for academic success at subsequent grade and subject levels. Research has also indicated that since the return to school from the **Covid 19** pandemic, teachers have experienced higher levels of job-related stress as they work through more class disruptions and discipline issues. Therefore, PBEC has found that providing classroom management techniques along with data analysis and best instructional practices is key in assisting teachers to reach their fullest capacity.

**ACT preparation** is also a key component for Performance academic tutors in the secondary school setting. Our tutors fully realize the needs of an organized “plan of action” for students around the preparation for the ACT, and Performance ACT tutors are adept in the following 6 steps that ensure students are fully prepared to succeed in improving their scores, both composite and individual subject areas.

- Setting realistic goals based on content knowledge and test-taking experience
- Assisting students in “learning the test makeup”
- Providing the best preparation resources
- Developing a success plan
- Teaching effective test-taking strategies specific to the ACT
- Dissecting mistakes made during practice examinations for the purpose of drilling down on specific content and strategy needed for the actual test.

PBEC’s proposed plan is built around the long-standing research on effective schools, as well as teaching, assessment, and learning. Based on the research of Willard R. Daggett, International Center for Leadership in Education that has withstood the test of educational time, **PBEC** embraces the following platform for success in our recommended reform initiatives:

- **Create a culture** that embraces the belief that all students need a rigorous and relevant curriculum *and* all children can learn.
- **Use data** to provide a clear unwavering focus to curriculum priorities that is both rigorous and relevant by identifying what is essential, nice to know, and not necessary.
- Provide students real-world **applications** of the skills and knowledge taught in the academic curriculum.
- Create a **framework to organize curriculum** that drives instruction toward both rigor and relevance *and* leads to a continuum of instruction between grades and between disciplines.
- Create **multiple pathways** to rigor and relevance based upon a student’s personal interest, learning style, aptitude, and needs.
- **Set high expectations** that are monitored and hold both students and adults **accountable** for the student’s **continuous improvement** in the priorities.

- Sustained **professional development** that is focused on the improvement of instruction.
- Obtain and leverage **parent and community** involvement successfully in schools.
- Establish and maintain **safe and orderly schools**.
- Offer effective **leadership development** for administrators, teachers, parents, and community.

Since the EANS program provides funding for additional educational technology within the school, should the district wish to pursue more options for students through **online learning** platforms, Performance instructional coaches will assist teachers and facilitators in the implementation of quality standards and procedures that ensure students receive quality online instruction. Transitioning from traditional to online learning can be a complex process that requires careful planning and execution. Below is a detailed plan on how Performance can assist the district in ensuring a quality move to an **online learning** platform, whether it be hybrid or full online in nature.

- Conduct a comprehensive assessment of the current resources, infrastructure, and capabilities of the school.
- Identify the needs and preferences of students, teachers, and parents regarding online learning.
- Form a dedicated team consisting of administrators, IT personnel, teachers, and other relevant stakeholders to oversee the transition process.
- Provide training sessions for teachers and staff on online teaching methodologies, tools, and platforms.
- Ensure that teachers are proficient in using technology for instructional purposes.
- Offer support and resources for teachers to develop online lesson plans and materials.
- Select appropriate learning management systems (LMS) and communication tools for online classes.
- Ensure that the chosen platforms are user-friendly and accessible to all stakeholders.
- Modify the existing curriculum to suit the requirements of online learning.
- Identify and prioritize learning objectives that can be effectively achieved through online methods.
- Develop digital resources and multimedia content to enhance the online learning experience.
- Gather feedback from participants and use it to refine the online learning model before full implementation.
- Gradually roll out online classes across all grade levels, ensuring adequate support and assistance for students and teachers.
- Monitor the progress of online learning activities regularly and make adjustments as needed.
- Establish mechanisms for ongoing technical support and troubleshooting.
- Evaluate the effectiveness of online learning in achieving learning objectives and student outcomes.

## Reporting

**PBEC** will communicate the progress towards reaching the goals by developing daily reports and submitting reports within two(2) days of site visits to school administration. The report shall include the current status, progress, and next steps. The *Team Project Manager* will routinely visit or contact the administration to report on progress, and to discuss any issues of concern.

## Management Capability

The Performance Based Education Company, Inc. (PBEC) was formed in March of 2012. There are 7 shareholders: one of which is a former educator, a certified public accountant, and four practicing architects from the firm of Pryor & Morrow Architects and Engineers. Company officers include Steve Montgomery, CEO; Chris Morrow, secretary and chief fiscal officer; Roger Pryor, vice president-services; and Scott Cantrell, President. The Educational Leadership Team of the company has more than 200 years of educational and consulting experience and is comprised of four former Mississippi school superintendents and one assistant superintendent. PBEC has averaged 50 employees in all subject, administrative, and counseling areas over the past four years. The mission of the company is *to promote student academic performance through building teacher and leadership capacity, training, collaboration, and effective instruction.*

## Key Project Personnel

**Mr. Don Brantley will serve as Team Project Mgr.** Should the school have requests for specific PBEC academic coaches, Mr. Brantley will work with the school in honoring these requests. Resumes of more than 50 Performance academic and leadership coaches in all subject areas are available upon request. Should there be issues and changes needed in Performance personnel during the contract period, upon notification of this request, Mr. Brantley will immediately replace the academic or leadership coach with a fully qualified coach who better fits the wants and needs of the school.

## **Scope of Services**

PBEC will deliver a robust professional development program for the 2024-2025 and 2025-2026 school years, with services concluding on January 30, 2026. Our approach is centered on job-embedded coaching and tailored workshops designed to meet the specific needs of non-public schools.

### **1. Job-Embedded Professional Development**

#### **Instructional Coaching:**

- One-on-one and small group coaching sessions in specifically requested subject areas and grade levels
- Classroom observation and feedback
- Co-teaching and lesson demonstration (modeling)
- Focus on research-based effective instructional strategies, classroom management, and student engagement

#### **Data Coaching:**

- Training on data collection and analysis
- Using data to inform instructional planning and improve student outcomes
- Support services with formative and summative assessment data

#### **Assessment Coaching:**

- Effective methodology for ACT prep (separate paragraph included inside proposal)
- Developing and administering quality assessments directly linked to standards and the curriculum
- Analyzing assessment results to guide instruction

#### **Lesson Planning and Modeling:**

- Collaborative lesson planning sessions
- Modeling effective teaching practices
- Integrating technology and innovative teaching methods

#### **Differentiated Instruction and Scaffolding:**

- Strategies for differentiating instruction to meet diverse student needs
- Implementing scaffolding techniques to support all learners
- Identifying and utilizing appropriate resources

### **2. Professional Development Workshops**

#### **Collaboration and Research-Based Strategies:**

- Workshops on collaborative teaching practices
- Implementing research-based reading and writing strategies
- Effective classroom management techniques

#### **Capacity Building for Data Use:**

- Training on data-driven instruction
- Using data to tailor instruction at both grade and student levels
- Ongoing support and follow-up sessions

#### **Leadership Support:**

- Professional development for school administrators and leaders
- Strategies for building a positive school culture and stakeholder support
- Support for instructional leadership and decision-making

### **3. Customized Professional Development**

#### **Addressing Specific Needs:**

- Tailored professional development based on the unique needs of the school
- Addressing learning loss and academic recovery
- Continuous improvement and adaptation of professional development activities

### **Implementation Plan**

#### **Needs Assessment:**

- If requested, conduct a thorough needs assessment
- Identify specific areas for improvement and tailor services accordingly

#### **Professional Development Schedule:**

- Develop a detailed schedule for professional development activities
- Ensure regular coaching sessions, workshops, and follow-up meetings

#### **Evaluation and Feedback:**

- Implement a system for ongoing evaluation and feedback
- Use surveys, observation, and data analysis to measure effectiveness
- Adjust services based on feedback and performance data

## Qualifications

### Experience and Expertise:

- Proven track record of delivering effective professional development and teacher / leadership coaching
- Experienced team of educators, coaches, and consultants
- Expertise in a wide range of subjects, including ELA, Literacy, Mathematics, Science, Social Studies, STEM, and standardized assessments such as the ACT and WorkKeys.

### Budget/Cost Summary

**PBEC** will assign a team of master-level support team of consultants to provide the St. Patrick Catholic School District (Grades K-12) professional development services during the 2024-2025 school year. The professional fee for Professional Development **\$1,350.00** per day per consultant. These prices include all management fees, travel expenses, and material costs.

**PBEC** will bill monthly for days completed during that billing cycle. Both the St. Patrick School and **PBEC** have the right to cancel the contract, at any time, with 10 days' prior written notice with only the responsibility for payment of days served by **PBEC**.

*Note: The number of days for each area of service will be determined by the school administration.*

Description of Service:	Daily Rate	Total Cost
Team Project Manager	No Charge	
Data Coaching	\$1,350 per day	TBD
Teacher Coaching / Professional Dev.	\$1,350 per day	TBD
Administrator Coaching	\$1,350 per day	TBD
Curriculum Mapping	\$1,350 per day	TBD
STEM and STEAM Teacher Coaching	\$1,350 per day	TBD
ACT and ACT WorkKeys Coaching	\$1,350 per day	TBD
ELA and Math Remediation (Learning Loss / Regression)	\$1,350 per day	TBD
SEL Implementation	\$1,350 per day	TBD
Assessment and Data Systems Coaching	\$1,350 per day	TBD

Special Education Coaching	\$1,350 per day	TBD
Tutorial Services	\$1,350 per day	TBD
Literacy and Writing Workshops	\$1,350 per day.	TBD
Strategic Planning	\$1,350 per day	TBD

## Experience

Throughout the company's history, since 2012, **PBEC** has successfully partnered and fulfilled an average of 150-200 contracts with individual schools each year. The retention rate of our clients each year is over 95%. PBEC is currently assisting districts in 50 counties throughout MS. **(The following is small sample of districts for which PBEC has provided services).**

### School Districts:

Aberdeen School District (B rated)  
 Alcorn Co. School District (A rated)  
 Atalla County School District (A rated)  
 Baldwin School District (B rated)  
 Biloxi School District (A rated)  
 Booneville School District (A rated)  
 Brookhaven School District  
 Chickasaw County School District (A rated)  
 Choctaw County School District (A rated)

Carroll County School District  
 Hollandale School District  
 Jackson County School District (A rated)  
 Kemper County School District  
 Leake County School District  
 Lee County School District (A rated)  
 Leland School District  
 Long Beach School District (A rated)  
 Monroe County School District (A rated)

Neshoba County School District (A rated)  
 Nettleton Public School District

North Pike School District  
 North Tippah School District

Noxubee County School District  
 Pascagoula – Gautier School District (A rated)  
 Philadelphia Public School District  
 South Panola School District

### Service Provided:

Data / Teacher Coaching  
 Data / Teacher Coaching  
 Data / Teacher Coaching  
 Teacher Coaching  
 Teacher Coaching  
 Data Coaching  
 Teacher Coaching, ACT  
 Teacher Coaching  
 Principal Mentoring,  
 Teacher Coaching  
 Teacher Coaching  
 Data Management  
 Teacher Coaching, ACT  
 School Improvement  
 School Improvement  
 Teacher Coaching  
 Data / Teacher Coaching  
 Teacher Coaching  
 Professional Dev,  
 Data Management  
 Teacher Coaching  
 Teacher Coaching,  
 Data Management  
 Teacher Coaching  
 Teacher Coaching, ACT  
 Data Management  
 School Improvement  
 Strategic Planning  
 Teacher Coaching  
 Teacher Coaching

South Tippah School District (A rated)

Starkville Municipal School District

Tate County School District

Tishomingo County School District (A rated)

Union City School District (A rated)

Union County School District (A rated)

Yazoo County School District

Walthall County School District

Wayne County School District

West Point Public School District

Leadership Coaching

Data Management

Teacher Coaching

Data Management / Coaching

Teacher Coaching,

Data Management

Data / Teacher Coaching

Social Studies Curriculum

Data Mgt. / SPED

Data Mgt. / Teacher Coaching

Teacher Coaching

Data Management

Teacher Coaching

Data / Teacher Coaching

## References

Mr. Kyle Hammond

Superintendent

Attala County School District

662-582-6280

Mr. Tony Elliott

Superintendent

South Tippah SD

662-587-3617

Dr. David Luke

Superintendent

Louisville School District

662-803-3511

*Letters of Reference are attached.*



## SOUTH TIPPAH SCHOOL DISTRICT

TONY ELLIOTT, SUPERINTENDENT

I am writing to wholeheartedly recommend Performance Based Education Company for their exceptional services in the realm of educational support and development. As both superintendent in the South Tippah School District/ I have had the privilege of witnessing firsthand the positive impact Performance has had on both educators and students alike.

**Quality Teacher Coaching:** PBEC offers unparalleled teacher coaching services, spanning all grade levels and subject areas. Their team of seasoned educators provides invaluable guidance, support, and professional development opportunities to teachers, empowering them to enhance their instructional practices and foster a conducive learning environment for their students.

**Student Remediation and Tutorial Services:** Through personalized remediation and tutorial services, Performance ensures that every student receives the individualized attention they need to thrive academically. Their tailored approach addresses each student's unique learning challenges/ allowing them to overcome obstacles and reach their full potential.

**Leadership Coaching:** Performance also excels in leadership coaching, equipping educational leaders with the skills and insights necessary to drive positive change within their institutions. Their comprehensive coaching programs empower school administrators to cultivate strong, effective leadership practices that foster a culture of continuous improvement and innovation, ACT Boot Camps and Writing Workshops: With their ACT boot camps and writing workshops, our students were prepared for success in ACT testing and academic writing. These intensive programs combine expert instruction with targeted practice, equipping students with the tools and strategies needed to excel in these critical areas.

**Student Data Analysis and Management:** Performance Based Education Company utilizes advanced data analysis techniques to inform their instructional strategies and support decision-making processes. By leveraging student data effectively, they are able to identify areas of improvement/ track progress over time, and tailor their interventions to meet the needs of each student.

In conclusion, I have no hesitation in endorsing Performance Based Education Company for their outstanding contributions to the field of education. Their dedication to student success, and their innovative approach to teaching and learning make them an invaluable asset to any educational community.

Sincerely,

Tony Elliott, Superintendent



## Louisville Municipal School District

David Luke, Ph. D. Superintendent

P.O. BOX 909 - 891 S. COLUMBUS AVE.

LOUISVILLE, MISSISSIPPI 39339

PHONE (662) 773-3411 FAX (662) 773-4013

To Whom it May Concern,

I am writing to wholeheartedly recommend the educational consulting services of Performance Based Education. Our institution has had the pleasure of collaborating with Performance Based Education, during which time they have consistently demonstrated an unparalleled commitment to enhancing educational outcomes through their comprehensive range of services.

Performance Based Education excels in various areas crucial to the improvement of educational institutions. Their teacher coaching programs are meticulously designed to empower educators with the tools and strategies necessary to foster student success. Through personalized guidance and professional development opportunities, our teachers have witnessed significant growth in their instructional practices and student engagement levels.

One of the standout features of Performance Based Education is their commitment to addressing the diverse needs of students. Their remediation and enrichment programs are tailored to meet the unique learning requirements of each student, ensuring that every individual receives the support necessary to thrive academically.

Overall, I cannot speak highly enough of Performance Based Education and the transformative impact they have had on our institution. Their dedication, expertise, and innovative approach make them an invaluable partner in the pursuit of educational excellence.

I wholeheartedly recommend Performance Based Education to any educational institution seeking to enhance teaching and learning outcomes. Please do not hesitate to contact me if you require any further information regarding our experience with Performance Based Education.

Sincerely,

A handwritten signature in blue ink that reads 'David Luke'.

David Luke, Ph.D.  
Superintendent

Superintendent: Kyle Hammond  
100 Courthouse Building, Suite 3  
Kosciusko, MS 39090  
Phone: 662-289-2801  
Fax: 662-289-2804



**Attala County**  
**SCHOOL DISTRICT**  
COMMITTED to EXCELLENCE

Board Members:  
Vernitoe Rayford, Pres.  
Janice Dees, Sec.  
Shelia Rone  
Jeffrey Perteet  
Cody Whittington

To whom it may concern,

I am writing to enthusiastically recommend the educational consulting services provided by Performance Based Education Company (PBEC). Attala County School District (ACSD) has had the privilege of partnering with PBEC, and the results have been nothing short of remarkable.

Over the course of our collaboration with PBEC, ACSD has availed itself of various services, including principal and teacher coaching, data management training (Go Green), curriculum alignment and training, as well as student remediation services. The impact of PBEC's interventions has been significant, with our district's accountability rating improving from a D to an A. This remarkable achievement is a testament to the expertise and dedication of the PBEC team.

Furthermore, I am pleased to share that McAdams High School, a part of ACSD, has experienced a transformative journey under PBEC's guidance. From an initial rating of F, McAdams High School has made substantial progress, now standing only 4 points away from obtaining a B rating. This remarkable turnaround speaks volumes about the effectiveness of PBEC's strategies and methodologies.

PBEC's commitment to educational excellence, coupled with their tailored approach to addressing the unique needs of each institution, sets them apart as a leader in the field of educational consulting. Their team of experts demonstrates a profound understanding of the challenges facing modern educational institutions and provides actionable solutions that yield tangible results.

I wholeheartedly endorse PBEC's educational consulting services and commend them for their invaluable contributions to the success of Attala County School District. I am confident that any educational institution that partners with PBEC will experience similar levels of improvement and achievement.

Thank you, PBEC, for your unwavering support and dedication to the enhancement of educational outcomes. It has been a privilege to work with such a dynamic and innovative organization.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Hammond".

Kyle Hammond, Superintendent Attala County School District

## Assurances and Signature Form

In submitting this proposal, I certify that:

1. The organization will comply with applicable federal, state, and local policies and procedures.
2. Services will be provided under the supervision of highly qualified teachers and/or administrators.
3. The organization will maintain professionalism and confidentiality.
4. The organization is fiscally sound and will be able to complete services to the local educational agency.
5. The organization will ensure that the services provided are aligned with the Mississippi College and Career Readiness Standards.
6. The organization will comply with applicable federal, state, and local health, safety, and civil rights laws.
7. Provisions that subject all individuals employed by or otherwise associated with the approved provider, including volunteers, support staff, etc., who have direct contact with students to the fingerprint and criminal history record check contained in law, including, Education Laws 305(30), 1125(3), 1604(39), 1709(39), 1804(9), 2854(3)(a-2), 2854(3)(a-3), and 3035. 8. All services will be secular, neutral, and non-ideological.
9. The organization will provide the local educational agency with information regarding implementation of proposal initiatives in increasing achievement, in a format, and to the extent practicable, a language or other mode of communication such that district personnel, parents/legal guardians, and community members can understand.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute ground for denying the applicant's request for approval.

Name of Organization: Performance Based Education Co.

Date: August 5, 2024

Printed Name of Authorized Representative: Scott Cantrell

Signature:

A handwritten signature in black ink that reads "Scott Cantrell". The signature is written in a cursive, slightly stylized font.

# INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM

(Please print clearly or type)

*\*\*Appropriate signatures shall certify statements below.*

## FEDERAL DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Mississippi Regional Education Service Agencies (RESA), that the CONTRACTOR is not on the list for federal debarment on [www.sam.gov](http://www.sam.gov) – System for Award Management.

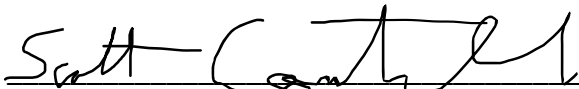
Subgrantee's/Contractor's Name	Performance Based Education Company
Authorized Official's Name	Scott Cantrell
Complete Address	60 Technology Blvd, #113, Starkville, MS 39759
Contact Number	662-305-2664
Are you currently registered with <a href="http://www.sam.gov">www.sam.gov</a> (Yes or No) If yes, attach supporting documentation and UEI number must be Active with open access. <b>(Federal fund requirement)</b>	CAGE Code: #7ZVC8  DUN'S #036232049
Are you currently registered to do business in the State of Mississippi? (Yes or No) If yes, attach supporting documentation of registration status. If not, please register and provide documentation of registration status. <b>(Federal and State/Other fund requirement)</b>	Tax Id# 45-4805872

## STATE OF MISSISSIPPI REGISTRATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Mississippi Regional Education Service Agencies (RESA), that the CONTRACTOR is not on the list for debarment on [www.sos.ms.gov](http://www.sos.ms.gov) for doing business with the State of Mississippi or with any Mississippi State Agency.

## PARTNERSHIP DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that all entities who are in partnership through this contract or grant with the Mississippi Regional Education Service Agencies (RESA) (subcontractors, subrecipients, et al.) are not on the federal debarment list on [www.sam.gov](http://www.sam.gov) – System for Award Management or the State of Mississippi debarment list. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to RESA.



Original Signature of Contractor or Authorized Official

August 5, 2024

Date



