

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/10/2016 12:34 PM

Technical Review Coversheet

Applicant: The School Board of Broward County, Florida (U374A160018)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	13
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	103

Technical Review Form

Panel #7 - Teacher Incentive Fund - 8: 84.374A

Reader #1: *****

Applicant: The School Board of Broward County, Florida (U374A160018)

Questions

Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

General:

Strengths:

The LEA has a solid plan that does consider the significance of the proposed project to repair their broken high needs schools. Their data shows how BCPS leaders were able to facilitate their district-wide performance based compensation systems for new and highly effective seasoned teachers. (Pg. E20) The narrative offers some extensive data that shows how the school system will fix their declining recruitment for qualified teachers in their 65 high needs schools such as; 95% 2013-14 and 98% 2015-2016 school year (Pg. E20) The applicant was issued the LEAP grant in 2012 to provide beneficial teacher strategies to drive student success. (pg. E20) The applicant has a proven plan that they have used in the past to fix the remaining high needs schools. (pg. E21)

Weakness:

No weakness found

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 45

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Strength:

The quality of the project design details an all-inclusive instructional improvement. (pg. E26) The applicant has researched several instructional evaluation models and will fully implement the research based evaluation systems. (Pg. E26) The LEA currently uses researched based evaluation process implemented by BCPS to give instructors meaningful feedback to instructors to provide students with a greater success stories (Pg. E27)

Weakness:

No weakness found

Sub Question

Reader's Score:

- 2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

Strengths:

The LEA has designed and applied an evaluation agenda that encourages sensible improvement of instructional and leadership practice based on performance data. (Pg. E27) The data is an optimistic gauge of teacher informative and formative observations that have shown to relate with student achievements. (Pg. E27) The LEA has also developed a model for non-classroom teachers. The applicant has a model that will be used throughout the LEA to evaluate the production of teachers. (pg. E28)

Weakness:

No weakness found

Reader's Score:

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

General:

Strengths:

The LEA's model is designed so that the evaluation process impacts expressively on personnel decisions. (Pg. E28) The LEA researched based evaluation system was able to increase the quality of teacher recruitment by 20% for the district. (pg. E29) Their model has been proven to continuously be recognized an increased by qualified applicants throughout the LEA by double digits. (pg. E29)

Weakness:

No weakness found

Reader's Score:

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

General:

Strengths:

The LEA does propose a well-developed plan on how they will integrate with and build on their existing plan. The plan seeks to use the funds to prepare undergraduates in elementary education majors through a clinically based teacher preparation program. (pg. E29) The program is designed to give those that are looking to go into the field of teaching some classroom time.

Weakness:

No weakness found

Reader's Score:

Selection Criterion - Professional Development Systems

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

Reader's Score: 13

Sub Question

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

General:

Strengths:

The LEA plan for professional development has been given the opportunity for their instructors that are effective and above an opportunity to become administrators if they desire. (pg. E31) The applicants plan will provide mentors and peer reviewers for each operational system developed. (pg. E32)

Weakness:

The applicant didn't apply how they will address the needs of professional development for instructional teachers and administrators; with individual needs and concerns.

Reader's Score:

- 2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

General:

Strengths:

The LEA plan will develop a performance based compensation system to provide professional development needs. (pg. E33) The system will give the opportunity for teachers and principals to be compensated based on students success. (pg. E33) Each instructor can opt-in to the plan. They will also provide salary increases: Highly Effective: 4.26% of base salary and Effective: 2.13% for teachers based on their evaluation ratings. (pg. E34) The LEA has also developed different levels of compensation for principals up to 4,000 and 2000 for assistant principals to motivate all levels of success for staff and students (pg. E34-pg. E58)

Weakness:

The applicant did not add adequate professional information to new teacher as a collective.

Reader's Score:

Selection Criteria - Quality of the Management Plan

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

General:

Strengths:

The LEA plan is to enhance student achievement in high needs schools by improving teacher effectiveness. (pg.E58) The plan may be successful because it is built on an already proven and existing plan. The plan has the ability to achieve because it is already in existence.

Weakness:

No weakness found

Reader's Score: 15

Selection Criteria - Adequacy of Resources

1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--

Reader's Score: 5

Sub Question

1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.

General:

Strengths:

The LEA plan will make efforts to include different educators in the development process. (pg. E64) This process assures that every stakeholder is heard and every view is understood. (pg. E65) The applicant has evidence that with educators support they can achieve success for their students. (pg. E69) Their plan will have regular ongoing stakeholder involvement for recommendations on instructional practices and student growth. (pg. E67)

Weakness:

No weakness found

Reader's Score:

2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

General:

Strengths:

The LEA plan has developed four strategies to ensure the sustainability for their efforts. Each strategy will determine how and what the funds will be used for to compensate qualified teachers in high needs schools. (pg. E59) They have developed a system to use the funds to compensate teachers and provide students with an excellent education.

Weakness:

No weakness found

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

General:

The applicant was not awarded points under competitive preference priority 1 because it is not seeking eligibility under this priority.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Strengths:

The applicant has accepted the criterion for measuring good teaching is the amount of student learning that occurs. The LEA believes that teacher's effectiveness is about student learning. The LEA also has accepted that teachers also have limited control over many of the most important factors that impact students' learning, including students' attitudes, background knowledge of the course content, study and learning skills, time, students will spend on their learning, their emotional readiness to learn, and so on. They have developed equitable access for all students across the board to get an education that will help their high need schools students get an education that will prepare them to compete on a high level globally.

Weakness:

No weakness found

Reader's Score: 5

Status: Submitted

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Technical Review Coversheet

Applicant: The School Board of Broward County, Florida (U374A160018)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	13
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	103

Technical Review Form

Panel #7 - Teacher Incentive Fund - 8: 84.374A

Reader #2: *****

Applicant: The School Board of Broward County, Florida (U374A160018)

Questions

Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

General:

Strengths:

Applicant has clearly defined an effective project to build local capacity to provide services that addresses the needs of the target population. Broward County Public Schools have identified 32 high needs schools that have free and reduced price lunch status of 77.8%-100%; low state school evaluation grades, and 94% of the schools have high teacher absenteeism. (p.e26) Modifications to the existing HCMS will focus on teacher preparation, recruitment and placement; implementing PBCS/salary structure, providing job related professional learning and professional development on Social Emotional Learning and Early Literacy. (e.25) The proposed project will align the HCMS with the Florida statutes that supports differentiated pay performance salary schedule; professional development system to increase student achievement, and educator evaluations as the basis for increasing student learning. (p. e22)

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

In determining the quality of the design of the proposed project, we will consider the following factors

--

Reader's Score: 45

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Strengths:

The proposed project demonstrates a comprehensive effort to improve teaching and includes rigorous academic standards for students. The Marzano Teacher Evaluation Model and Florida VAM is the basis for the teacher evaluation system. The BCPS HCMS has an evaluation system that includes teacher preparation, recruitment, hiring, placement, professional development, compensation, retention, support/dismissal and promotion. (p. e28) Partnering with the Florida Atlantic University College of Education has enabled the school district to identify highly qualified candidates for vacant elementary education positions. (p. e29) Transfer bonuses are offered to attract

Sub Question

highly qualified teachers to the high need schools. (p. e30) High rates of teacher absenteeism is cited in 94% of the high needs schools. The HCMS addresses how incompetent or ineffective teachers will be dismissed. The process of replacing or dismissing ineffective teachers is effectively described. (p. e32)

Weaknesses:

No weaknesses noted.

Reader's Score:

- 2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

Strengths:

Collaboration of partners that will maximize the effectiveness of project services is comprehensively addressed, e.g., The New Teacher Center, Florida Atlantic University, Center for Educational Leadership, and Learning Sciences International. The New Teacher Center will provide Coach Development and Credentialing Program that will allow instructional coaches to diagnose the needs of educators and provide personalized professional development. Through the partnership with Florida Atlantic University, BCPS will provide Teacher Certification Exam preparation, residency program, certification and degree completion for ESP, coursework toward Cultural Diversity Credential and profession development support of teachers on Early Literacy. Principals will receive on-site support through the Center for Educational Leadership through in-person leadership development courses. Learning Sciences International will partner with the BCPS to refine the evaluation system. (p. e42-e45)

Weaknesses:

No weaknesses noted.

Reader's Score:

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

General:

Strengths:

The proposed project is significantly supported by strong theory through a detailed logic model. The logic model states the problems to be addressed, inputs, activities to address the problems, short and long-term outcomes. Through these activities, BCPS will provide improved recruitment and retention of Highly Effective Educators for high need schools, fewer teacher absences, and alignment of human capital decisions with evaluation results. (p. e76) Marzano Teacher Evaluation Model and Florida VAM are the basis for the district teacher evaluation. (p. e28) BCPS will provide professional development through Marzano Demonstration Sites, mentoring, coaching and principal training through Social Emotional Learning. Based on strong theory that these areas will improve teacher effectiveness, professional development will be provided in the high needs schools, e.g., Early Literacy, Teacher Residency and Social Emotional Learning. (p. e58)

Weaknesses:

No weaknesses noted.

Reader's Score:

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

Sub Question

General:

Strengths:

Integration with other programs and funding from community, state and federal resources to improve outcomes is extensively described. BCPS has funded the Teacher Induction for Effectiveness and Retention program for \$1.3 million annually to support novice teachers for the Career Continuum roles. PBCS programs of ACCESS, ACCEL and Applitrack human resource system are funded by the district. BCPS state grants include Kellogg Grant, EXCEED, NTC Scale Up Grant, and Wallace Foundation Grant that align with the objectives of this project. Federal grants include 2012 TIF grant, Title II Part A, and PROPEL. (p. e 41-e42, Budget narrative) Budget narrative includes in-kind funding from the applicant institution, e.g., total of \$3,796,257 is budgeted to support this project. (p. e198, Budget narrative)

Weaknesses:

No weaknesses noted.

Reader's Score:

Selection Criterion - Professional Development Systems

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

Reader's Score: 13

Sub Question

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

General:

Strengths:

An effective professional development plan is comprehensively addressed through use of the data from the Evaluation and Support System to identify specific needs of educators. Modifications to the HCMS and Evaluation System include professional development sessions to explain how VAM is calculated and ways instructional practices can impact student achievement; reduce the Instructional Practice elements to 25-30 and focus professional development on instructional practices that influence student achievement gains. (p. e39) BCPS Professional Learning System is aligned to the Learning Forward and Third Cycle Florida Professional Development System Evaluation Protocol from the state. (p. e46)

Weaknesses:

No weaknesses noted.

Reader's Score:

- 2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

Sub Question

General:

The school district has implemented a web-based professional development management system, MyLearningPlan that personalizes professional development based on evaluation results. (p. e48) Needs assessments are based on student achievement test scores, benchmark assessments, learning gains reports, teacher evaluations, observation data, parent satisfaction survey data, graduation rates and inputs from teachers to determine the specific needs for professional development to meet Deliberate Practice Growth Plans. (p. e46) Feedback from teachers is solicited to determine relevant professional development and how student achievement was enhanced through Implementation of the material. (p. e47)

Weaknesses:

Specific professional development that would enhance the classroom performance of the new teacher is not described, e.g., how to motivate an unmotivated student, classroom management techniques, working with parents to increase parental cooperation and involvement.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

General:

Strengths:

The efficient management plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks to accomplish the project objectives. Strategies related to the goal of increasing effectiveness of teachers and administrators are specifically described, e.g., develop LEA HCMS with Educator Evaluation and Support Systems through alignment with Bridges and BASA evaluation systems, collaboration with stakeholders and increase communication. BCPS will implement a Career Continuum and performance salary structure for teachers and administrators based on effectiveness that offers financial compensation. (p. e58-e59) Project will be managed by a Project Director and Project Management Team who will meet monthly. Responsibilities of key personnel are specifically addressed. Resumes of key personnel are included in the appendices. An experienced external evaluator will conduct the evaluation; resume is included in the appendix. (p. e61)

The timeline of the project implementation is clearly defined with the first year of development and piloting, with full implementation in second year of the grant. A chart in the appendix shows the benchmarks and responsible personnel. (p. e180-e181) The project implementation can be accomplished with the budget to successfully achieve the stated goals. Non-TIF funds are specifically detailed to determine the needed support for the project implementation. (Budget narrative e190-e230)

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--

Reader's Score: 5

Sub Question

- 1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

General:

Strengths:

Performance-based Compensation Systems are effectively developed with Input from teachers and school leaders. The evaluation system resulted from the collaboration of the subcommittee and Teacher and Principal Appraisal Committee comprised of principals, K-12 teachers, parents, teacher's union representative and district evaluation coordinator. (p. e65) Stakeholder current involvement includes an Evaluation Workgroup, BASA Advisory Meetings, Compensation Workgroup, Professional Learning Focus Group, and three Bridges Focus Groups. Teachers regularly participate in surveys. (p.e67-e68)

Weaknesses:

No weaknesses noted.

Reader's Score:

- 2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

General:

Strengths:

Sustainability of the grant program services and systems after federal funding ceases is specifically addressed. The TIER program, ACCESS and ACCEL performance pay systems, Applitrack, iObservation, MYLearningPlan and the LEAD program have been institutionalized to further sustain the project. In-kind support for the proposed project is effectively addressed through the inclusion of the state and local funds, and non-TIF federal funds in the amount of \$3,205,012. The district has committed to continuing the roles of the 2012 TIF mentors, coaches, peer reviewers and literacy coaches and is moving them into the district budget during the final year of the grant. (p. e70) Through multiple funding sources, district budget, institutionalized programs and practices, the project activities will be sustained.

Weaknesses:

No weaknesses noted.

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

- 1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.**

General:

The applicant was not awarded points under competitive preference priority 1 because it is not seeking eligibility under this priority.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Strengths:

The State Equity Plan revealed issues for the BCPS in teacher attendance, licensure, and lack of alignment between Instruction Practice scores and Value Added Measures. To ensure equitable access, the BCPS will provide highly effective specific content teachers with the opportunity to transfer to high needs schools with increased pay incentives and bonus of \$3,000. (p. e35-37) An incentive to address Effective or Highly Effective teacher absences includes incremental bonuses according to the amount of days that are missed, e.g., 0 days missed-\$2,000, 1 day missed-\$1,500, 2 days missed \$800, and three days missed-\$300. (p. e38)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Status: Submitted

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Technical Review Coversheet

Applicant: The School Board of Broward County, Florida (U374A160018)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	13
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	103

Technical Review Form

Panel #7 - Teacher Incentive Fund - 8: 84.374A

Reader #3: *****

Applicant: The School Board of Broward County, Florida (U374A160018)

Questions

Selection Criteria - Significance

- 1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

General:

Strengths

The proposed project is likely to build local capacity to provide services that address the needs of the target population through building on a prior TEF grant awarded in 2012. An overall statement of the needs of the entire target population is clearly asserted, noting the applicant school district as the sixth largest in the United States and the second largest in Florida. The applicant describes a comprehensive overview of the district as evidenced in receiving a "B" grade from the State of Florida Education Offices. It is noted that this grade has been achieved in view of the fact of implementing a more rigorous standardized states assessment. It is adequately explained that while the district is noted for accomplishments in some areas of education, 68 of their schools are failing, having received a grade of "D" or "F" from the State Department of Education. Page 2-3

The applicant effectively describes the prior TIF grant from 2012 as serving 28 of the 260 high need schools in the district. The current proposal seeks to build on the prior grant that achieved filling 90% of its vacancies and those teachers serving those educators who were rated as "needs improvement/unsatisfactory," and as a result of the TIF program achieved an effective evaluation. Page 3

It is likely that the proposed program will build on progress which has been made and to continue to implement the district's strategic plan. Eleven program goals are effectively articulated. Goals are well developed and focused on; improving student proficiency, filling vacancies in identified High Need Schools prior to the opening of each school year and decreasing teacher absences. Strategies focused on building local capacity are clearly described. For example, strategies are detailed to include; providing personalized professional development based on the needs of each educator, implementing Coaching and advancing a Credentialing Program on the Career Continuum. Pages 4, 5

The applicant credits site based management as serving to advance district wide buy in of accountability. A well-developed program to build local capacity encompasses; educators support and professional development focused on Early Literacy and Social and Emotional Learning. Page. 8

Weaknesses

None are noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

In determining the quality of the design of the proposed project, we will consider the following factors

--

Reader's Score: 45

Sub Question

- 1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

General:

Strengths

The proposed project is adequately described as a part of a comprehensive effort to improve teaching and learning and to support rigorous academic standards for students. It is clearly noted that the proposed initiative builds on the strengths of a TIF grant awarded program in 2012. It is clearly described that the Human Capital Management System in the district is inspired by the Instructional Improvement Plan (the Vision) and grounded in a district wide educator's evaluation system. The quality of the program is strong, as evidenced in extensive support from the Broward Teachers Union and the Broward Principals and Assistant Principals Association. The program is famed in five years of research, specifically focused on setting high expectation for educators and administrators. Research is clearly identified to include the LEAP Ahead program and the research of Marzano. Page 9

It is clearly noted that the proposed project will strategically improve the established system in strengthen instruction and leadership and in recognizing outstanding educators. The program is specified as adhering to the Broward Instructional Development and Growth Evaluation System for teachers and modified for non-classroom teachers. It is noted that the initial program was implemented in the 2012-2013 school year. The Marzano Teachers Evaluation Model is identified as framing the proposed initiative and is research based to serve as the basis for district wide evaluation procedures. The Marzano Model is specified as grounded in five decades of research on teaching and learning. This Model is advanced as focused on indicators within each teacher's control and correlated to the teacher's evaluation system the Broward County Assessment for School Administrators System.

Weaknesses

None are noted.

Reader's Score:

- 2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

Strengths

The applicant fully addresses the criteria and identifies that the proposed project involves the collaboration with appropriate partners focused on maximizing the project effectiveness of services. This is evidenced in clearly describing alignment with the New Teacher Center which is a national nonprofit organization dedicated to improving student leaning through the process of coaching and mentoring teachers. The Center is referenced to be accessed to increase the effectiveness of teachers and school leaders in working with their series of results-oriented program. It is specified that these program are in coordination with the district learning goals. It is also clearly identified to continue partnership with the Florida Atlantic University noting that the College of Education ranks as the most racially, ethnically and culturally diverse institutions in the Florida State University System. In addition, the University is identified for initiatives in preparing exceptional educators working in collaboration with six public school districts. Partnership with the University is described to provide courses which engage teachers in the state Teacher Certification Exam and also to provide coursework toward Cultural Diversity Credentials. In addition, the applicant identifies to continue collaboration with the Center for Educational Leadership with whom they have worked for two

Sub Question

years. The Center partnership is specified to provide the district with a cadre of directors for professional development. A partnership is also specified with the Learning Science International who is the author of the Marzano Teacher Evaluation Model. This Center is clearly identified to provide on-site professional learning and research services. Pages 25-27

It is also references that the a partnership is established with the LEAP Ahead program for Credentialing Program for teaching instructional coaches how to diagnose the needs of educators and provide the district with personalized professional development.

Weaknesses

None are noted.

Reader's Score:

3. (3) The extent to which the proposed project is supported by a strong theory.

General:

Strengths

Components of the proposed program are clearly identified as aligned to strong theory. This is evidenced in referencing the Marzano research and a partnership with the Learning Science International to provide the district with research services. Page 27

In the appendix, the applicant lists research based sources of information which supported the program design. These include: Marzano's- Examining the role of teacher evaluation and student achievement and the study from the National Center for Education Evaluation and Regional Assistance- New findings on the retention of novice teachers from teaching residency programs. Page 28

Weaknesses

None are noted.

Reader's Score:

4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

General:

Strengths

The applicant identifies that the implementation of the LEAP Ahead is fully aligned with the district's vision of instructional improvement. It is clearly identifies that the New Teacher Induction for Effectiveness and Retention program is funded by the district's 1.3million annual budget. In addition, it is effectively identified that the program is aligned with serval foundation funded programs. These include him Kellogg Grant for the Minority Services Academy, a Scale Up grant and a Wallace Foundation grant. Page 25

Weaknesses

None are noted.

Sub Question

Reader's Score:

Selection Criterion - Professional Development Systems

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

Reader's Score: 13

Sub Question

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

General:

Strengths

Overall, for most areas, the applicant presents a fully developed response detailing a high-quality plan for professional development to help most educators located in high-need schools to improve their effectiveness. The research based plan is well detailed. For example, the applicant references a 2014 study noting that "students taught by an ineffective teacher lose, on the average, 3.1 months during a single school year." Page 28

The district Professional Learning System is noted as aligned to the standards which have been established by Learning Forward, which is a national professional learning organization. In addition alignment with a State professional development group is identifies as the Third Cycle Florida Professional Development System Evaluation Protocol. Pages 28, 29

Formation of Professional Learning Communities are also identified as a strategy to unite colleagues including teachers and administrators and work toward a goal. The Professional Development Plan is cited as monitored at least once a year Page 29

The applicant precisely charts the components of the Job Embedded Coaching and Mentoring for Teachers and Principals. The full Career Continuum clearly charts delineating components. It is specified that within the identified High Needs Schools a robust Career Continuum will be put in place to provide leadership opportunities for educators to keep their highly effective teachers. Page 34

Weaknesses

Adequate information is lacking to describe a professional development plan geared to addressing the needs of new teachers assigned to high need schools. The professional development plan address the staff as a whole and fails to specify any areas of specific training integral to training new teachers to work in high need schools.

Reader's Score:

- 2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

General:

Strengths

Sub Question

The applicant effectively describes a comprehensive plan detailing how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual educators and schools. This is evidenced in detailing that needs assessments involve the collection, analysis and review of specific data which includes disaggregation of student achievement scores from the state assessment data, benchmarking assessments which is disaggregated data through the district's Data Warehouse. Pages 28, 29

It is clearly detailed that that all schools and all departments in the target schools have established Professional Learning Teams which are focused to develop, monitor and evaluate professional learning plans for staff. Page 29

The applicant fully describes the district as fully engaged in developing research-based, job-embedded professional development program. The proposed program is specified to build on the currently successful professional learning systems in place and to strive to take professional development to a higher level through the implementation of the LEAP Ahead program. It is referenced that all professional development is coordinated by a district Professional Learning Coordinator whose job it is to ensure that all professional development is personalized and addresses the needs of each educator. Pages 30 31

Weaknesses

None are noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

General:

Strengths

The applicant effectively describes a thorough management plan structured to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities, timelines and milestones for accomplishing project tasks. The Management Team comprises the Project Director the Chief Human Resources an Equity Officer, the Chief School Performance and Accounting Officer, the Director of Coaching and Induction the Director of Employees among other leaders. The Team is designated to meet monthly. It is specified that it is the responsibility of the Project Management Team to offer training the districts senior level leadership on the TIF program to present an understanding of the grant objectives for all school leaders. Specific persons to serve on the management team have been selected. They are narrated noting their experience and expertise. Resumes for each management team member are included in the appendix. Pages 44-47

Weaknesses

None are noted.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

- 1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

Reader's Score: 5

Sub Question

1. **(1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

General:

Strengths

The applicant clearly identifies that the Performance-based Compensation Systems developed with the input of teachers and schools in the district. In addition it is noted that parents and the broader community have been engaged in the development of the program. Their involvement is specified to have been obtained through surveys, listening sessions and task groups. The applicant effectively narrates a history of past involvement of stakeholders. This is evidenced in referencing a district level stakeholder committee in 2010 who met to address the evaluation format and teacher effectiveness. Page 48

A task force is identified as the Empowering Effective Teachers Task Force create with the mission to develop an advocacy agenda to all to attract and ensure teachers are prepared and compensated. It is noted that over the course of the year that meetings included over 500 participants. Pages 49, 50

Weaknesses

None are noted.

Reader's Score:

2. **(2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

General:

Strengths

The applicant demonstrates a well-developed plan to financially sustain the activities conducted and systems developed under the grant once the grant period has expired. The applicant adequately outlines current district endeavors which support the support the program. For example, the Office of School Performance and Accountability is identified to support program management and the Coaching and Induction and Leadership Development Department serves to support teachers as they implement new strategies to advance student learning. In addition, the applicant identifies that funding for the TIF program is correlated to existing ACCESS and ACCEL performance pay systems. These performance pay systems are identified to be continued through allocation of Title II Part A funds. Page 50

Weaknesses

None are noted.

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

General:

The applicant is not awarded points under competitive Preference priority 1 because it is not seeking eligibility under this priority.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Strengths

The applicant thoroughly narrates a well-developed description detailing the proposed project strategies to promote equitable access for effective Educators and for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator. This is evidenced in specifying elements and strategies of a fully functioning HCMS which are currently in place in the district and will continue to serve to leverage success for the proposed program. The proposed project is positioned to take the operations of the HCMS to a next level, specifying an approach encompassing equitable distribution in LEAP Ahead program which is based on the Florida Equity Plan, the applicant district's experience in the 2012 TIF grant program and research based best practices in the Florida's Plan to Ensure Equitable Access to Excellent Educators and Florida's Education Equity Profile which is a collection of Equity Plans. Page 17, 18

The applicant highlights the fact that currently, on the average, the district offers equal or lower teacher salaries, as compare to other poverty/minority school across the state. The proposed program is effectively described as implementing strategies and services which will align to current district procedures in addressing identified issues of equity. The issues are clearly delineated as focused on; teacher attendance, licensure, lack of alignment between Instructional Process and Value Added Measures. Page 18

Weaknesses

None are noted

Reader's Score: 5

Status: Submitted

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