

Status: Submitted

Last Updated: 7/29/10 2:59 PM

Technical Review Coversheet

Applicant: Chicago Public Schools, District #299 -- Human Capital, (S385A100127)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Evaluation Criteria		
Absolute Priority 1		
1.Absolute Priority 1	0	0
Absolute Priority 2		
1.Absolute Priority 2	0	0
Sub Total	0	0
Evaluaton Criteria		
Absolute Priority 3		
1.Absolute Priority 3	0	0
Sub Total	0	0
Requirement		
Requirement		
1.Requirement	0	0
Sub Total	0	0
Evaluation Criteria		
Core Element 1		
1.Core Element 1	0	0
Core Element 2		
1.Core Element 2	0	0
Core Element 3		
1.Core Element 3	0	0
Core Element 4		
1.Core Element 4	0	0
Core Element 5		
1.Core Element 5	0	0
High Quality Professional Development		
1.Professional Development	0	0
Sub Total	0	0
Selection Criteria		
Need for the Project		
1.Need for Project	10	10
Project Design		

1.Project Design	60	60
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	25
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	100

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	3
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Competitive Preference Priority 2

1.Competitive Priority 2	5	5
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Sub Total	10	8
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Total	110	108
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Technical Review Form

Panel #14 - Panel - 14: 84.385A

Reader #1: *****

Applicant: Chicago Public Schools, District #299 -- Human Capital, (S385A100127)

Questions

Evaluation Criteria - Absolute Priority 1

1. Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals:

Comment on how well the applicant demonstrates that --

It will develop and implement a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement (as defined in the Federal Register notice) as part of the coherent and integrated approach of the local educational agency (LEA) to strengthening the educator workforce.

In determining teacher and principal effectiveness as part of the PBCS, the LEA - -

- (a) Must give significant weight to student growth (as defined in the Federal Register notice), based on objective data on student performance;
- (b) Must include observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards; and, if applicable, as part of the LEA's coherent and integrated approach to strengthening the educator workforce; and
- (c) May include other measures, such as evidence of leadership roles (as defined in the Federal Register notice), that increase the effectiveness of other teachers in the school or LEA.

In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth (as defined in the Federal Register notice) and may include supplemental measures such as high school graduation and college enrollment rates. In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen. While the Department does not propose a minimum incentive amount, the Department encourages applicants to be thorough in their explanation of why the selected incentive amounts are likely high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

General:

This application improves the evaluation process of principals and teacher performance and practice. Evaluations are tied to student growth and incentive amounts will be substantial and viewed as a priority to motivating teachers and principals (p.e50-53). As noted on p. e8 of the application, the chart clearly compares the present weaknesses to the potential changes regarding teacher and principal evaluation systems, compensation system, and data management system and professional development. Teacher and principal evaluation systems will evolve to a school level value added component; classroom level value added student growth assessments with trajectory including readiness to administer and collect baseline data beginning in the planning year; principal observation protocol near completion; teacher protocol to be ready at end of planning year; and rating protocols to be finalized (p.e8). The application states that in the past, Chief Area Officers and Local School Councils evaluated principals against different rubrics but starting this year they will both align with the same rubric based on the following critical activities: lead others in setting strategic direction, provide instructional leadership, build and maintain a qualified motivated team, create a positive school climate, and effectively manage operations and resources. The application identifies a

teacher instructional framework for the purpose to provide a common language to discuss instructional practices and teacher actions (p.e16). CPS experience indicates that it will need to develop and implement in collaboration with the Chicago Teacher Union a model with internal and external evaluation of research-based teacher evaluation systems. The plan does state the intent to develop a more rigorous model than the present system (p.e17). The application presents research noting that compensation must be significant to motivate and improve student growth (p. e25). The applicant identifies current and proposed principal compensation plans, proposed base salary schedule, potential principal variable compensation and comparison of current and potential salaries (p. e26). Bonuses for principals are clearly of sufficient size to affect principal performance. In the applicant's plan, teacher compensation potentials will be negotiated with the Chicago Teacher's Union with the emphasis on highest performers receiving the greatest rewards over time (p. e28).

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

1. Priority 2: Fiscal Sustainability of the Performance-Based Compensation System (PBCS):

Comment on how well the applicant demonstrates that - -

- (a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and
- (b) The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS.

General:

The application has projected costs associated with the PBCS and will provide from non-TIF funds over the course of five years with the first year serving as a planning year and receiving additional in-kind funds from the local Education Fund. The application provides tables comparing the current and potential salaries (p.e65-67). The application states that the CPS TIF compensation plan will be cost neutral over time and is accomplished over time. CPS intends to contract with mathematics actuaries to complete a thorough analysis. Other non-TIF funds will be fully aligned with district Title I and II sources which presently exist for them today (p. e66). CPS TIF is requesting approximately \$8 million in each of the grant's five years and considers these costs reasonable and justified given the size, scope, and complexity of the district. The applicant anticipates results to improve teacher practice and performance, turnover will decrease, and student achievement improves (p.e66).

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

1. Priority 3: Comprehensive Approaches to the Performance-Based Compensation System:

Comment on how well the applicant demonstrates that - -

The proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the

project during and after the end of the TIF project period.

General:

The application clearly provides a guideline for evaluating principals and teachers linking the evaluation to ratings and student growth for compensation, retention, and tenure decisions. The application provides a model defining the elements of the new evaluation process for teachers and principals and will allow a committee to determine the weights of each section (p.e15-18). The application indicates effectively meeting the performance-based compensation system.

Reader's Score: 0

Requirement - Requirement

1.REQUIREMENT: Comment on the quality of the applicant's description of how its proposed PBCS will provide educators with incentives to take on additional responsibilities and leadership roles (as defined in the Federal Register notice.

General:

Teachers will have the opportunity to take on additional responsibilities as lead or mentor teachers (p. e23). The Fresh Start mentor program allows teachers to apply are paid an additional 20% above and beyond the regular full-time salary and work with first or second year teachers. Lead teachers receive stipends and lead weekly team meetings, observe all teachers using a rubric, and serve as instructional leaders. While the application clearly identifies additional responsibilities for teachers, it lacks additional leadership roles for principals (p. e24). The applicant mets the criteria requirements for this area.

Reader's Score: 0

Evaluation Criteria - Core Element 1

1.Core Element 1:

Comment on the quality of the applicant's plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its performance based compensation system.

General:

This application allocates Year 1 for developing the PBCS to fully communicate the new program to all stakeholders. In the communication process, the local union will also be partners. The district plans to conduct a comprehensive communications campaign through various media sources including social media. The detailed communication plans identify six priority campaign objectives (p. e32-34). All core elements were effectively met.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1.Core Element 2:

Comment on the quality of the applicant's involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in

participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant.

General:

This grant application notes that the local union has been a part of the planning stages or writing this grant but due to elections and a new slate of officers a letter from the union was not provided (p. e32). The application clearly notes that it plans to have the union support. Also the Chicago Education Fund (or The Fund) supports and documents this support through a letter of commitment. The Executive Director of New Leaders for New Schools also supports the PBCS initiative (attachments). All core elements were met.

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

Comment on the quality of the applicant's implementation, or plan to implement, a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same).

General:

The application clearly identifies rigor through performance standards for teachers and principals. Evaluations will be weighted and the principal's evaluation may be asked to complete additional non-weighted self assessment items on personal performance and individual goals for school performance and growth. Both teachers and principal will have multiple evaluations per year ensuring inter-rater reliability (p e35-37).

The application notes that the evaluation rubric, used by Chief Area Officers and Lead School Councils who are specialized trainers to observe and evaluate principals, derives from a set of critical activities related to core competency research. The rubric's five critical activities include lead others in setting strategic direction, provide instructional leadership, build and maintain a qualified, motivate team, create a positive school climate and efficiently manage operations and resources (p. e36).

Reader's Score: 0

Evaluation Criteria - Core Element 4

1. Core Element 4:

Comment on the quality of the applicant's implementation or plan to implement, a data-management system that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems.

General:

This application fully acknowledges utilizing a data management system to provide the necessary support for teacher and principal compensation reform. Chicago Public Schools presently uses Enterprise Resource Planning Systems and feels confident the system can

manage a performance based compensation plan with all the necessary data requirements (p. e40). All core elements were met.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

Comment on the quality of the applicant's plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

General:

The application charts a high quality research based job embedded professional development model identifying the objectives, structure, focus, roles, learning supports, learning community, impact on new teachers, impact on recruitment and retention, and impact on school achievement. The model provides a good framework for setting out to enhance teacher and principal's professional learning. Training also includes specific training for lead teachers, evaluators, Chief Area Officers/Local School Councils, and master educators. This plan is thorough and well developed (p. e45-49). All core elements were identified and met.

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

Its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional development in section 9101(34) of the ESEA. The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The professional development component of the PBCS must - -

(1) Be based on needs assessed either at the high-need schools (as defined in the Federal Register notice) participating in the applicant's proposed PBCS or LEA-wide;

(2) Be targeted to individual teacher's and principal's needs as identified in the evaluation process;

(3) Provide --

(a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and

(b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);

(4) Support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement (as defined in the Federal Register notice); and

(5) Include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement (as defined in the Federal Register notice) and making modifications necessary to improve its effectiveness.

General:

The application provides a high quality professional development process for all educators who will be involved with the performance based compensation system (p.e45). Chicago Public Schools (CPS) has identified 47 high-poverty schools with at least 75% low income students. Twenty five schools from the list of 45 will be selected to participate in PBCS. CPS has selected schools below the district and state averages in mathematics, reading and science scores along with high teacher turnover and a significant number of inexperienced teachers. CPS also takes into account a strong current principal leader from each of the 45 schools (p.e4-6). The application adequately states that the professional development plan for CPS TIF pays attention to individuals, their various concerns, needs for information and moral support. CPS acknowledges that the foundation of professional development builds teacher quality. Professional development addresses a school's specific curriculum, faculty needs supported by collaborative planning, peer coaching, and formative assessment. Training includes a needs assessment through individual evaluations and interpreting value-added student growth results for instructional improvement (p.e44). The application clearly identifies a high quality research-based job embedded professional development model listing objectives, structure, focus, roles, learning supports, learning community, impact on new teachers, impact on recruitment and retention, and impact on school achievement (p. e45-46). It clearly notes in the application the role of each lead teacher is pivotal for successful implementation of the job-embedded framework. Project planners will collaborate with an external provider to customize training activities that integrate with induction for new teachers and principal training (p. e47). Training will involve observing and coaching in the classroom, mentoring, supportive listening and counseling, and nurturing a professional culture of collaboration and reflective teacher practice. The professional development includes coaches and guided Critical Friends Group meetings (p. e47). Extensive training will be provided to all stakeholders to ensure that they understand and use the PBCS measures to improve practice and student achievement. CPS application indicates that they will establish a Project Advisory Committee to oversee the complex and multi layered differentiated training (p. e50).

Reader's Score: 0

Selection Criteria - Need for the Project

1.(A): Need for the project (10 points):

In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that--

1) The high-need schools (as defined in the Federal Register notice) whose educators would be part of the PBCS have difficulty--

(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and

(ii) Retaining highly qualified or effective teachers and principals.

(2) Student achievement (as defined in the Federal Register notice) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels; and

(3) A definition of what it considers a "comparable" school for the purposes of paragraph (2) of this selection criterion is established.

Strengths:

Throughout the application, CPS addresses the difficulty recruiting highly qualified or effective teachers for various reasons. They continue to tackle the issues with structures in place to improve teacher turnover, lack of highly-qualified teachers, and the high needs population they serve. They acknowledge the shortages in critical subjects and how it adds to their recruitment problems. With the support structures they would like to implement and PBCS, CPS feels confident it can improve their teacher retention rate (p. e6 -7). The application defines comparable schools in the CPS TIF selection pool having similar student achievement to schools across the district, yet they fall significantly below state averages as measured by performance on the state mandated Illinois Standards achievement Test (ISAT) (p. e7). The application strongly identifies the high-need schools, recruiting highly qualified teachers, student achievement and comparable schools. The application clearly justifies determining the effectiveness of a school's teachers and principals and differentiate levels of effectiveness using multiple rating categories. The application effectively incorporates high-quality professional development activities.

Weaknesses:

No weaknesses identified.

Reader's Score: 10

Selection Criteria - Project Design**1.(B): Project design (60 points)**

In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS--

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in the Federal Register notice) based upon their effectiveness as determined in significant part by student growth (as defined in the Federal Register notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in the Federal Register notice);

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

(2) Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

(4) Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems; and

(5) Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in the Federal Register notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Strengths:

CPS application states that it is actively working on developing a methodology for determining principal and teacher effectiveness with the intent to utilize both valid and reliable measures of student achievement to be accomplished during the Year 1 planning stage (p. e9).

CPS has many layers between teachers and principals with other individuals as lead teachers, master teachers, CAO and LSCs. The Working Team pulled together for this grant comprised of a variety of individuals including the Senior Leadership Team who reviewed and approved the content and the Chicago Teachers Union (p. e3, 31, 38)

The plan also includes targeted professional staff development geared towards principals, teachers and CAOs to increase knowledge, understanding and make the PBCS totally transparent. The plan allows for everyone to receive training so they can fully comprehend what to expect when they are evaluated (p.e15-17).

CPS presently provides a data management system that helps track student data, monitor all students, and business service tools to support teachers, administration, staff and parents. The system in place can track and tie students to course work and teachers. This will be an added value for putting a PBCS in place (p. e40-41).

Weaknesses:

No weaknesses noted.

Reader's Score: 60

Selection Criteria - Adequacy of Support for the Proposed Project

1.(C): Adequacy of Support for the Proposed Project (25 points):

In determining the adequacy of the support for the proposed project, the Secretary considers the extent to which--

(1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;

(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;

(3) The applicant will support the proposed project with funds provided under other

Federal or State programs and local financial or in-kind resources; and

(4) The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

Strengths:

The application thoroughly establishes multiple timelines. There is a Year 1 Planning Timeline Completion of Core Elements (a-e) identifying tasks, month, and person(s) responsible (p.e54). Another timeline lists major grant activities, implementation timeline, staff responsible and achievement milestone for key management tasks. The Five-Year Management Timeline lists tasks by Core Element A-E, Absolute Priority 1, Absolute Priority 2, Absolute Priority 3, Competitive Preference Priority 4, Competitive Preference Priority 5 and an End of Year Milestones timeline (p. e61). The timelines are well thought out and provides attention to the five-year management timeline details.

All personnel are qualified to carry out their responsibilities as noted in their resumes. Key personnel and the project director's title were aligned on a work Organization Chart with Responsibilities and Time Commitments organizer (p. e62).

The application clearly supports the proposed project with funds provided under other Federal grants and from The Education Fund (attachment letter).

This application mets the criteria for adequacy of support for the proposed project.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Local Evaluation

1.(D) Quality of Local Evaluation (5 points):

In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation plan--

(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in the Federal Register notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

(2) Will produce evaluation data that are quantitative and qualitative; and

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

This application identifies qualitative and quantitative methods to determine the impact made on effectiveness of student achievement, theories of change, and involving all stakeholders in the process of implementing a performance based compensation plan. The detailed evaluation process provides continuous feedback with the use of multiple evaluations from more than one evaluator (p.e68). An external evaluator will conduct high level, longitudinal analyses of program effects on key outcome goals such as student achievement growth, teacher retention, and teacher effectiveness. The evaluator will also conduct formative evaluation of program implementation providing the necessary feedback

to determine and measure improvement in the operation of the proposed project. This application clearly provides the necessary steps to meet this criteria.

Weaknesses:

No weakness noted.

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

1. Competitive Preference Priority: Use of Value-Added Measures of Student Achievement. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate, in its application, that the proposed PBCS for teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in the Federal Register notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to (1) implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality), and (2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Strengths:

The application recognized that value added measure of school and teacher impact on student growth applies to the state norm referenced Illinois State Assessment Tests and the Scantron Adaptive Student Growth Assessments (p. e0).

The application clearly states that at the conclusion of the planning year there will be the following: improved overall ISAT value-added metric; teacher-level ISAT value-added metric; Year 2-Scantron value-added metric and Year 3-5-Refined Scantron value-added metric; value-added metric expanded to additional content areas (p. e14). The application provides a clear plan for using an added- value metric.

Weaknesses:

The application does not clearly state training teachers and principals on the value-added model to enable them to use the data generated through the model to improve classroom practices.

Reader's Score: 3

Priority Preference - Competitive Preference Priority 2

1. Competitive Preference Priority: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate in its

application that its proposed PBCS is designed to assist high-need schools (as defined in the Federal Register notice) to (1) serve high-need students (as defined in the Federal Register notice), (2) retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition, and (3) fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective. The applicant must provide an explanation for how it will determine that a teacher filling a vacancy is effective or likely to be effective. In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to target are hard-to-staff. Lastly, applicants must demonstrate, in their applications that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

Strengths:

This application assists high-need schools in a very diverse and large communities with the hopes to attract and retain effective teachers after providing professional development and clear evaluation expectations. The model has the potential to provide long term transformation of teacher and principal evaluation and compensation for educators in hard-to-staff areas (p.e51). This application clearly identifies retaining effective teachers in hard-to-staff position along with recruitment and retention of effective teachers to serve high-need students.

The application ensures that they effectively communicate to all stakeholders by providing consistent two way communication. The plan has initiated communication with organizations outside of the school district i.e. the union, The Fund, and New Leaders for New Schools (p. e38).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

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Sub Total	0	0
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1.Quality of Local Eval.	5	5
Sub Total	100	98

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	3
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Competitive Preference Priority 2

1.Competitive Priority 2	5	5
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Panel #14 - Panel - 14: 84.385A

Reader #2: *****

Applicant: Chicago Public Schools, District #299 -- Human Capital, (S385A100127)

Questions

Evaluation Criteria - Absolute Priority 1

1. Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals:

Comment on how well the applicant demonstrates that --

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In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth (as defined in the Federal Register notice) and may include supplemental measures such as high school graduation and college enrollment rates. In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen. While the Department does not propose a minimum incentive amount, the Department encourages applicants to be thorough in their explanation of why the selected incentive amounts are likely high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

General:

The application has provided great detailed discussions throughout the narrative showing current compensation and proposed improvements to the current model in regards to high need schools, school size (principals), and teaching in hard-to-staff subjects. Reference was made to the current pilot projects to demonstrate what was learned and what can be improved upon with the new TIF grant. Beginning on page e24, detailed narrative provides adequate justification to support the level of compensation awards and incentives. The applicant addressed the need to add observation scores, student growth data, weighting and other metrics, which will be determined during further meetings with stakeholders. Once the rubrics' validity has been verified, some areas may be heavier weighted in order to focus on student growth and achievement. The applicant plans to have the new plan ready by the Fall (page e22).

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

1. Priority 2: Fiscal Sustainability of the Performance-Based Compensation System (PBCS):

Comment on how well the applicant demonstrates that - -

(a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and

(b) The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS.

General:

The applicant demonstrated this priority. The complete, comprehensive compensation plan for teachers and principals is detailed on pages e26-e30. The budgets for Federal and non-Federal monies support the project over the course of the five years and clearly demonstrate the ability to sustain the project past the grant period (pages 65-67). A letter of commitment is included in the proposal, stating that Title I and Title II funding will be allocated to sustaining the project.

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

1. Priority 3: Comprehensive Approaches to the Performance-Based Compensation System:

Comment on how well the applicant demonstrates that - -

The proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.

General:

The proposal includes many examples of involving teachers, principals, and other personnel in the creation and implementation of this project. While specific personnel are identified as key employees, there are examples of the importance of involvement from everyone involved. The common theme throughout this application is the belief that a comprehensive system that develops and rewards excellence, will attract and retain effective teachers thereby driving student achievement (page e10).

The applicant has demonstrated knowledge in this area based on information about the lessons learned from previous pilots they have participated in (page e9). Specifically, the Chicago Teacher Advancement Program, The Excellence in Teaching pilot, and the Fresh Start Partnership, all focused on the use of data and evaluations, professional development, and/or the use of mentor support, peer evaluation, and observation feedback.

Reader's Score: 0

Requirement - Requirement

1. REQUIREMENT: Comment on the quality of the applicant's description of how its proposed PBCS will provide educators with incentives to take on additional responsibilities and leadership roles (as defined in the Federal Register notice).

General:

The applicant sufficiently meets this requirement by discussing the pilot programs they are currently using - Fresh Start and Chicago TAP. In both programs, teachers can apply to be mentors or lead teachers and are awarded monetary incentives for taking on leadership roles and additional responsibilities. Similarly, the proposed TIF program would offer teachers the opportunity to become Lead Teachers or Mentor Teachers - each with different leadership opportunities (page e24).

Reader's Score: 0

Evaluation Criteria - Core Element 1

1. Core Element 1:

Comment on the quality of the applicant's plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its performance based compensation system.

General:

The applicant strongly demonstrated the ability to implement this core element. The plan for effective communication was supported with detailed plans, complete and clear examples, and specifics of how this would be done. On page e33 and e34, the applicant details the communication plan under the new CPS strategic communications officer (hired June 2010). The plan includes developing a reputation for CPS as a model urban school district, establishing clear communications structures, channels, and processes to ensure consistent messaging, leveraging grassroots networking and stakeholder engagement, managing targeted media and promotions, and using interactive, two-way communications tools that include blogging, social media, online panel discussions, and regular use of market research and employee engagement surveys.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

Comment on the quality of the applicant's involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant.

General:

The applicant meets this core element and gave a detailed outline and discussion of the work completed to develop this TIF proposal. Chicago Public Schools (CPS) gathered key stakeholders to accomplish this task, including CPS process owners, CAOs, school level principals and teachers, foundations, and consultants (page e30). The applicant noted that the development of the proposal took place during an election that will result in the change of Union leadership, therefore it was not possible to obtain a letter of commitment. However, the applicant stated that per the state PERA law, CPS and the new CTU team will collaborate on the development of the final teacher evaluation plan which

will include a focus on student growth.

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

Comment on the quality of the applicant's implementation, or plan to implement, a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same).

General:

The applicant meets this core element. On page e34-e39, the evaluation system is described in detail and clearly explains the components, method, and process. The evaluation system will measure performance and practice components that will result in rating scales that differentiates levels of effectiveness. The levels are Excellent, Proficient, Needs Improvement, and Unsatisfactory. The use of the Illinois Standards Assessment Tests measures student achievement and provides a measure of student learning and school performance. Rubrics for both teachers and principals (to be rolled out in October 2010) are based on rigorous, research-based standards. For principals, it includes leadership ability, building and maintaining a qualified, motivated team, creating a positive school climate, and efficiently managing operations and resources. For teachers, it will spell out the practices, skills, and characteristics that effective teachers should have and use.

The evaluation system will be rolled out through comprehensive communications strategies and professional development and will provide a standard of fairness in determining teacher and principal effectiveness (page e38). To ensure evaluation fairness, the system will: rely on research, best practice models, and stakeholder input; use valid, reliable, standards-based assessments; include performance and practice metrics; collect performance and observational data at multiple points during the school year; give significant weight to impact on student growth; ensure a high level of inter-rater reliability through training and having more than one well-trained evaluator, including peer evaluators; and communicating requirements and processes and a clear and transparent way.

Reader's Score: 0

Evaluation Criteria - Core Element 4

1. Core Element 4:

Comment on the quality of the applicant's implementation or plan to implement, a data-management system that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems.

General:

The applicant meets this core element and gives sufficient information on the implementation of a complex system involving two core systems already in place called the "Enterprise Resource Planning Systems" (page e39-e42). They are made up of the IMPACT Student Information Management System (SIS) and Human Capital Management System (HCMS). These systems recently completed a 5 year upgrade, enhancement, and implementation which are relative to the proposed CPS TIF project. IMPACT is a web-based solution that has four components to meet the District's various needs for storing and tracking student data. The four components are: Student Information Management, Gradebook, Student Services Management, and Curriculum and Instructional Management. HCMS is made up of eight modules relating to employees. These eight modules are: Human Resources and Base Benefits, Payroll, Time and Labor, Benefits Administration, eBenefits, Enterprise Learning Management, ePay, and eProfile. While these two systems allow teachers and students to be "linked" in the system, there are still outstanding capabilities that need to be addressed, such as, Competency Management System, Talent Acquisition System, Performance and Talent Management System, and the Variable Compensation System, all of which are explained in detail on page e42. CPS proposes to use the planning year to develop and implement these modules.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

Comment on the quality of the applicant's plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

General:

The applicant meets this core element. Beginning on Page e8, the applicant describes in detail the importance of "buy-in" from all involved personnel. Comprehensive information is provided to show the correlation between teacher/principal effectiveness and monetary and non-monetary incentives/awards. Further, the applicant demonstrates a quality communication plan citing the critical importance of transparency of the process for CAOs, principals, and teachers (page e38). Once each evaluation component is finalized, publications, meetings, workshops, and question-and-answer opportunities will be provided. In addition, a website will provide similar information and two-way communication opportunities.

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

Its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional development in section 9101(34) of the ESEA. The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The professional development component of the PBCS must - -

(1) Be based on needs assessed either at the high-need schools (as defined in the Federal

Register notice) participating in the applicant's proposed PBCS or LEA-wide;

(2) Be targeted to individual teacher's and principal's needs as identified in the evaluation process;

(3) Provide --

- (a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and
- (b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to
 - (1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and
 - (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);
 - (4) Support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement (as defined in the Federal Register notice); and
 - (5) Include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement (as defined in the Federal Register notice) and making modifications necessary to improve its effectiveness.

General:

This application includes a strong plan for high quality professional development. The Model addresses a plan for existing personnel as well as new/incoming teachers and principals (page e42-e51). Project planners have developed a high quality research-based, job-embedded professional development framework that centers on real-time support and issues of actual practice with current students. The objectives of the model are to improve student achievement by improving teacher practice; function as the cornerstone of school improvement to increase and sustain levels of student achievement; and to function as a powerful mechanism to attract, retain, and develop highly qualified teachers. This model allows teachers to take different roles to support each other and learn from each other. It encourages support groups, peer observation/coaching, and more. An overview on page e45 and e46 provides details of this model.

Reader's Score: 0

Selection Criteria - Need for the Project

1.(A): Need for the project (10 points):

In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that--

1) The high-need schools (as defined in the Federal Register notice) whose educators would be part of the PBCS have difficulty--

(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and

(ii) Retaining highly qualified or effective teachers and principals.

(2) Student achievement (as defined in the Federal Register notice) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels; and

(3) A definition of what it considers a "comparable" school for the purposes of paragraph (2) of this selection criterion is established.

Strengths:

The applicant adequately demonstrates the need for the project. The narrative provides strong data to support high-poverty schools having recruitment and retention challenges. The written narrative on page e5-e7 sufficiently demonstrates the lack of highly qualified or effective teachers for hard-to-staff subjects. The table on the bottom of page e5, helps demonstrate that there is strong data to support lower student achievement in high poverty schools. Further discussion on page e6 discusses the analysis of teacher characteristics and turnover data across the district, confirming that schools serving the most disadvantaged students and most in need of effective teachers, struggle in retaining teachers. The high turnover rate of teachers, directly impacts student achievement.

Weaknesses:

The table provided at the top of Page e5 does not support the written narrative - possibly reversed the numbers in the table. The narrative states that High Poverty schools are schools where 75% or more of the students are eligible for free/reduced lunch and Low Poverty schools have a 40% or lower rate of students qualifying for free/reduced lunch. The table shows a higher rate of teachers not having middle grades content area certification and not nationally board certified in the low poverty schools. However, the narrative indicates the opposite should be true - lower qualified teachers should be at a higher rate in the High-poverty schools.

Reader's Score: 8

Selection Criteria - Project Design**1.(B): Project design (60 points)**

In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS--

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in the Federal Register notice) based upon their effectiveness as determined in significant part by student growth (as defined in the Federal Register notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in the Federal Register notice);

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

(2) Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective

bargaining that is needed to carry out the grant;

(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

(4) Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems; and

(5) Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in the Federal Register notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Strengths:

The applicant has provided clear, detailed information to address each of these components, demonstrating a strong understanding of goals and plans of implementation over the planning year and the following four years.

The applicant gave a detailed outline and discussion of the work completed to develop this TIF proposal.

On page e24, the applicant demonstrates an effective compensation plan for principals and teachers to use in combination with incentives oriented towards increasing student achievement and significant student growth, throughout CPS schools. The proposed compensation plans include improved aspects of the current models but provide reward mechanisms linked to student achievement, job enlargement, and work in the high need schools and subjects. CPS believes that the awards and incentives are of sufficient size to affect behaviors and decisions of teachers and principals.

On page e34-e39, the evaluation system is described in detail and clearly explains the components, method, and process. The evaluation system will measure performance and practice components that will result in rating scales that differentiates levels of effectiveness. The use of the Illinois Standards Assessment Tests measures student achievement and provides a measure of student learning and school performance. Rubrics for both teachers and principals (to be rolled out in October 2010) are based on rigorous, research-based standards. For principals, it includes leadership ability, building and maintaining a qualified, motivated team, creating a positive school climate, and efficiently managing operations and resources. For teachers, it will spell out the practices, skills, and characteristics that effective teachers should have and use. The evaluation system will be rolled out through comprehensive communications strategies and professional development and will provide a standard of fairness in determining teacher and principal effectiveness (page e38).

The applicant proposes to use a data management system that involves two core systems already in place called the "Enterprise Resource Planning Systems" (page e39-e42). They are made up of the IMPACT Student Information Management System (SIS) and Human Capital Management System (HCMS). This application includes a strong plan for high quality professional development. The Model addresses a plan for existing personnel as well as new/incoming teachers and principals (page e42-e51). Project planners have developed a job-embedded professional development framework that centers on real-time support and issues of actual practice with current students. An overview on page e45 and e46 provides details of this model.

Weaknesses:

No weaknesses found

Reader's Score: 60

Selection Criteria - Adequacy of Support for the Proposed Project

1.(C): Adequacy of Support for the Proposed Project (25 points):

In determining the adequacy of the support for the proposed project, the Secretary considers the extent to which--

- (1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;
- (2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;
- (3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and
- (4) The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

Strengths:

The applicant strongly meets this criteria. The application included a section that identified weaknesses, gaps, and strengths, of the current management plan, including lessons learned to help improve the system going forward.

A detailed 5-year management time line, including key activities and responsible staff, was included in the application (page e56). Strong documentation was provided to show that the grant amount and project costs were sufficient, including other funding, to support this project (page 65).

The qualifications, responsibilities, and time commitments of key personnel are included in the application. A resume is provided demonstrating the qualifications of the Executive Director. The Executive Director and Performance Liaison will be in-kind positions. All other positions will be hired if awarded the grant.

Weaknesses:

No weaknesses found.

Reader's Score: 25

Selection Criteria - Quality of Local Evaluation

1.(D) Quality of Local Evaluation (5 points):

In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation plan--

- (1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in the Federal Register notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;
- (2) Will produce evaluation data that are quantitative and qualitative; and
- (3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant gives sufficient information for each of these areas. Examples were cited of the current and proposed systems. On page e67, the applicant gives detailed information regarding the quality of the evaluation plan. It is proposed that in order to address both formative and summative evaluation questions, a collaborative team of internal and external program evaluators will be engaged. The internal evaluators will conduct formative evaluation of program implementation, program processes, and interim program impacts. The External evaluators will conduct high-level, longitudinal analysis of program effects on key outcome goals such as student achievement growth, teacher retention, and teacher effectiveness.

Weaknesses:

No weaknesses found.

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

1. Competitive Preference Priority: Use of Value-Added Measures of Student Achievement. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate, in its application, that the proposed PBCS for teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in the Federal Register notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to (1) implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality), and (2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Strengths:

The applicant clearly identifies the value-added metric that will be used to measure a school's impact on students' yearly academic growth that compares average student academic growth in a school to the average growth of similar students district-wide. This process will separate the effects of schools and teachers from other variable such as family background characteristics and demographics, which is critical to ensure a fair measure (page e12). Key information was provided to demonstrate a strong understanding of the "value-added" model proposed in the application. On page e12, the applicant explains the current value-added model compared to the future value-added model and describes how the future model will impact the validity of the model, using the three year data approach instead of the pre- post-test model.

Weaknesses:

The applicant did not clearly demonstrate an understanding of how the chosen value-added model would be explained to teachers to enable them to use the data to improve classroom practices.

Reader's Score: 3

Priority Preference - Competitive Preference Priority 2

1. Competitive Preference Priority: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate in its application that its proposed PBCS is designed to assist high-need schools (as defined in the Federal Register notice) to (1) serve high-need students (as defined in the Federal Register notice), (2) retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition, and (3) fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective. The applicant must provide an explanation for how it will determine that a teacher filling a vacancy is effective or likely to be effective. In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to target are hard-to-staff. Lastly, applicants must demonstrate, in their applications that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

Strengths:

Strong evidence is shown in the written narrative that there is a clear understanding of improvements that need to be made to the current system to accomplish this priority. The applicant states that a standards-based compensation system will improve the district's image as a respected and innovative place to work (pages e51-e53). The applicant also demonstrates throughout the proposal, the high level of commitment to: serving high-need students; retaining effective teachers in teaching positions in hard-to-staff subjects and specialty areas; and filling vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective.

Weaknesses:

No weaknesses found.

Reader's Score: 5

Status: Submitted

Last Updated: 7/30/10 11:53 AM

Status: Submitted

Last Updated: 7/30/10 10:29 AM

Technical Review Coversheet

Applicant: Chicago Public Schools, District #299 -- Human Capital, (S385A100127)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Evaluation Criteria		
Absolute Priority 1		
1.Absolute Priority 1	0	0
Absolute Priority 2		
1.Absolute Priority 2	0	0
Sub Total	0	0
Evaluaton Criteria		
Absolute Priority 3		
1.Absolute Priority 3	0	0
Sub Total	0	0
Requirement		
Requirement		
1.Requirement	0	0
Sub Total	0	0
Evaluation Criteria		
Core Element 1		
1.Core Element 1	0	0
Core Element 2		
1.Core Element 2	0	0
Core Element 3		
1.Core Element 3	0	0
Core Element 4		
1.Core Element 4	0	0
Core Element 5		
1.Core Element 5	0	0
High Quality Professional Development		
1.Professional Development	0	0
Sub Total	0	0
Selection Criteria		
Need for the Project		
1.Need for Project	10	10
Project Design		

1.Project Design	60	60
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	25
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	100

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	3
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Competitive Preference Priority 2

1.Competitive Priority 2	5	5
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Sub Total	10	8
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Total	110	108
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Technical Review Form

Panel #14 - Panel - 14: 84.385A

Reader #3: *****

Applicant: Chicago Public Schools, District #299 -- Human Capital, (S385A100127)

Questions

Evaluation Criteria - Absolute Priority 1

1. Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals:

Comment on how well the applicant demonstrates that --

It will develop and implement a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement (as defined in the Federal Register notice) as part of the coherent and integrated approach of the local educational agency (LEA) to strengthening the educator workforce.

In determining teacher and principal effectiveness as part of the PBCS, the LEA - -

- (a) Must give significant weight to student growth (as defined in the Federal Register notice), based on objective data on student performance;
- (b) Must include observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards; and, if applicable, as part of the LEA's coherent and integrated approach to strengthening the educator workforce; and
- (c) May include other measures, such as evidence of leadership roles (as defined in the Federal Register notice), that increase the effectiveness of other teachers in the school or LEA.

In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth (as defined in the Federal Register notice) and may include supplemental measures such as high school graduation and college enrollment rates. In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen. While the Department does not propose a minimum incentive amount, the Department encourages applicants to be thorough in their explanation of why the selected incentive amounts are likely high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

General:

The applicant proposes to develop sufficient structures to determine teacher and principal effectiveness that give considerable weight to student growth utilizing state assessment standards in reading, math, and science to determine student achievement growth (pages 18-24). The structures will include rubrics that also incorporate multiple observations (pages 22); along with student growth and other data points such as stakeholder engagement and leadership roles (page 19). Weighted scores will be assigned to each data point as appropriate.

The applicant presents a clear plan to develop and implement adequate differentiated levels of compensation for effective teachers and principals (pages 24-30). Current compensation models will be enhanced to link rewards with student achievement, job enlargement, and work in high need schools and subjects. Appropriate research is described to support the proposed plan (pages 25-26). Comparison of current compensation and potential compensation indicates a valid plan to provide adequate incentives that will likely create change in the behavior of teachers and principals (pages 27-30). For example, principals will not receive increased compensation based upon performance

evaluations designated as needs improvement or unsatisfactory (page 27). Additionally, objective evidenced-based rubrics will also be used that are aligned with the performance frameworks and develop by a leading expert. Informal and formal observation-based assessments of performance at multiple points in the year will take into account student growth as a significant factor, as well as other measures of effectiveness, including leadership roles (page 11).

The project will include a variable compensation element that will provide an incentive payment or bonus, in addition to base pay, when innovative goals are met or surpassed. The awards will be in the form of increased resources for professional development, enhancements, or compensation. Awards will be provided for teams or individual educators in a Consortium high-need school, based on student learning achievement (page 22). Additionally, some consortium member plans will include incentive awards for hard-to-staff areas and subject-materr shortage areas. Upon completion of the planning year, all Consortium member copensation models will incorporate incentive awards for teaching in hard-to-staff schools and subject areas (page 23). Principals will also be provided with incentive awards for workig in hard-to-staff schools. Incentive awa

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

1. Priority 2: Fiscal Sustainability of the Performance-Based Compensation System (PBCS):

Comment on how well the applicant demonstrates that - -

(a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and

(b) The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS.

General:

The applicant outlines a plan that is sufficient to provide support for the project from other financial sources. The applicant commits its intent to utilize funds form Title I and Title II funding as evidenced by the letter of commitment in the Appendix. It is assumed that the proposed compensation plan will be cost neutral over time. Costs will be recouped from paying lower performers less to be in a position (page 65). Additionally, the applicant is exploring appropriate avenues to reallocate existing funding for the variable compensation plan that are not currently being maximized for the improvement of student achievement, such as sick day payouts at retirement (page 66). The applicant clearly specifies its intent to commit an increasing share of funding over years 2-5 of the grant. Additionally, the project partner has pledged to contribute and adequate amount to support the project (page 67).

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

1. Priority 3: Comprehensive Approaches to the Performance-Based Compensation System:

Comment on how well the applicant demonstrates that - -

The proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.

General:

The applicant presents a description of how the project is aligned with sufficient strategies to strengthen teachers, including collaboration with other teachers, coaching, and professional development opportunities on best practices. A rubric will be developed to align strategies with excellence in teaching models such as Danielson and Chicago TAP. Models will encompass basic instruction domains and elements aligned with components that incorporate what teachers should be doing in the classroom professionally (pages 16-18).

Reader's Score: 0

Requirement - Requirement

1. **REQUIREMENT:** Comment on the quality of the applicant's description of how its proposed PBCS will provide educators with incentives to take on additional responsibilities and leadership roles (as defined in the Federal Register notice).

General:

Information on how the project will provide educators with incentives to take on additional responsibilities and leadership roles is adequate for the project. Teachers will have the opportunity to perform tasks associated with being lead teachers to help strengthen instruction designed to increase student achievement (pages 25-26). Teachers will also have a chance to be master educators with the district schools. Selection and promotion of internal candidates for these positions will be related to positive performance evaluations. In the interim, project staff will ensure quality candidates through a rigorous screening and interview process. The process will require candidate submission of teaching artifacts, including a videotaped lesson and student growth data when possible, a structured group interview, and performance tasks such as mock teacher observations and coaching conversations. Masters Educators will need to demonstrate their competencies with the new instructional framework before they can begin their new role. Job enlargement appears to be embedded in the compensation system being proposed.

Reader's Score: 0

Evaluation Criteria - Core Element 1

1. **Core Element 1:**

Comment on the quality of the applicant's plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its performance based compensation system.

General:

The applicant met the core element. The applicant intends to develop a communication plan that has appropriate strategies that will adequately convey the PBCS plan to all project stakeholders (pages 33-34). The purpose of the plan will help build the applicant's capacity for change on a controversial issue. A pertinent element of the communication plan is to establish clear community structures, channels, and procedures that will ensure consistent messaging on the project.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

Comment on the quality of the applicant's involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant.

General:

Core Element 2 has been met. The applicant outlines appropriate efforts to support teachers, principals, and stakeholders (pages 30-33). Efforts are demonstrated through the planning activities of the work team and senior leadership team. The work team and leadership team are comprised of key representatives, including district leadership, school-level principals and teachers, foundations supporting the project, and consultants working on the project (page 30). Commitment and support are evidenced by statements of commitment by schools participating in the project and letters of support from outside stakeholder representatives (i.e., the Chicago Public Education Fund) (Appendix).

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

Comment on the quality of the applicant's implementation, or plan to implement, a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same).

General:

The applicant presents a sufficient demonstration that the evaluation system designed for teachers and principals is rigorous, transparent, and fair. The proposed rubric-based evaluation systems is based upon research based foundations accepted as high quality, is aligned with the norm-referenced state standards, including the use of actual school level scores in relation to meeting standards, and trends over three years, with stringent and appropriate component to assess student growth (page 36). The observation rubric for the evaluation of principals has evolved from analysis of modes and reasearch and includes five critical activities, including leading others in setting strategic direction, providing instructional leadership; building and maintaining a qualified, motivated team, creating a positive school climate, and efficiently managing operations and resources (page 36). The observational evaluations will be provided by more than one

well-trained evaluator, including peer evaluators for teachers and principals (page 39). The proposed evaluation systems will also ensure a high-degree of inter-rater reliability through training. Professional development opportunities and communication strategies will inform all project stakeholders about the system, including the value-added metrics, standards-based rubrics, and rating scales.

Reader's Score: 0

Evaluation Criteria - Core Element 4

1. Core Element 4:

Comment on the quality of the applicant's implementation or plan to implement, a data-management system that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems.

General:

The applicant will use two management systems that are adequate to support the implementation of the project. Systems outlined will help track, manage, and assess the effectiveness of teachers and administrators as they increase student growth in high-need schools. The applicant presents a clear description of two management systems that will be utilized on the project, the IMPACT Student Information Management System (SIS) and the Human Capital Management System (HCMS) (pages 39-42). IMPACT is a web-based solution that had four components to meet the District's various needs for storing and tracking student data, monitoring all students, including children with special needs, and providing the business tolls and infrastructure necessary to support District teachers, administrators, staff, and parents (page 40). HCMS is currently made of eight modules that are the foundation for the collection of all data relating to employees, including Human Resources and Base Benefits, Payroll, Time and Labor, Benefits Administration, eBenefits, Enterprise Learning Management, ePay, and eProfile (pages 40-41). Of particular importance, is the fact the the system allows for multiple streams of interaction and updates from departments and employees. Additionally, in terms of the proposed project, HCMS addresses relationships required to track and tie a teacher to a school and principal. The two systems are key components of meeting the project requirements. The linkage between course, student, and teacher provides the foundation to incorporate assessment data that will be used to track and measure value added growth (page 41).

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

Comment on the quality of the applicant's plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

General:

Core Element 5 has been met. The applicant outlines a sufficient communication plan comprised of adequate strategies to ensure teachers and principals understand the specific measures of teacher and principal effectiveness (pages 33-34). New technologies such as social media will also be used to enable the efficient and effective delivery of information as well as access to data. Additionally, public meetings, and workshops will

be held to provide information and question and answer opportunities. A website will also provide information on the project. A job-embedded professional development will also provide opportunities for training on what to expect (page 38).

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

Its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional development in section 9101(34) of the ESEA. The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The professional development component of the PBCS must - -

(1) Be based on needs assessed either at the high-need schools (as defined in the Federal Register notice) participating in the applicant's proposed PBCS or LEA-wide;

(2) Be targeted to individual teacher's and principal's needs as identified in the evaluation process;

(3) Provide --

(a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and

(b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);

(4) Support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement (as defined in the Federal Register notice); and

(5) Include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement (as defined in the Federal Register notice) and making modifications necessary to improve its effectiveness.

General:

The applicant outlines a professional development model that is centered on realtime support and issues of actual practice with students (page 44). The core of the model is the individual school's specific curriculum, faculty needs supported by collaborative planning, peer coaching, and formative assessment (page 44). The proposed model is job-embedded, and includes training related to specific areas of need identified through individual evaluations and interpreting value-added student growth results for instructional improvement (page 44). Key objectives of the model is to improve student achievement by improving teacher practice. A focus will be on the core competencies for effective teaching (page 45). A bold marketing and dissemination campaign will ensure that all teachers and principals understand the principles, structures, evaluation process, and support of the PBCS (page 44). Some strategies to be employed will include town hall sessions for open discussion, orientation during New Teacher Academy, 15 hours of introduction to the evaluation process, rubric and observation protocol, site-based sessions to review scored exemplars and artifacts, and individual area presentations (page 44). Because of the complexity of the professional develop model, the number of schools involved, and the multiple layers of personnel who require differentiated

trainings, the applicant will establish a Project Advisory Committee to provide an infrastructure for expanding vision, analyzing feedback, and guiding continuous improvement (page 50). All teachers and principals will be rated annually under the new performance evaluation system, which will allow timely feedback and intervention when teachers and principals are struggling. A combination of the evaluation rating category and more details metrics underly a scaled evaluation score that will trigger professional development for individuals, while also linking to more formative evaluation data, thus identifying supports mid-year to improve practice (page 50).

Reader's Score: 0

Selection Criteria - Need for the Project

1.(A): Need for the project (10 points):

In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that--

1) The high-need schools (as defined in the Federal Register notice) whose educators would be part of the PBCS have difficulty--

(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and

(ii) Retaining highly qualified or effective teachers and principals.

(2) Student achievement (as defined in the Federal Register notice) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels; and

(3) A definition of what it considers a "comparable" school for the purposes of paragraph (2) of this selection criterion is established.

Strengths:

The applicant clearly demonstrates need for the project. The applicant presents information on the difficulty of recruiting and retaining highly qualified and effective teachers for high need schools. Also, student demographic and educational data is described for students in the participating high-need schools to support need for the project. Gaps and weaknesses in the applicant's current Human Capital Framework are also clearly specified, and are indicative of need for the project (page 8). For example, there is a clear disparity between the qualities of teacher attributes in high and low poverty schools (page 5). As compared to schools of structure and size, seventy-five percent or more of the students are eligible for free and/or reduced lunch (page 5), and the need to increase student achievement is evident based upon the comparison of high-need schools with comparable schools. Additionally, the framework to support professional development for teachers is fragmented across the district with uncoordinated efforts on the part of the district, schools, and outside providers (page 8).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Project Design

1.(B): Project design (60 points)

In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS--

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in the Federal Register notice) based upon their effectiveness as determined in significant part by student growth (as defined in the Federal Register notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in the Federal Register notice);

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

(2) Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

(4) Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems; and

(5) Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in the Federal Register notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Strengths:

The applicant outlines a project design that is adequate to ensure the development and implementation of a Performance Based Compensation System (PBCS) within the applicant's current framework of operations and initiatives. The proposed project will provide performance awards that are substantial and sufficient to change behaviors in the ensuring student growth (page 8-10). The applicant's current Human Capital Framework is the foundation of the proposed design. Lessons learned from the development and implementation of prior initiatives will serve to guide the applicant in the development of the proposed PBCS (page 8). The project design is comprised of appropriate components to promote a theory of change via the the implementation of a system that develops and rewards excellence. Key components of the design include a sufficient methodology for determining principal and teacher effectiveness that is linked with measures of student growth, while also ensuring rigor, fairness, and transparency, a value added model that is based on the norm-referenced state assessment that will serve an appropriate measure of a school's impact on students (pages 8-30). Data Managment systems are clearly

specified that link professionals with compensation systems and measures of student growth. Additionally, the communication plan outlined for the project includes strategies that will communicate the plan to all involved, while also building capacity, and providing a continuous avenue for the project to gain support of key stakeholders, including teachers, principals, project partners, and educational related associations (page 31-32). A clearly designed professional development model is included in the project design that will provide sufficient and appropriate training on the PBCS and ensure adequate development and implementation of the components of the plan, and are linked with teacher and principal effectiveness (page 45-46).

Weaknesses:

No weaknesses noted.

Reader's Score: 60

Selection Criteria - Adequacy of Support for the Proposed Project

1.(C): Adequacy of Support for the Proposed Project (25 points):

In determining the adequacy of the support for the proposed project, the Secretary considers the extent to which--

- (1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;
- (2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;
- (3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and
- (4) The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

Strengths:

The applicant presents management timelines that are sufficient to ensure project objectives are met. The timelines outline key management and project tasks, aligned with persons responsible, milestones for accomplishing project tasks, and target dates of completion (pages 58-59). The staffing structure outlined for the project is adequate to ensure the project is developed and implemented appropriately. Staff qualifications, experiences, and time commitments are sufficient (pages 60-63 and the Appendix). Additionally, an Advisory Committee will be established to provide an infrastructure for monitoring, implementation compliance, analyzing feedback, and ensuring continuous improvement.

The applicant outlines a plan to provide support for the project from other financial sources. The applicant commmits its intent to utilized funds from Title I and Title II funding as evidenced by the letter of commitment in the Appendix.

The applicant presents a reasonable budget to support the project. Allocations are provided for staff salaries, travel to support meetings, school-based position compensation training, equipment, supplies, contractual services, and communication (Budget Narrative). Allocations for incentives are sufficient to support the structure of the PBCS.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Local Evaluation

1.(D) Quality of Local Evaluation (5 points):

In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation plan--

(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in the Federal Register notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

(2) Will produce evaluation data that are quantitative and qualitative; and

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant outlines an evaluation strategy that is sufficient to yield quantitative and qualitative data on the success and impact of the project (pages 67- 73). The evaluation effort is designed to address clearly specified performance objectives that address student achievement, teacher and principal retention, teacher and principal effectiveness skills, support school culture and learning environment, teacher job satisfaction, job commitment, motivation to improve, and student learning and general behaviors. Formative and summative evaluations will be conducted by internal and external evaluators. A clear framework is presented describing the proposed evaluation strategy for each project component, including an alignment of proposed evaluation questions, methods used, data indicators, and persons responsible. The applicant provides appropriate strategies that will ensure feedback and continuous project improvement (page 70). The management strategies, a fundamental objectives of the evaluation will provide program stakeholders and district leaders with rigorously generated and relevant research-based feedback throughout the implementation of the project. Regular and ongoing dissemination of formative evaluation findings will equip district leaders with information needed for decision making about needed modifications and improvements. Evaluation results will also facilitate district leaders' efforts around broader, systemwide program and policy reform. The evaluator will produce annually, a formal report on findings of program impacts as well as periodic research updates on additional analyses.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

1. Competitive Preference Priority: Use of Value-Added Measures of Student Achievement. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate, in its application, that the proposed PBCS for teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in the Federal Register notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to (1) implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality), and (2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Strengths:

The applicant outlines the intent to utilize the current value added model for the project (pages 11-12). Proposed changes to the current model are specified and will improve the statistical rigor of the value-added measurement (page 12). For example, the use of data over a three year period will increase the validity of the model, while also accounting for the differences across classrooms.

Weaknesses:

Some changes outlined to enhance the ISAT-based value added model are not described in detail. A clear and detailed description of proposed changes would strengthen the model and provide a better understanding of how the model will be used to measure impact on students' yearly academic growth. Some changes not described include the constrained Bayesian shrinkage and the ultivariate shrinkage associated with the model (page 12).

Reader's Score: 3

Priority Preference - Competitive Preference Priority 2

1. Competitive Preference Priority: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate in its application that its proposed PBCS is designed to assist high-need schools (as defined in the Federal Register notice) to (1) serve high-need students (as defined in the Federal Register notice), (2) retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition, and (3) fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective. The applicant must provide an explanation for how it will determine that a teacher filling a vacancy is effective or likely to be effective. In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to target are hard-to-staff. Lastly, applicants must demonstrate, in their applications that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

Strengths:

The applicant provides a clear description of how the project will enhance its current efforts in attracting and retaining effective teachers and principals through the provision of both monetary and non-monetary incentives, including professional development support and career opportunities (pages 51-53). Incentives will attract new applicants who are likely to fare well under a performance pay system, and retain high

performers who are successful at producing desired outcomes such as increased learning gains. Some enhancements will also provide additional compensation incentives for teachers of hard-to-staff subjects, as well as teachers of ELLs and special education students. Data management systems will also be used to help principals identify high quality candidates (page 52).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

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