

Status: Submitted

Last Updated: 7/30/10 9:42 AM

Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated -- , (S385A100094)

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	55
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	95

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	5
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Competitive Preference Priority 2

1.Competitive Priority 2	5	4
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Sub Total	10	9
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Total	110	104
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Technical Review Form

Panel #5 - Panel - 5: 84.385A

Reader #1: *****

Applicant: Community Training and Assistance Center, Incorporated -- , (S385A100094)

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 has developed a PBSC which gives significant weight to student growth, based upon objective data on student performance, which includes multiple observations throughout the year of both teachers and principals, provided by experienced coaches/trainers, using objective and measurable goals, aligned with professional teacher standards, and which serves as part of a coherent and integrated approach to strengthening the educator workforce within the LEA. (Pages 3 through 16)

School leaders, like teachers, are evaluated for their effectiveness in promoting student growth, based upon objective measures of student growth, as well as observations which are tied to a clear set of standards of practice. School leaders are also evaluated based upon factors such as school climate as indicated by stakeholder surveys, and by graduation rates. (Page 14).

The applicant has selected the three - their system of performance-based compensation due to its structure and success in helping to attract and to retain teachers. Tier one rewards professionals for direct service delivery to students which results in

significant student-growth. Tier two encourages collaboration with colleagues leading to increased student growth. The third tier is tied to overall school progress in promoting student achievement. These measures encourage professional engagement and promotes a learning community culture. (Pages 12 through 15)

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 does have projected costs associated with the development and implementation of the PBCS during the project period and beyond and has accepted responsibility for the providing an increasing share of non-TIF funds over the course of the grant and beyond. The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources. They have proposed to support TIF with resources available from federal, state and local sources, including NCLB/ESEA, Title I, Title II, and Title III programs. They will also take advantage of available state grants and local city funding as well. (Page 42).

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 proposed PBCS is part of a proposed LEA strategy for improving the process by which each participating LEA rewards teachers, principals, and others in high-need schools, based upon their effectiveness as determined in significant part by student growth. It consists of three components: TIPPA (the rewards and incentives part of the program), a new personnel and supervision evaluation, and the Professional Performance Process (PPP). These are the three cornerstones of the applicant has a strategy for strengthening the educator workforce, and relates directly to retention and tenure. (Page 5)

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 provides opportunities for educators in targeted LEAs to take on leadership opportunities through their involvement in school and district-wide steering committees and workgroups, where they have input into the development of a number of important district-wide initiatives and where they can also receive financial incentives. Personnel involvement takes place through a process of self-selection and nominations by colleagues and supervisors. (Pages 24 through 28)

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 proposes what it characterizes as a two-way communications system, where they solicit feedback and are provided with open information. They provide multiple communications vehicles, including a web site which is available to internal staff and to the public. They also send out information via direct email, electronic newsletters and regular mail (Page 36).

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 proposes what it characterizes as a two-way communications system, where they solicit feedback and are provided with open information. They provide multiple communications vehicles, including a web site which is available to internal staff and to the public. They also send out information via direct email, electronic newsletters and regular mail (Page 36).

The applicant makes a significant effort to secure broad support for this initiative, and to make the project as inclusive as possible. As a result they have been successful in

securing the support of teachers, principals, and other personnel, 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. The applicant reports that they developed the proposed PBCs with the full support of educators at all levels, and with the input of union designees from the beginning of the process and throughout. Letters of support and the involvement of LEA employees in the management plan bear this out (Pages 16, 33-35 and 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 has proposed a rigorous, transparent, and fair evaluation system for teachers and principals that differentiates evaluations, using multiple rating categories that take into account student growth, and that includes rubrics, charts, and descriptions of all levels of procedures and guidelines. The system tracks various objective measures of student growth and achievement, utilizes rubrics aligned with teacher and school leader standards, and promotes a high degree of inter-rater reliability through its design. Standards used are: Standards for the Professional Practice of Teachers, and Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Superintendents, and Educational Leadership Policy Standards adapted from the Interstate-School Leadership Licensure Consortium (ISLLC). (Pages 10 and 16)

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 data-management system developed by the applicant has been in use for some time. It that can link student achievement (growth) data to teacher and principal payroll and human resources systems. The applicant reports that they have a strong data management system in place, which was developed internally to utilize with the state's system of performance pay compensation. It was developed in part to provide human resources with a

way to link student performance to individual teachers, and was also developed to be utilized by staff, including, but not limited to teachers and principals across the district, for effective instructional and program planning, as well as for teacher and principal evaluations. (Page 16)

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:

Professional development training is a key component of the applicant's plan. They have stated that they established their data management system about three years ago, and have had the opportunity to train staff in its use. Trainings are on-going and are mandatory for new personnel who are hired into the system, as data based instructional and program planning, and staff accountability are an integral part of the culture of the LEA and the schools who will be included under this grant (Pages 10, 16 and 36).

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 provides a plan for high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (growth), and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The system proposed by the applicant ensures comprehensive professional development tied to professional evaluations, which target areas of need, based upon teacher and principal evaluations of effectiveness in promoting high levels of student growth, and a needs assessment which is conducted annually, and which is developed by district teams in order to provide targeted support. The actual professional development plan is limited in that it states the types of activities that professionals may engage in, however, it does not provide specific plans. The applicant focused most of their time developing the needs assessment and audit section to show how they would create professional development plans. (Pages 25 through 32)

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 provides a table (Table I) which outlines data related to the 30 high-needs schools that will be included in the PBCS proposed under this application. The chart reflects demographic data on students who attend targeted schools, and shows that the majority are historically under-served students (i.e. African American and Latino). It also shows that there are significant to high numbers of Limited English students in the schools, and the teacher turn-over and principal hiring rates. Teacher turnover rates range from 3% to approximately 13%, depending upon the school (Page 4).

The applicant provided their definition of what constitutes comparable schools and provided helpful data (above) on surrounding schools and districts with like size, and with students who share common demographic characteristics.

Student achievement data shows that students in targeted schools are performing below students in comparison schools and districts in most instances, except in 8th grade reading. (Page 4)

Provides low income student data in narrative, which states that each of the thirty targeted schools has a high number of low income students, with percentages ranging from 50% to 85.5 %. (Page1).

The applicant engages in a continuous recruitment process, involving media ads, networking with those in professional organizations, community organizations. They also offer signing bonuses to attract highly qualified educators, particularly in hard to staff subject areas. (Page 38)

Weaknesses:

No weaknesses were identified in this section of the grant review.

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 PBCS is part of a proposed LEA strategy for improving the process by which each participating LEA rewards teachers and others in high-need schools, based upon their effectiveness as determined by student growth. It consists of three components: TIPA (the rewards and incentives part of the program), a new personnel and supervision evaluation program, and the Professional Performance Process (PPP). These are the three cornerstones of a strategy for strengthening the educator workforce. (Page 5)

The methodology the applicant proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel includes a review of objective student data heavily weighted on student growth. Teacher and principal effectiveness will be also be determined through a process of examining objective student data (i.e. Virginia Standards of Learning state reading and mathematics exams) and through observations which take place throughout the year to evaluate educator's impact on student growth. (Page 10).

The applicant would use the proposed PBCS to provide performance awards to teachers, principals, and other 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. They have proposed to accomplish this through a three tier system. Tier one provides incentive awards to teachers and other school personnel for their effectiveness in working directly with students. Tier two provides incentive awards for school personnel to collaborate with other professionals in the school, leading to significant student growth. Tier Three awards staff in schools that have successfully achieved AYP. It is an additional incentive that provides additional weight on student growth and an additional reward. It is a rigorous, transparent, fair and open evaluation system which utilizes multiple measures which differentiates levels of educator effectiveness based upon levels of student growth. (Pages 20, 9 and 10)

The applicant provides a clear explanation of how teachers, principals, and other personnel are determined to be "effective" for the purposes of the proposed PBCS. The effectiveness of teachers and administrators will be defined by their impact on student performance and by meeting or exceeding all six of the performance standards that are part of their system. Standards used are: Standards for the Professional Practice of Teachers, and Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Superintendents, and Educational Leadership Policy Standards adapted from the Interstate-School Leadership Licensure Consortium (ISLLC). (Pages 10 and 16)

The applicant has successfully secured the support of teachers, principals, other personnel and unions, in the schools and LEAs to be served by the grant. (Pages 16, 33-35 and Appendix)

The applicant is utilizing a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement data to teacher and principal payroll and human resources systems. (Page 16)

The applicant provides a plan for high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (growth), and which are linked to the specific measures of teacher and principal effectiveness. The system proposed by the applicant ensures comprehensive professional development tied to evaluations, and based upon measurable objectives, which target areas of need, and includes a needs assessment which is conducted annually, and which is developed by district teams to provide targeted support (Page 25)

Weaknesses:

The actual professional plan is limited in that it states the types of activities that professionals may engage in, however, it does not provide specific plans. The applicant focused most of their time developing the needs assessment and audit section to show how they would create professional development plans. (Pages 25- 32)

Reader's Score: 55

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 has submitted a management plan that 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. Their plan is a very detailed plan which provides answers to all key questions, thus allowing one to make a determination of its potential (Pages 26 through 36).

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. The applicant presented the picture of a cohesive team who has worked collaboratively to develop a well-thought out plan, and who are expert in their areas of responsibility. Extensive professional biographies were provided for each key personnel member (Pages 39 and I through iv)

The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources. They have proposed to support TIF with resources available from federal, state and local sources, including NCLB/ESEA, Title I, Title II, and Title III programs. They will also take advantage of available state grants and local city funding as well. (Page 42).

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. The applicant has requested funds that appear reasonable, particularly given that their PBCS will serve thirty schools.

Weaknesses:

Weakness:

No weaknesses listed.

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 proposes an evaluation plan which employs a combination of quantitative and qualitative methods, based upon measurable objectives. The primary goal of which is to provide division and school leaders with formative assessments in the early years of implementation in order to guide policy and further program development and refinement. This data will be supported by quantitative analysis using regression analysis discontinuity design (RDD), as well as comparative interrupted time series analysis. These allow the district to employ an evaluation of a range of important measures, i.e. Student growth and development and staff demographics and characteristics (Pages 45 through 51) The applicant presents a plan for feedback and continuous improvement based upon the following belief: Constituents affected by the new compensation system need to have regular opportunities to respond and to shape the plan. As such PWCS constituents have an opportunity, through involvement in a variety of pivotal groups with differing points of access, will have opportunities to shape the compensation system, to conduct and respond to surveys and to participate in focus group discussions, and to provide constituent assessments and critiques of the system post-grant period. (Page 51).

Weaknesses:

No weaknesses listed.

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 would use the proposed PBCS to provide performance awards to teachers, principals, and other 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. They have proposed to accomplish this through a three tier system. Tier one provides incentive awards to teachers and other school personnel for their effectiveness in working directly with students. Tier two provides incentive awards for school personnel's collaboration with other professionals in the school, leading to significant student growth. Tier Three awards staff in schools that have successfully achieved AYP. It is an additional incentive that provides additional weight on student growth and it allows for an additional reward. It is a rigorous, transparent, fair and open evaluation system which utilizes multiple measures which differentiates levels of educator effectiveness based upon levels of student growth. All teachers and principals in the district will have some involvement and input in developing the program, as well as other stakeholders. Training will be provided for all across the district. (Pages 20, 9 and 10)

Weaknesses:

No weaknesses were provided in this section of the grant review.

Reader's Score: 5

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 has identified a number of ways in which they regularly communicate with those in the district as well as with the public. They provide multiple communications vehicles, including a web site which is available to internal staff and to the public. They also send out information via direct email, electronic newsletters and regular mail (Page 36). They determine teacher effectiveness by use of National Teaching Standards Board standards.

Weaknesses:

The applicant has not made the case for need due to teacher shortages in subjects and specialty areas. So this was not an area of emphasis.

Reader's Score: 4

Status: Submitted

Last Updated: 7/30/10 9:42 AM

Status: Submitted

Last Updated: 8/6/10 4:00 PM

Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated -- , (S385A100094)

Reader #2: *****

	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	5
Project Design		

1.Project Design	60	56
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	91

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	5
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Competitive Preference Priority 2

1.Competitive Priority 2	5	3
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Sub Total	10	8
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Total	110	99
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Technical Review Form

Panel #5 - Panel - 5: 84.385A

Reader #2: *****

Applicant: Community Training and Assistance Center, Incorporated -- , (S385A100094)

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:

Priority 1 has been met.

The PWCS proposal clearly demonstrates that it uses differentiated levels of compensation. For staff at eligible schools there will be two levels of awards - one for principals and teachers of Virginia Standards of Learning (SOL) subjects, elementary teachers, and special ed teachers (Tier 1). It was felt that these individual have a direct impact on measured performance outcomes. Other certificated staff receive a lower level of award, Tier 2.

Student growth will be measured by the Virginia SOL exams which are fair and valid assessments of student knowledge. They propose to convert scores to normalized scores to determine relative growth from one test to another. Additionally a determination of qualities of effectiveness of teachers will be generated and teachers and principals who meet these criteria will be rewarded for effectiveness. Multiple observations, aligned with professional educator standards will be recorded (p.10). Data from these observations are combined with evidence of teacher impact on student learning as

evidenced by growth on SOL tests.

Teachers and principals at schools in the program may assume leadership roles as mentors, modelers of lessons and in this way they will help other schools become more effective.

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:

Priority 2 has been met.

The PWCS proposes to contribute an increasing amount of non-TIF funds in succeeding years of the program. They propose a planning year and would begin contributions of non-TIF funds in year 2 amounting to 20% (\$257,276) and increasing by 25% each year for a final contribution of 80% (\$1,191,314) in year 5. The non-TIF contribution would be \$540,278 in year 3, \$850,939 in year 4, and \$1,191,314 in year 5. If this pattern were to continue the PWCS would be able to assume 100% responsibility for the program if it were to continue past year 5 (p.6).

Reader's Score: 0

Evaluation 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:

Priority 3 has been met.

The applicant provides a strong presentation for the proposed PBCS plan to strengthen the educator workforce. It combines professional standards with data collection via multiple observations throughout the year and test scores. The proposed plan for professional development targets needs through goal setting, planning, and reviews throughout the year.

The Teacher Incentive Performance Award (TIPA) proposes a financial reward to teachers and principals and it is aligned with the professional standards of the Professional Performance Process (PPP), to provide professional development geared to data specific needs. Financial rewards are paired with professional development to strengthen skills through data analysis. The PPP consists of 6 performance standards - all of which contribute to student achievement. There are three ratings possible for each component - exceeds, meets, and does not meet. Teacher retention, and tenure are directly related to these ratings as well as the possibility of offering support to those who received ratings in the does not meet category.

This represents an exciting blend of financial rewards linked to performance standards and professional development to support it.

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:

Point values on the effectiveness scale are offered for leadership responsibilities. Incentive compensation is determined by the aggregate point system and leadership is not separated out. Since the team approach or whole school approach is used in this proposal, the incentive to perform these roles is consistent with the desire to excel as a school and earn compensation through that mode.

The proposal indicates that teachers and teacher leaders will assume additional responsibilities - sharing best practices with other schools, modeling lessons for visiting teachers, and presenting at local conferences (p22).

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:

There is a comprehensive plan proposed to disseminate information about the TIPA and the PPP (p.36). The communication system is designed to inform the community and staff through multiple media. Articles in the newsletter, The Communicator, news releases are sent to over 3,000 people, and cable tv access channel carries local programming. There are also social media components with Facebook pages and Twitter accounts reporting. Additionally there are specialized websites and hard copy newsletters. Meetings at the school sites and community forums will also be held as well as briefings with policymakers.

It is evident that extensive work has been done already in preparation for the next step - committees have been formed and meet regularly, contributing and collaborating on parts of the proposal.

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:

It seems as if there has been enormous input from teachers, principals, administrators, and community members into investigating and establishing the a performance based compensation program. Great effort has been invested in communicating and working with teachers' concerns of this type of system. The core team of members of different sectors of the professional staff met monthly and numerous other meetings have been held to inform, discuss, survey and begin to analyze responses to ensure stakeholder buy in, support, and compliance. Teachers, principals and other staff have indicated support for this program as evidence by numerous letters of support.

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 system that PWCS developed to evaluate teachers and principals was done in a collaborative manner and was based on observations done several times a year and are aligned with the PPP standards (p.14), a set of valid performance objectives. These observations form the basis for assessment and open dialogue between participants intended to promote professional growth and result in improved achievement for students.

Observations are held at least twice a year and additional conference dialogues are held. Individualized goals and objectives are set for each educator at the beginning of the year. Progress on achieving these goals is monitored at intervals, several times a year with a final evaluation conference. The rating system is composed of three possibilities - exceeds, meets, or does not meet for each performance standard. Each educator is expected to reach "meets standards" and requires evidence from multiple sources that the educator has mastered the performance standard. "Exceeds standards" indicates an impact beyond one's own classroom. Inter-rater reliability is to be ensured through additional training and rubrics aligned with PPP (p.16).

Qualitative as well as quantitative data will be gathered and reported to help determine effectiveness of teachers and other personnel.

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 district is in the process of upgrading to a new student information system, Chancery SMS, which is designed to integrate performance data with other types and sources of data. This will further enhance the system and give it greater capability for increasing student achievement. Human resources already provides teachers with student data and it can be analyzed individually. They propose a data management work group whose purpose would be to develop and monitor the plans for system alignment. Managing data and being able to access it in various ways is essential to analysis for results.

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:

A very well devised professional development plan is proposed for PWCS. It is understood that it directly supports teachers and thus will help to improve student achievement. The plan proposes to support the professional educator performance standards. The types of professional development offered will target the needs of the schools. Specific needs of individual teachers, principals, and school levels will be addressed. It is designed to support continuous improvement by analyzing need, and devising action plans to remedy those issues and improve student achievement. Everything is done with the goal of positively affecting student achievement. Extensive professional development plans for each year are presented.

An extensive communication plan is proposed to ensure that teachers and other staff have continuing opportunities to both receive information as well as to give input (p.36). This open communication system guarantees that there is understanding of the specific measures of teacher and principal effectiveness. The communication plan uses websites, articles in online newsletters, face to face meetings, school level meetings, briefings, as well as social media sites like Facebook and Twitter. Cable tv will carry programming and there will be news releases.

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:

PWCS proposes a professional development system that is designed to achieve the goal of continuously improving student achievement by enhancing and supporting the professional community to provide effective instruction. The components of this practice involve careful analysis of student achievement data and data that reflect the instructional practices used. It also advocates developing a climate of continuous data reflection and to function as a professional learning community (p.24).

Professional learning communities work collaboratively toward the common goal of student achievement. They do this through collective inquiry, improving instructional practices with a goal of increasing student achievement.

PWCS proposes to have a committee develop the measurement and characteristics of effective schools and teachers. Professional development designed to strengthen and build these characteristics will be developed. Data will be analyzed on student performance, teacher evaluation and baseline data and specific teacher needs for teachers, principals and school levels will be drawn up. School professional development coordinators will customize professional development to fit the school and teachers. The proposal outlines an extensive five year plan targeting improving student achievement through teacher effectiveness as its ultimate goal.

The plan is comprehensive, yet fluid and aligns with professional standards and individual needs.

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 schools in this study are ethnically diverse with representation of a multi-racial make up. Twenty percent of the students live in homes where a language other than English is spoken.

The schools cited in the study are high needs as evidenced by the large percentage of minority students and the large percentage of novice teachers (p.1). The financial incentives are substantial enough to be attractive to teachers and will improve retention and recruitment of teachers for high needs schools.

The percentage of students who are eligible for free lunch ranges from 50.24% to 84.41 %. This is further evidence that they are high needs schools. (p.4) There is also data that shows that a sizable number of schools had students who failed reading or math.

Comparable schools data is presented (p.3) and was established on parallels between the TIPA eligible schools and non-TIPA schools. Each set had 20% or more of their socio-economically disadvantaged population failing the Virginia Standards of Learning (SOL) tests in one or more NCLB reading and math courses.

Weaknesses:

Low soci economic students are serviced by the least experienced teachers, but it is questionable whether highly effective teachers would want to wait the period of time they would need to prove themselves as "effective" under this system.

Since incentives are based on whole school performance, new recruits would have to be willing to invest themselves in a whole school approach.

The proposal establishes comparable schools but fails to cite significant differences in failure rates. The failure rates for TIPA schools is between 20 and 62% while the non-TIPA schools' failure rates were between 20 and 56%. This does not seem to be a significant difference.(p.3)

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:

This proposal is a comprehensive and well presented plan for developing a performance based compensation system of multiple incentive tiers that clearly links student achievement to teacher performance and supports it with professional development driven by need. There are multiple observations throughout the year with dialogue to promote professional standards to improve student achievement.

An entire high needs school is used as the unit for evaluation and compensation would be

judged on the basis of student performance on state tests and teacher effectiveness as defined by 6 factors in the Professional Performance Process (PPP), a new supervision and evaluation system. To receive performance incentives schools must satisfy both AYP and full accreditation (p. 7). Two levels of incentive compensation are proposed. Observations will be performed throughout the year with additional conferences held as well.

TIPA rewards teachers and principals for their contributions to higher student achievement while it improves teacher and principal skills in high needs schools. It uses professional development based on analyses of specific student and teacher data and targets areas of need to help improve student achievement.

The data management plan has solid links between human resources data and student performance. This allows teachers the ability to analyze achievement by individual students (p.16). Student growth will be measured by Virginia SOL exams which are fair and valid assessments of student knowledge. The scores will be converted to normalized scores so that relative growth may be determined from one test to another. Teacher impact on student achievement is evidence by growth on SOL tests.

Partnered with the compensation possibilities is an extensive and continuous professional development program designed to improve instructional techniques. Needs will be determined at intervals and professional development plans developed throughout the program (p.24). Professional development focuses on individual school and educator improvements and builds on growth targets established in strategic plans for 2010- 2011 through 2014 - 2015. Administrative personnel get further support from coaches (p.23)

It is evident that this is a great collaborative effort as representative from stakeholder groups have been involved in planning and development of the program and will continue to do so. Teachers and school leaders were key participants in the development of essential pefroamcen qualities through numerous focus groups and solicited input. They will continue to be an integral part of the process. There is an exhaustive and comprehensive local evaluation plan prepared (p.44-51). The plan is fair, rigorous and transparent (p. 14).

The focus on the ultimate goal: what is best for the child is evident throughout the program. Everything is geared to help children perform to their highest capabilities. The very capable data management system has information about the students and is linked to the human resources sector (p.26). Formal observations are scheduled at least twice a year with informal discussions schduled throughout the year.

The great support that the program has garnered is evident from the high quality personnel involved as well as the letters of support and participation in surveys, meetings, and discussion about the project (p.11).

Weaknesses:

In order to qualify for incentives a school must attain, "full accreditation." A detailed explanation of what "full accreditation" means is not provided. This is an integral part of the incentive package upon which eligibility is based and needs to be clearly detailed.

Reader's Score: 56

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:

There is ample evidence to support PWCS's management plan will be successful, achieving its objectives on time and on budget (p.26). This is a well prescribed plan and has the necessary elements to succeed.

They present a very high level of qualified personnel to lead the program and monitor it (p.39). There is a skilled team in place that is well equipped to lead and drive the program.

There are clearly defined goals, assigned responsibilities, committee structures, time lines, and a planning period to ensure all elements are in place (p.26). The budget breakdown is detailed and seems to fit the size and scope of the project.

There is also a well thought out communication and involvement plan for stakeholders and community (p.23). There is a high level of involvement by teachers and school leaders (p. 12). The core team has been meeting monthly to develop the initiative. Seventy-five percent of the principals met with the project director to give input and represent all 30 eligible schools. Content area specialists were consulted about the scope of the awards. More than 200 people from school staff met to discuss and plan with the project director. In addition extensive surveys were completed to help identify characteristics for performance objectives that matched the strategic plan.

There is a balance of funds from non-TIF sources to complement the TIF funds (p.41). The large number of participating schools and the size of the district necessitate the funding for substantial support and leadership personnel that is being requested.

Weaknesses:

none 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:

PWCS is suggesting a program of local evaluation conducted by the firm CTAC that will focus on providing formative assessments to allow for adjustments during the year (p.44-51). There will also be a final evaluation at the end of the 5-year period. This will determine how much progress on goals has been made and if the objectives of the program have been met. Both quantitative as well as qualitative methods will be used. Evaluations during the year will be used to guide policy and adjustments with a goal to improve student achievement through teacher and principal effectiveness. Assessment of teachers' strengths and weaknesses as defined in the District's PPP will drive the system (p.45). The reward system is based on teacher effectiveness with professional bases and school-wide bonuses for staff are provided for in this proposal.

The proposal uses whole schools as the unit of analysis of evaluation and it forms the basis for financial rewards. Quantitative as well as quantitative data will be generated by test results and multiple observations throughout the year.

There is an extensive communication and evaluation plan proposed that will provide for the delivery of information as well as continuous feedback during the five year process. All stakeholders will be involved in the plan.

Weaknesses:

none 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:

This proposal is quite capable of implementing a value added model for PBCS. The data management system is solid and great efforts have been made and will continue to be made to inform and educate teachers and other personnel as to its use to guide instruction.

Data is also driving the professional development process that seeks to improve student achievement. Data collection, instructional techniques, student achievement and professional development are all clearly linked and provide a value-added component to this proposal.

Data generated by the SOL tests will then be converted to normalized scores to allow for comparisons of relative growth from one test to another. This allows for a value added component of student growth (p.57).

The comprehensive communication plan will be the vehicle to inform teachers on how to use the value-added system. To ensure that teachers understand the model internal and external communication modes will be used. They will receive information via newsletters, both electronic and hard copy, websites, presentations and quarterly meeting.

Weaknesses:

none found

Reader's Score: 5

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 designated schools in the proposed project are high needs schools with students who demonstrate a low socio-economic level as evidenced by the number of free lunches (p.1). The incentive provided in this proposal would serve to retain and attract teachers to vacancies in hard to fill subject areas. The concept of working in a supportive environment, where a whole school supports teachers and student achievement would be attractive to prospective recruits.

The designation of high needs schools in this district will be publicized and communicated via websites, newsletters, as well as other media (p.36).

Weaknesses:

It proposed that this system of differentiated compensation based on levels of effective teaching would result in retaining effective teachers. Because the financial benefits would not be available until the second year into the program, new recruits would have to wait a considerable amount of time to reap the rewards of effective behaviors. Since the differentiated rewards are based on whole school performance effective teachers in non-

qualifying schools would not receive the highest amount of compensation.

It is unclear how new recruits will be judged to be effective. This does is not covered in the proposal.

Reader's Score: 3

Status: Submitted

Last Updated: 8/6/10 4:00 PM

Status: Submitted

Last Updated: 8/6/10 4:00 PM

Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated -- , (S385A100094)

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	6
Project Design		

1.Project Design	60	54
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	90

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	2
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Competitive Preference Priority 2

1.Competitive Priority 2	5	5
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Sub Total	10	7
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Total	110	97
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Technical Review Form

Panel #5 - Panel - 5: 84.385A

Reader #3: *****

Applicant: Community Training and Assistance Center, Incorporated -- , (S385A100094)

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 has presented a tiered and differentiated incentive plan for teachers and school leaders involved in the project. The performance incentives are first tiered by school level performance based on established standards. Within achieving schools, teachers and school leaders have a two tiered incentive system that rewards teachers and school leaders most involved in student achievement at the higher levels. The performance incentives are significant enough to generate interest from teachers and school leaders. The project design also includes measuring teacher and school leader performance on student growth, planned observations of teachers, and professional development processes to build teacher capacity and to identify potential teachers for placement in high risk schools.

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 has provided information that the school district will progressively assume the costs for the implementation of the grant in year two with a 20 percent contribution and 20 percent each following year with 100% district sustenance by year six. They will contribute the following amounts over the five year cycle of the grant: Year(2) \$257,275 - Year (3) \$540,279 - Year (4) 850,939, Year (5) \$1,191,314.

The applicant has projected differentiated performance based costs for teachers and school leaders. For teachers, performance incentives will be \$3,216 for tier I recipients (primary teachers of instruction) and \$1,000 for tier II (all other certified staff). For school leaders, their performance incentives will be as follows: \$6,026(elementary school principal), \$6,575 middle school principals), and \$6,685 (high school principals).

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 has outlined two integrated project elements that will potentially strengthen their workforce through the use of data and evaluations. These elements are an extension of the distrct's 2011-2015 school improvement plans. Their teacher performance incentive plan(TIPA) is designed to monitor and motivate teachers and school leaders to improve their skills. Examples of the TIPA in the project design include monetary awards and tiered performance incentive plans. The professional performance process(PPP) in the project is designed to build teacher capacity and to identify talented teachers who may be a strong fit for placement in high needs schools. An example of an element in the professional development plan includes training teachers on the use of school specific data.

The applicant has also structured their performance incentive system to emphasize retention and tenure. Instead of performance bonuses, teachers must demonstrate their

effectiveness in the schools before they will be eligible for performance bonuses. The strategy emphasizes teacher performance and teacher demonstration of their effectiveness before earning a performance incentive.

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 has outlined a performance incentive plan that will be attractive to teachers to improve their skills and to take on additional responsibilities. Teachers will have opportunities within the framework of the grant to participate in leadership opportunities such as the district steering committee, school level core teams, and the measurement of effective schools, teachers work group, professional development work groups, and data management work groups. These leadership opportunities for teachers will be created and offered for teachers as a direct result of the grant funding and project.

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 has outlined an extensive plan for communicating the performance standards to staff, school leaders, and community members. Their plan will include the use of articles, web announcements, cable access information, and information posted on facebook and twitter accounts.

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 has demonstrated that their project design was created with a diverse blend of staff and administration. They described planning processes that included: administrative collaboration, meetings with content area supervisors, school faculty

meetings, and online solicitation of educator input. The applicant has also included an extensive array of letters of support from school leaders, the teachers union, principals, university professors, and supervising teachers.

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 has presented a tiered incentive plan for teachers and school leaders involved in the project. The performance incentives are first tiered by school level performance based on established standards. Within achieving schools, teachers and school leaders have a two tiered incentive system that rewards teachers and school leaders most involved in student achievement at the higher levels. The effectiveness of teachers and principals is predicated on student performance as demonstrated on the state assessments (i.e. reading, mathematics, history, science, and writing). Teachers within the targeted schools must have their students achieve adequate yearly progress standards in order to qualify for the performance incentives in their schools. The performance incentives are significant enough to generate interest from teachers and school leaders.

The applicant has outlined the effectiveness standards that teachers and school leaders will be rated on within the project design. These professional standards include: knowledge of students, knowledge of content, planning-delivery, and assessment of instruction, the maintenance of a safe learning environment, communication and collaboration, and professionalism.

The applicant has provided information on a structured evaluation system that provides teachers with performance ratings of exceeds, meets, and does not meet in order to measure their effectiveness as teachers. The applicant has indicated that teachers will be evaluated at least two times per year and will be a part of goal setting and goal checking conferences.

The applicant has not provided specific details about principals evaluations or how they will maintain inter-rater reliability within observations and evaluations of teachers and school leaders.

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 has an established data management system in place and will be upgrading to a new system (Chancery SMS) as a part of the project design. The applicant has indicated that their software and data management systems will be able to manage student data and maintain appropriate compliance with the human resources and financial entities in the school district.

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 has identified several measures for ensuring that teachers and principals understand the specific measures of effectiveness for the project. The applicant has defined the measures of effectiveness (knowledge of students, knowledge of content, planning, delivery, and assessment of instruction, the creation of a safe, effective learning environment, communication and collaboration, and professionalism. The applicant will educate teachers and principles on these effectiveness standards and how to use the data collected through the performance incentive processes in the grant. The applicant has indicated that they will use the following methods: core team meetings, steering committee meetings, e-publications, board presentations, and teacher/building level meetings.

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 has outlined a comprehensive professional development plan as a part of the project design. The professional development planning structure has been created with staff and administrative input and framed to meet the needs of the principals and teachers which the professional development is serving. The applicant will be partnering with Community Area Training Center (CATC) to provide professional development planning and instruction. The applicant has outlined a six step process for continuous improvement that teachers and school leaders will use as a guide in the development of professional development training needs. The applicant has also outlined training processes and targets for each of the years of the grant, provided an outline of differentiated professional development for schools that have earned and not earned performance incentives, described processes for ensuring that teachers and school leaders understand the measures of effectiveness, identified targeted professional development, and outline plans for a professional development audit and evaluation.

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:

STRENGTHS:

Page # 4 The applicant has presented a chart on page four that provides evidence that the thirty targeted schools in the project are represented by a significant number of students who are high need students. Each of the targeted schools has more than 50% of its student receiving free and reduced meals, with several of the schools in the 70th percentile.

Page # 4 The applicant has presented information on the demographics of their staff and retention rates. The percentage of novice staff in their schools ranges from 4.76 percent to 23.73 percent and the teacher turnover rate ranges between 1.69 percent and 16.65 percent.

Weaknesses:

WEAKNESSES:

Page # 4 The applicant has identified comparable schools with which it draws comparisons, but they have not defined the characteristics by which they will draw comparisons for the purposes of defining significant need.

Page # 4 The applicants chart on page four provides evidential statements that 20 percent of their high need (economically disadvantaged students) is failing reading or math. However, that means that 80 percent of these students (who typically struggle the most academically) are achieving academic success and that the applicant has not demonstrated significant need based on academic achievement.

Page #1-4 The applicant has not actively described the linkages between their high risk schools and the difficulty in recruiting teachers to work in the schools.

Page #3 The applicant has presented a general comparison of data from the target schools and non target schools in the district. There was little distinction between the targeted and non-targeted schools.

Reader's Score: 6

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:

STRENGTHS:

Page # 5 The applicant has demonstrated that their project design is an element of a larger school district strategy for improving student achievement. The applicant has indicated that the project is aligned with the districts strategic plan for 2011-2015 which is targeted at improving student performance, developing high performing staff, developing systemic efforts for improvement, and engaging stakeholders in student learning.

Page # 6 The applicant has indicated that they will use the Virginia Standards of Learning as one valid and reliable assessment for establishing performance levels linked to student growth as part of the project design.

Page # 9-10 The applicant has presented a tiered incentive plan for teachers and school leaders involved in the project. The performance incentives are first tiered by school level performance based on established standards. Within achieving schools, teachers and school leaders have a two tiered incentive system that rewards teachers and school leaders most involved in student achievement at the higher levels. The performance incentives are significant enough to generate interest from teachers and school leaders.

Page #10-11 The applicant has outlined the effectiveness standards that teachers and school leaders will be rated on within the project design. These professional standards include: knowledge of students, knowledge of content, planning-delivery, and assessment of instruction, the maintenance of a safe learning environment, communication and collaboration, and professionalism.

Page #11-14 The applicant has demonstrated that their project design was created with a diverse blend of staff and administration. They described planning processes that included: administrative collaboration, meetings with content area supervisors, school faculty meetings, and online solicitation of educator input. The applicant has also included an extensive array of letters of support from school leaders, the teachers union, principals, university professors, and supervising teachers.

Page 14-15 The applicant has provided information on a structured evaluation system that provides teachers with performance ratings of exceeds, meets, and does not meet in order to measure their effectiveness as teachers. The applicant has indicated that teachers will be evaluated at least two times per year and will be a part of goal setting and goal checking conferences.

Page 16-17 The applicant has an established data management system in place and will be upgrading to a new system (Chancery SMS) as a part of the project design. The applicant has indicated that their software and data management systems will be able to manage student data and maintain appropriate compliance with the human resources and financial entities in the school district.

Page #19-26 The applicant has outlined a comprehensive professional development plan as a part of the project design. The applicant will be partnering with Community Area Training Center (CATC) to provide professional development planning and instruction. The applicant has outlined a six step process for continuous improvement that teachers and school leaders will use as a guide in the development of professional development training needs. The applicant has also outlined training processes and targets for each of the years of the grant, provided an outline of differentiated professional development for schools that have earned and not earned performance incentives, described processes for ensuring that teachers and school leaders understand the measures of effectiveness, identified targeted professional development, and outlined plans for a professional development audit and evaluation.

Weaknesses:

WEAKNESSES:

Page # 6 The applicant has described its intent to use value added assessments as measures of performance related to student growth with teachers and school leaders. However, the applicant does not provide a concise description of their value added assessments. For example, the applicant indicates that they will be converting standards of learning test scores to normalized scores, developing specific conversions and analyses, and vertically equating the standards of learning tests. It is unclear what this process means and how they relate to the establishment of performance standards linked to student growth.

Page # 6 The applicant does not provide details on the significance of full accreditation in relation to performance levels to schools and their teachers and school leaders. It does not describe how the schools will earn this accreditation or how it will impact schools in their quest for performance incentives, only that if they do not meet AYP and have full accreditation they will not be considered for performance incentives.

Page # 11 The applicant has not defined how each of the effectiveness qualities used in the performance assessment will be rated and weighted in a performance evaluation. The applicant has also not distinguished how effectiveness between teachers and school leaders will be distinguished with these effectiveness standards.

Page #14-15 The applicant does not describe how school leaders will be evaluated, how often this will occur or who will complete the observations and provide performance feedback.

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:

STRENGTHS:

Page # 33-35 The applicant has provided a structured management plan that includes milestones, dates of implementation, and responsible parties.

Page # 26-33 The applicant has described a comprehensive management plan with well qualified leadership in place to provide guidance. The applicant has identified management leadership and the delineated work tasks that have been created within the project design. Leadership and work responsibilities will be shared among a diverse steering committee, a TIPPA core team, a Measurement of Effective Schools and Teachers Work Group, a Professional Development Work Group, A data management Work Group, and a Principals Work Group.

Page# Budget The budget that has been developed for this grant is appropriate to serve the needs of implementing the project effectively. Significant resources have been allocated in the areas of personnel, professional development, assessment costs, and performance incentives.

Page # Appendix The applicant has provided information that the school district will progressively assume the costs for the implementation of the grant in year two with a 20 percent contribution and 20 percent each following year with 100% district sustenance by year six. They will contribute the following amounts over the five year cycle of the grant: Year(2) \$257,275 - Year (3) \$540,279 - Year (4) 850,939, Year (5) \$1,191,314.

Weaknesses:

WEAKNESSES:

Page # No weaknesses were cited in this section of the grant application.

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:

STRENGTHS:

Page # 44-53 The applicant has outlined a comprehensive evaluation plan for the project. They have described their evaluation processes (regression discontinuity design and difference in difference) and the quantitative and qualitative measures that they will use during the course of the project evaluation.

Page # 51-52 The applicant has described their efforts at providing feedback and continuous improvement. These will include the use of surveys and interviews. They have also described their processes for sharing and reporting the evaluation information within the school district and outside the school district.

Weaknesses:

WEAKNESSES:

No Weaknesses were cited in this section of the grant application review.

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:

STRENGTHS:

Page # 6 The applicant has indicated that they will employ the use of value added assessments as measures of teacher and school leader performance. The applicant has indicated that students must demonstrate growth (Adequate Yearly Progress) in order for teachers and entire schools to earn performance incentives.

Weaknesses:

WEAKNESSES:

Page # 6 The applicant has described its intent to use value added assessments as measures of performance related to student growth with teachers and school leaders. However, the applicant does not provide a clear and concise description of their value added assessments or how the value added assessments will be implemented. For example, the applicant indicates that they will be converting standards of learning test scores to normalized scores, developing specific conversions and analyses, and vertically equating the standards of learning tests. It is unclear what this process means and how they relate to the establishment of performance standards linked to student growth. Another example would be their indicated commitment to use only standardized test scores as measures of student achievement. These singular measures do not demonstrate year to year growth.

Reader's Score: 2

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:

STRENGTHS:

Page # 57 -58 The applicant has indicated that they will use a multi tiered approach in order to recruit and retain teachers in difficult to fill areas. They will offer teachers ongoing performance based incentives to attract and retain teachers to positions. They will also use their professional development trainings and evaluations to identify potential teachers who could be targeted to fill hard to fill positions.

Page # 1 The applicant has identified schools with high need students that exist within their school district. They have identified eighty-eight targeted schools who have met the 50% free and reduced lunch qualifying standard.

Page#36-37 The applicant has outlined a plan for communicating the performance standards, the vacancies and opportunities in high needs schools, and hard to staff subject areas to staff, school leaders, and community members. Their plan will include the use of articles, web announcements, cable access information, and information posted on facebook and twitter accounts.

Weaknesses:

WEAKNESSES:

Page # No weaknesses were cited in this section of the grant application.

Reader's Score: 5

Status: Submitted

Last Updated: 8/6/10 4:00 PM