

Status: Submitted

Last Updated: 8/6/10 4:12 PM

## Technical Review Coversheet

**Applicant:** Duval County Public Schools -- External Funding, Academic Services  
(S385A100121)

**Reader #1:** \*\*\*\*\*

Points Possible    Points Scored

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

1. Absolute Priority 1	0	0
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##### Absolute Priority 2

1. Absolute Priority 2	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Evaluaton Criteria

##### Absolute Priority 3

1. Absolute Priority 3	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Requirement

##### Requirement

1. Requirement	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Evaluation Criteria

##### Core Element 1

1. Core Element 1	0	0
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##### Core Element 2

1. Core Element 2	0	0
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##### Core Element 3

1. Core Element 3	0	0
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##### Core Element 4

1. Core Element 4	0	0
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##### Core Element 5

1. Core Element 5	0	0
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##### High Quality Professional Development

1. Professional Development	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Selection Criteria

##### Need for the Project

1. Need for Project	10	9
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##### Project Design

1.Project Design	60	55
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	20
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	4
<b>Sub Total</b>	100	88

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

1.Competitive Priority 1	5	4
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**Competitive Preference Priority 2**

1.Competitive Priority 2	5	4
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<b>Sub Total</b>	10	8
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<b>Total</b>	110	96
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## Technical Review Form

Panel #12 - Panel - 12: 84.385A

Reader #1: \*\*\*\*\*

Applicant: Duval County Public Schools -- External Funding, Academic Services (S385A100121)

### 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:

Beginning in Year 2, when opportunities for performance-based compensation begin within the program, teachers and principals are eligible to receive differentiated award levels (budget narrative). For teachers, the compensation criteria is 60% student achievement growth with a maximum number of points on value-added scale and 40% teacher schools, again with value-added scale (p. 15). Observations, two annually, are included for both principals and teachers. These figures are reasonable and meet the criteria as they include value-added components.

The amount of the compensation given in past years has not been high; \$2,313 for teachers (5%). Highly-qualified teachers and high-need teachers could receive a bonus of \$3,300 for a three-year commitment to a high-need school. The program is considering doubling the commitment amount for the pilot high schools in the first cohort. No statistics were provided to document whether these commitment bonuses resulted in higher school-level test scores. The 5% bonus for teachers may not be sufficient to change behaviors. Principals' bonuses are capped, currently, at \$12,000 per year; a significant improvement, percentage-wise, over the teachers' situations.

Reader's Score: 0

**Evaluation Criteria - Absolute Priority 2**

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

Comment on how well the applicant demonstrates that - -

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

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

**General:**

The application includes a chart on page 33 showing the full cost of the program and the percentage of those costs covered by the grant. Year 1, being a Planning Year, is low, at 27% of the cost of the total program. Year 2 is the largest proportion at 40%. The percentage then drops annually to a low, in Year 5, of only 19%. The remaining costs, up to 81% are paid from other resources, including state and local funding. This level of external support is such that the stability of the program appears in excellent shape. These other resources are not included in the non-grant/matching budget.

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 alignment is clear throughout the proposal, with high-quality professional development a significant element in the project, always supporting the use of data and including evaluations. Retention has been an issue at the schools identified for the initial cohort (p. 18), and opportunities for professional development and additional compensation would be considered positive strategies for strengthening those work forces.

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:**

In addition to the compensation through student achievement, educators are eligible to take on additional responsibilities as mentors for the first year of the grant. The TIF performance bonus include 40% for teacher skills that include professional development; teachers may be asked to lead professional development sessions to take advantage of their expertise thus assume leadership roles that impact PBCS.

**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 plan centers around community partnerships, with the Community Foundation taking the lead on focus groups and surveys and roundtable discussions to encourage conversations with all stakeholders about performance based incentives and other critical topics (p. 34). The complete communication plan is expected by September of 2011.

**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:**

Teacher, principals, union representatives, and other personnel have been involved in brainstorming ideas for several years (p. 20). Letters of support included in the appendix are limited, however, to the union and one teacher. The narrative notes that a Council will be established during the Planning Year with all key constituents, charged with assessing feedback and survey results, meeting regularly throughout the grant (p. 34-35).

**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 district's plans to implement the evaluation and PBCS should be part of a transition moving from the current MAP compensation system into the TIF project; there is no discussion of how this transition would occur or at what point. The evaluation system would be considered rigorous, as bonuses go to only the top 25% of teachers and principals (thus, 75% do not receive them) (Budget narrative). A rubric will be used, but it has yet to be adopted and implemented (p. 35). Observations will occur twice annually for both teachers and administrators; inter-rater reliability was not discussed.

**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 is designing a data-management system that will be able to align the student achievement data directly to teachers and their payroll data, but it is not expected to be operational until September of 2011.

**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 plan for ensuring the teachers' and principals' knowledge relative to effectiveness and the PBCS is slated for the Planning Year (p. 37). The opportunity for much of this awareness building will be during the Professional Learning Communities group meetings and other professional development sessions.

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:

Professional development is described at length in the proposal, including the use of lesson studies that will identify student needs based on data and work with colleagues examining student work. Other areas include building capacity to deal with the challenges of diversity and equity in individual classrooms, a particularly salient area of study, given the high percentage of minority students in the high-need schools (p. 23). Mentoring opportunities are available for experienced teachers, offering the teacher who has been unsuccessful at earning incentive compensation a peer teacher with whom to work (p. 26). Evaluation of the professional development will include the use of the 6Rs model (p. 22) that ensures transparency of results and formative evaluation to improve practice.

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 proposal provides evidence of the district's overall high eligibility for free- and reduced meals (low income) and high minority enrollment (p. 1-2, Appendix) along with other characteristics of high-need schools such as low achievement in math and reading (p. 3) and teachers working outside of their teaching field (p 4). Recent retirement of principals has resulted in a principal cohort with 29% considered new (three years or less of experience, p. 5). The need to retain teachers is such that bonuses of \$3,000 are paid to high-quality teachers to commit to working for three years at high-need schools. These strategies highlight the challenges and the innovative approaches being used by the applicant to recruit and retain highly-qualified and effective educators.

The district plans a tiered approach to the PBCS, beginning with six high-need high schools as its first cohort (p. 3) then adding, by the end of the grant, another 30 schools and up to a total of 30,000 students (p. 7). The original cohort of high schools was selected from teachers who viewed these schools as the neediest in the system.

#### **Weaknesses:**

The proposal does not discuss how high-need positions at schools are identified and then communicated within and beyond the school.

The applicant, while selecting the first cohort for the program, does not provide a clear description of a comparable school to be used in year one, or any year thereafter.

**Reader's Score: 9**

#### **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:**

Duval County is one of only a few districts in the State of Florida participating in the Merit Award Program (MAP) that offers a performance-based compensation system for teachers and principals similar to the GREAT Expectations program proposed (p. 9). The new plan will continue that work, building from a small cohort of high-need high schools into a final total of 36 high-need schools serving up to 28,000-30,000 students (p. 7, 9).

Methodology will include an observation tool for teachers (p. 13), student performance ratings on the FCAT, district data and, for principals, performance appraisals. The narrative does not address valid and reliable measures of student growth.

Beginning with Year two of the grant, performance bonuses are available to the top 25% of teachers and site-based administrators for 5% of the average teacher salary (\$2,313) per year. Incentive bonuses will also be available to both highly-qualified teachers and principals who commitment to three years at high-needs schools (up to \$6,000 each) (Budget Narrative) and additional bonuses for teachers to serve as mentors. Building on the existing MAP incentives, teachers in the sixi-school cohort could earn up to \$6,300 per year with incentives from both programs (p. 13-14). This total amount is significant enough to make a difference for most of the teachers to remain at a school.

In order to determine a clear understanding of teacher effectiveness, for the purposes of this project, teachers are assigned an effectiveness value based on a state value table, with the number increasing with an increase in a student's achievement or a high level is sustained (p. 12).

A variety of district personnel and other stakeholders have been involved with the

project and considering assessment tools for almost two years (p. 20), indicating interest among administrators, principals, teachers, parents, union representatives, and others. The appendix includes a letter of support from the local teacher's union.

The applicant is aware of the critical need of a data-management system that will link student achievement directly to teachers and principals, the payroll system, and human resources. The district has developed a prototype and working model of an integrated system and, when fully functional, it should transform an unwieldy process (p. 30-31).

Professional development will serve as a goal of the project (p. 21) with partner the Schultz Center, leading to the development of the Academy that will provide resources for teachers and professional learning communities (p. 24). Professional development will be long-term (year long), thus increasing the likelihood that it will have a positive impact on the participants. It is described within the narrative in appropriate detail with supporting research citations (p. 25). Additional components include a competency-based leadership model that includes academies for aspiring leaders and for both assistant principals and principals. These approaches are linked to effectiveness.

**Weaknesses:**

It is not clear what happens with the MAP program if the TIF is funded or the level of need for the TIF if the MAP is serving the same need. According to the narrative, MAP does not contribute to the equity the district is seeking; more information and clarification would be appropriate (p. 13).

The performance bonus and is not offered to 75% of the teachers at a participant high-need school each year. There is no plan in place to increase the percentage of teachers who might participate in incentives annually, regardless of the success of the overall project to increase teacher effectiveness. If half of the teachers, for example, attend professional development and grow to be truly outstanding and effective teachers over the course of a few years in the program, half of them would still be unable to receive the incentive bonus as long as the percentage remained capped at the top 25% of teachers. This design flaw prevents capacity building among the instructional staff.

It is unclear when students take what pre- and post-tests to produce the effectiveness value for teachers (p. 12) and how this factor is actually used. If these are standardized measurements and available at every grade level, there would be information on validity and reliability; none of this information is provided in the narrative.

While it is important and critical that key stakeholders have been involved in the discussions about the PBCS and measurements and assessments to consider (p. 20), the proposal does not include any endorsement letters from any principals and only one teacher.

The description of the evaluation system for teachers and principals would benefit from an expansion to clarify its level of rigor, transparency, and fairness (p. 13). Many of the elements are to be completed during the planning year, thus it may not be possible to determine these issues at this stage.

**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 table on pages 37-40 offers a broad look at when activities will occur, and who is assigned to ensure that they are completed. The activities are arranged according to type of task, an approach that increases the chances that no step will be inadvertently omitted.

The narrative details the costs, and percentages of those costs, that are available for the full project each of the next five years (p. 33). The proportion covered by the grant is at its highest in Year 2 at 40%, then continues to decrease to less than half that level of commitment (19%) by Year 5. The district and the community are committed to this project.

**Weaknesses:**

The applicant does not include a budget review during the planning year or any regular meetings with a grant accountant; there is no level of confidence that members of the team have any experience or expertise managing large grant funds. The narrative would have benefited from a plan that included individuals who could add substance to this area and increase the likelihood that the project will come in within budget.

The information provided in the narrative (p. 40-42) regarding time commitments and involvement and the budget narrative are not consistent. The narrative includes a Senior Advisor (25%), Project Director (100%), Independent Evaluator (30%), Executive Director for Turnaround Schools (35%), Data Analyst (35%), and Council of GREAT Expectations (25%). The budget narrative offers a Project Manager (100%; probably the Project Director), a Researcher (50%), and a Data Analyst (100%). The only person consistent is the full-time Project Manager/Director. Beginning with Year 2, the daily responsibilities of monitoring all of the activities might require a second full-time staff member.

The Project Director has yet to be hired. The appendix includes, along with the resumes, a job description for a District Instructional Coach; the responsibilities listed focus on coaching, professional development, and training. As the single full-time staff member, the Project Director will be the key contact with the US Department of Education, responsible for a \$9.5 million budget, annual and final reports, budget and other grant compliance, and grant management. The job description should reflect these responsibilities.

Although there is a heading for milestones on the timeline chart, no milestones are included.

The external evaluator is not included as responsible, or partly responsible for any task within project evaluation (p. 38-39). As they are being compensated for their participation, it would be logical for them to be involved in activities represented on the timeline.

The timeline for Years 2-5 provides little assistance other than listing activities and the individuals responsible (p. 39-40). Each timeline entry is a span of approximately four years, offering little insight as to when the activity will actually begin and end.

Reader's Score: 20

#### 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 evaluation plan includes objectives for each of the three project goals (p. 47-51).

Deliverables are both quantitative and qualitative.

Focus groups will provide opportunities for feedback and continuous improvement (p. 43).

##### Weaknesses:

While the evaluation plan is basically very sound, the assessment of Goal 2, to provide high-quality professional development to increase teachers' capacity and to ultimately raise student achievement (p. 48), is inconsistent with the deliverable. The end product is not increased student achievement, but rather a compendium of best practices and current research and reports. These products, while useful, are not the same as actual student achievement. Recruitment and retention are not included among the objectives. The objectives themselves are not measurable, with specific numbers or percentages completed by a specific number of students or teachers by a specific date. A measurable objective would allow the evaluator to easily know if the objective has been met.

Reader's Score: 4

#### 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 value-added model is included in a chart on page 15. It shows that 60% of the compensation criteria comes from student achievement grown and this must be on a value-added scale, although the points have not yet been developed by the district. Explanations for how the system will work will be a part of the PLC groups that will meet regularly throughout the year.

**Weaknesses:**

The district does not yet have the capacity to implement the plan, as the data system is not yet operational. The expectation is that it will be prepared for service in a year.

**Reader's Score: 4**

**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 narrative includes supportive evidence that the first cohort of high schools is high-need, serving high-need schools. As schools are added, they will all be low-income schools based on eligibility for free and reduced meals. The original targeted high schools have high turnover and difficulty staffing (p. 18) resulting in out-of-field placements. The schools are hard-to-staff because of their lack of success; the applicant's strategy to provide commitment bonuses is intended to address that issue.

**Weaknesses:**

The applicant does not define which subject areas, specifically, are considered hard-to-fill, and how they will determine if an applicant for a vacancy is more or less likely to be effective.

The proposal does not provide any specifics from any of the high-need original cohort high schools, on the success of the commitment bonus in recent years.

Reader's Score: 4

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**Status:** Submitted

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## Technical Review Coversheet

**Applicant:** Duval County Public Schools -- External Funding,Academic Services  
(S385A100121)

**Reader #2:** \*\*\*\*\*

Points Possible Points Scored

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

1.Absolute Priority 1	0	0
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##### Absolute Priority 2

1.Absolute Priority 2	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Evaluaton Criteria

##### Absolute Priority 3

1.Absolute Priority 3	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Requirement

##### Requirement

1.Requirement	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Evaluation Criteria

##### Core Element 1

1.Core Element 1	0	0
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##### Core Element 2

1.Core Element 2	0	0
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##### Core Element 3

1.Core Element 3	0	0
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##### Core Element 4

1.Core Element 4	0	0
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##### Core Element 5

1.Core Element 5	0	0
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##### High Quality Professional Development

1.Professional Development	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Selection Criteria

##### Need for the Project

1.Need for Project	10	10
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##### Project Design

1.Project Design	60	60
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	23
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	4
<b>Sub Total</b>	100	97

**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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<b>Sub Total</b>	10	9
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<b>Total</b>	110	106
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## Technical Review Form

Panel #12 - Panel - 12: 84.385A

Reader #2: \*\*\*\*\*

Applicant: Duval County Public Schools -- External Funding, Academic Services (S385A100121)

### 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 clearly demonstrates that it will implement a PBCS that significantly rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement as part of a coherent and integrated approach of the local educational agency to strengthening the educator workforce. The LEA already has an incentive program in place and this proposal will target Turnaround schools with additional incentives to strengthen high needs schools.

The proposal gives significant weight to student growth based on objective data on student performance; and includes 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.

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 clearly accepts the fiscal responsibility and sustainability of this proposal. In addition, they will assume an increasing share of performance-based compensation paid to teachers, principals, and other personnel in those project years in which the LEA provides such payments as part of its PBCS.

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 clearly 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 in the LEA. The proposal provides for additional incentive bonuses of up to \$3,000 a year to be awarded to high-quality teachers and principals who are recruited to commit a minimum of three years to efforts that improve students' academic performances in the district's highest need schools. In addition, the school has a partnership with schools is the district's partnership with Teach for America (TFA). TFA has a national corps of outstanding recent college graduates of all academic majors who commit to two years of serving students in urban public schools. (page 19-20)

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 proposed PBCS will provide educators with incentives (additional points on the rubric to earn cash bonuses) to take on additional responsibilities and leadership roles. (page 16)

**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 clearly provides a plan for effectively communicating to teachers, administrators, other school personnel and the community-at-large the components of its performance-based compensation system. For example, during the Planning Year and throughout, the Community Foundation has committed to hosting, conducting, and supporting a variety of focus groups, surveys/opinion polls, and roundtable discussions with its Forum members (corporate, philanthropic, civic and education advocates), community members, teachers, principals, administrators and others about performance-based incentives, data reliability/accountability, evaluation methods, and other relevant issues. (pages 33-34)

**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 clearly demonstrates that they have the involvement and support of teachers, principals, and other personnel. The proposal was designed with two year input from teachers, and principals, and other personnel in the schools (a committee) as well as union and community representation. (page 15).

**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 proposal clearly 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 a significant factor, as well as classroom observations conducted at least twice during the school year. The Public Schools' Human Resources division, along with its teachers' union and the elementary and secondary principal associations, conducted a two-year collaboration to develop a teacher classroom observation rubric as part of the districts' evaluation system. (page 35)

**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 application will clearly include a data-management system, consistent with the LEA's proposed PBCS, that will link student achievement data to teacher and principal payroll and human resources systems. Planned enhancements to the current data system will build upon the existing process, providing a mechanism for better data integration and more advanced data analysis. (page 36)

The applicant's information management division is currently in the process of developing a data warehouse that will standardize and integrate the data in all Duval County data repositories. This project builds upon what has already been accomplished with current internal and external applications and metadata. It includes the acquisition and implementation of a comprehensive business intelligence and analytics tool (i.e., payroll and human resources systems). (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:**

The proposal clearly incorporates high-quality professional development activities that will clearly increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The year-long professional development program will help targeted educators deepen their pedagogical content knowledge, develop rigorous lessons supported by best practices for student engagement, analyze student data and work, establish strategies that directly support urban school needs, and implement a scheduled continuous improvement model within schools. (page 24)

**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 proposal clearly incorporates high-quality professional development activities that will clearly increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The year-long professional development program will help targeted educators deepen their pedagogical content knowledge, develop rigorous lessons supported by best practices for student engagement, analyze student data and work, establish strategies that directly support urban school needs, and implement a

scheduled continuous improvement model within targeted high need schools (turnaround schools with scores of D and F). (page 24) The professional development model will be specially designed based on the assessed needs of the schools. An assessment team of two core content and data specialists will conduct weeklong, rotational visits to each of the targeted schools. The 6Rs Model for Successful Professional Development will be used to develop a decision-making protocol for learning methods, delivery styles, teaching resources, materials and training practices to bring about improvements in teaching practices, as evidenced by student achievement. The proposal clearly includes a process for regularly assessing the effectiveness of this professional development. (pages 21-28)

**Reader's Score: 0**

#### **Selection Criteria - Need for the Project**

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

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

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

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

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

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

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

#### **Strengths:**

The applicant clearly establishes that targeted schools are high-need schools which have difficulty recruiting and/or retaining highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education. In addition, the schools have difficulty recruiting and/or retaining highly qualified or effective principals. (pages 1-7) For example, over the past five years, 49 principals have retired and the average percentage of new principals (three years or less) is 29 percent. (page 5)

The applicant clearly demonstrates that student in each of the targeted schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools. Schools to be targeted are designated Turnaround and have earned a D or F school accountability grade, according to 2008 state data. (pages 4-5, 11)

#### **Weaknesses:**

The applicant does not sufficiently establish a definition of what it considers a comparable school for the purposes of paragraph (2) of this selection criterion. Other than scores, the applicant does not compare schools.

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 proposed PBCS is clearly an appropriate strategy for improving the process by which the LEA rewards teachers, principals, and other personnel in high-need schools based upon their effectiveness as determined in significant part by student growth. The applicant clearly explains the methodology they will use to determine the effectiveness of a school's teachers, principals, and other personnel. The methodology includes valid and reliable measures of student growth, including state tests and performance ratings on the teacher and administrator assessment systems. (page 9) The proposal will provide

performance awards to teachers, principals, and other personnel 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. Incentives will be in addition to an incentive program that has been in place for two years for the entire LEA. (pages 9-10) The applicant clearly demonstrates how teachers, principals, and other personnel are determined to be effective. (pages 12-17)

The applicant clearly demonstrates that they have the involvement and support of teachers, principals, and other personnel. For example, for nearly two years, a committee of over a dozen of the district -based administrators, principals, teachers, teachers' union representatives, parent-teacher association/school advisory representatives, and community citizens have met to discuss the development of an integrated and comprehensive observation assessment tool that links teachers' effectiveness to student achievement measures. (page 20)

The proposal clearly includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories. Student growth is a significant factor in determining effectiveness, as well as classroom observations conducted at least twice during the school year. An appropriate teacher classroom observation rubric has been developed as part of the district's evaluation system. (page 35)

The application will clearly include a data-management system, consistent with the LEA's proposed PBCS, that will link student achievement data to teacher and principal payroll and human resources systems. Planned enhancements to the current data system will build upon the existing process, providing a mechanism for better data integration and more advanced dataanalysis. (page 36)

The proposal clearly incorporates high-quality professional development activities that will clearly increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The year-long professional development program will help targeted educators deepen their pedagogical content knowledge, develop rigorous lessons supported by best practices for student engagement, analyze student data and work, establish strategies that directly support urban school needs, and implement a scheduled continuous improvement model within schools. (page 24)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 60**

**Selection Criteria - Adequacy of Support for the Proposed Project**

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

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

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

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

(3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and

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

**Strengths:**

The detailed management plan is clearly designed 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. (pages 37-40) The selected Project Director will have demonstrated experience working collaboratively with teams, experience in designing and administering professional development, understanding of data, mentoring and managing a federal grant program. (page 41)

The project director and other key personnel are clearly qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively. For example, the project director will be full time and will have demonstrated experience working collaboratively with teams, experience in designing and administering professional development, understanding of data, mentoring and managing a federal grant program. A minimum of a master's degree in Education or an equivalent combination of education and experience are strongly required. (page 41)

The applicant clearly demonstrates that they will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources. For example, district resources will support a rigorous local evaluation. (page 43)

The requested grant amount and project costs are clearly demonstrated to be sufficient to attain project goals and reasonable in relation to the objectives and design of the project. In addition, 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 PBCS project years. (budget pages)

**Weaknesses:**

The positions listed on page 40-41 are not consistent with budget narrative (i.e., time commitments and jobs).

**Reader's Score: 23**

**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 comprehensive evaluation plan includes the use of objectives for: raising student achievement, increasing the effectiveness of targeted teachers, principals, and other personnel, and retaining and recruiting effective teachers, principals, and other personnel. (pages 43-50)

The plan will effectively utilize both quantitative and qualitative methods to conduct evaluation activities and to support the data needs required by local and external evaluation teams. (pages 43-50)

The comprehensive evaluation plan details adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project. Evaluation efforts will provide ongoing information to project personnel with quarterly reports of grant activities, and will facilitate the transfer of data required by external evaluators to compile and analyze summative results. (pages 43-50)

**Weaknesses:**

The objectives are not demonstrated to be strongly measurable. (pages 43-50)

**Reader's Score: 4**

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

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

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

**Strengths:**

The applicant clearly demonstrates that the proposed PBCS for teachers, principals, and other personnel will use a value-added measure of the impact on student growth as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel. For example, 60% of the compensation is based on student achievement growth and the other 40% will be based on teacher skills. (page 15)

The applicant clearly demonstrates that it has the capacity to implement the proposed value-added model. The program will utilize a newly developed data management system capable of assembling, organizing, and analyzing data that links student achievement data to teachers and other educators with necessary data from human resource systems (pages 29-30) The applicant clearly provides a plan for effectively communicating to teachers, administrators, other school personnel and the community-at-large the components of its performance-based compensation system. (page 33)

**Weaknesses:**

No weaknesses noted.

**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 clearly demonstrates that the proposed PBCS is designed to assist up to 36 high-need schools to serve high-need elementary and secondary students and retain effective teachers.

The applicant provides a clear explanation for how it will determine that a teacher filling a vacancy is effective or likely to be effective. (page 20-21)

One of the program goals is to recruit and retain highly-effective teachers in high-need schools. (page 17)

**Weaknesses:**

The applicant does not adequately address how they will be retaining effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition.

The applicant does not demonstrate 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.

**Reader's Score: 4**

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**Status:** Submitted

**Last Updated:** 8/6/10 4:12 PM

Status: Submitted

Last Updated: 8/6/10 4:12 PM

## Technical Review Coversheet

**Applicant:** Duval County Public Schools -- External Funding, Academic Services  
(S385A100121)

**Reader #3:** \*\*\*\*\*

Points Possible    Points Scored

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

1. Absolute Priority 1	0	0
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##### Absolute Priority 2

1. Absolute Priority 2	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Evaluaton Criteria

##### Absolute Priority 3

1. Absolute Priority 3	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Requirement

##### Requirement

1. Requirement	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Evaluation Criteria

##### Core Element 1

1. Core Element 1	0	0
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##### Core Element 2

1. Core Element 2	0	0
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##### Core Element 3

1. Core Element 3	0	0
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##### Core Element 4

1. Core Element 4	0	0
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##### Core Element 5

1. Core Element 5	0	0
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##### High Quality Professional Development

1. Professional Development	0	0
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<b>Sub Total</b>	<b>0</b>	<b>0</b>
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#### Selection Criteria

##### Need for the Project

1. Need for Project	10	8
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##### Project Design

1.Project Design	60	60
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	23
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	4
<b>Sub Total</b>	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	5
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<b>Sub Total</b>	10	10
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<b>Total</b>	110	105
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## Technical Review Form

Panel #12 - Panel - 12: 84.385A

Reader #3: \*\*\*\*\*

Applicant: Duval County Public Schools -- External Funding, Academic Services (S385A100121)

### 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:

G.R.E.A.T. Expectations will develop and implement a PBCS that rewards teachers and principals who demonstrate their effectiveness by improving student achievement as part of the coherent and integrated approach to strengthening the educator workforce. There is clear indication of differentiation of pay according to student achievement for the classroom and for the school. Observation objectives are in place at multiple times during the year. A clear protocol is available to evaluate principal effectiveness that is based upon student performance.

Incentive amounts for teachers and principals are adequate to make a difference in performance that should bring about student achievement. (pgs. 29-31; 36)

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 project has a plan in place to ensure fiscal sustainability for the PBCS. It is evident that the applicant intends to provide the necessary compensations to teachers and principals that will bring about change.

Applicants funding is supported by non-TIF merit dollars from the state through the MAP program, community resources, and district funds. There is evidence that the district will take on a larger portion of funding as the grant progresses. The grant amount is sufficient to attain project goals and reasonable in relation to objectives and design. (pgs. 32-35)

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 project incorporates ongoing professional development for existing staff in multiple forms that will lead to effective classroom practice. Professional development does appear to include training in the PBCS system. Training is geared to identification, improvement, and support of effective classroom practice. Practices and outcomes will be evaluated for continuous improvement. Communication and feedback to staff, community and students is extensive. Incentives are linked to student success. Outcomes/objectives exist, and are linked to assessment and observation tools for teachers and principals.

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 project will help ensure that teachers are qualified to teach a diverse range of children. Leadership roles are in place. Incentives for teachers are strong enough to effect change. Principals have access to incentive dollars on an equal scale to teachers.

**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 G.R.E.A.T. Expectations project has a clear level of pre- planning. Communication among stakeholders about the plan was accomplished. A feedback loop that will drive communication and collaboration among teachers will be in place by 2011. Principals and teachers will benefit from specific academics that will provide content and direction. Multiple provisions are in place and have parent, faculty, administration, and community support. The union for the district appears to be in approval of the project. (pgs. 33-34)

**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:**

Teachers and principals did have opportunity to be involved and provide support through initial meetings and surveys conducted. Support of the state board of education, Teach for America, community foundations, and the union is evident as the applicant is addressing the mandated incentive program of the state. (pgs. 20-21; 34-35)

**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:**

Outcomes are stated and assessed according to the required state MAP system. Specific observational rubrics have yet to be fully developed and implemented. Assessments are multiple and in multiple formats. Most have been tested for reliability and validity. Two observations are planned each year for both teachers and principals. The applicant has presented a clear protocol for implementation of an evaluation system for teachers and principals that includes measures of inter-rater reliability. (pg. 35)

**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 project will utilize data analysis and reports to the district's stakeholders. A system wide data base is in place and will be expanded during the planning year. Multiple data collection objectives were presented with a clear idea of what observation tools will look like. There is a clear plan to link assessment and professional development to student achievement. Differentiated pay is linked to student achievement. The full system will be operational in 2011. (pg. 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:**

In-depth conversations were had prior to the submission of the grant. Plans are available using multiple formats to ensure the successes of the grant are provided to stakeholders. Additional professional development will be provided throughout the school year for teachers and principals. (pgs. 37) Schultz Center for Teaching and

Leadership provides data-driven training that improves classroom practice, data use and analysis, and is evaluated using a 6R model which has been validated. Teachers have already been using the MAP system data for school and classroom improvement. Plans to use the multiple venues of workshops and academies to train teachers and principals in the new system are in place. (pgs. 22-28)

**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:**

A professional development plan is provided that, with the assistance of Schultz Center for Teaching and Leadership, provides data-driven training that improves classroom practice, data use and analysis, and is evaluated using a 6R model which has been validated. Training is built on best practices for diverse populations and involves multiple venues for collaboration and communication, reflection, and documentation techniques. Professional learning communities will be an outcome of such professional development. Study groups and coursework are also a part of the professional development plan. Components such as Urban Schools Academy, Urban Institute, Aspiring Leaders Academy, and Assistant Principal Academy will help support the professional development needs of Duval County's teachers and principals. A team of two core content, data specialists, and instructional specialists will conduct weeklong, rotational visits to G.R. .E.A.T. schools. A mentoring program is also in effect with training for mentors and providing support to teachers. (pgs. 22-28)

**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:**

G.R.E.A.T. Expectations is the name given to a TIF application from Duval County Public Schools. Six of the county's highest-need schools are initially included in this proposal, with plans to add ten additional schools for a total of 36 by the end of the project.

A survey of 8,000 plus teachers was commissioned in September of 2009 that revealed two high priorities. Those priorities were to support low-performing schools and to achieve equity in teacher distribution and teacher quality. Pg. 1

Data was presented to show a minority population of more than 50%, and growing numbers in EL and special education populations. There is a 46% functional illiteracy rate, a divorce rate of 73% and a mobility rate of 40% in the community. According to 2009 data, 57% of students qualify for free/reduced lunches and 85% receive Title 1 support. Thirty-three of the 164 schools have not met AYP. None of the six initial schools have met AYP. (pgs. 2-3)

Teacher recruitment and retention is affected by the statistics just presented. To counteract the need for highly qualified teachers, Duval County has participated in the state's merit program and has solicited the support of the teachers' union to implement performance pay. The top 25% of teachers in Duval County with the highest academic achievement gains among its students receive a 5 percent salary addition. \$3,000 bonuses are provided to recruit high quality teachers who commit to three years in the district's highest need schools. There are a disproportionate number of teachers in the six high-need schools who are teaching out of field. All six are considered Turnaround schools. All principals at these schools have been in their positions less than three years. Academies serve to help the principals transition more effortlessly into their positions.

**Weaknesses:**

2000 Census data was used to determine need. Pg. 2

Student achievement in each of the schools is lower than state expectations; thus the designation of Turnaround schools. However, no definition of what the applicant considers "comparable schools" have been provided. Thus, data presented was not compared

to comparable schools in terms of key factors such as size, grade levels, and poverty levels.

Reader's Score: 8

#### Selection Criteria - Project Design

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

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

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

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

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

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

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

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

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

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

#### Strengths:

The goal of the G.R.E.A.T. Expectations project is for all students in the district to benefit from a data-driven system of outcomes supported by a highly qualified faculty. Existing measures of accountability are evident in the MAP merit system, Turnaround/Differentiated accountability bonuses, state school recognition funds for high

performing schools, and National Board Certified teacher bonuses. Evidence was provided that a disproportionate amount of MAP funds do not go to the high-need schools. Thus, the grant improves the MAP system used to determine differentiated pay. (pg. 12) The improved system will utilize existing criteria plus classroom observations to determine effective instruction. (pg. 15) Additional incentive money can be earned by teachers over and above state MAP dollars. The combined \$6,300 is sizable enough to drive change. To encourage team building and collaboration, professional learning communities may share the performance bonuses. (pg. 13-14)

The first year will be a planning year to evaluate and modify criterion and instruments. A Council for G.R.E.A.T. Schools will aid in the process. Approval will be sought from teachers and union representatives. Union support is also shown when the Turnaround Incentive Program waives the provision in the collective bargaining agreement that requires teachers to be at school for three years before requesting transfers. (pg. 19)

Bonuses are earned by principals for showing school wide student improvement, writing strategic action plans, increasing promotion rates, decreasing code of conduct violations, and personal professional development plans. The amount for principals is adequate to affect change. Both teacher and principal incentives are linked to student achievement and involve a minimum of two observations per year.

A plan exists to enhance recruitment and retention which targets highly qualified and underrepresented teachers. G.R.E.A.T. teachers could earn performance incentives that range from \$1,000 to \$6,000 for committing to serve students at the school for three years. (pgs. 18-19)

Evidence has been provided that shows involvement of teachers, principals, unions and other personnel for more than two years. (Pg. 20)

A data management system will be completed by the end of the planning year of the grant. The model for the data system is Harvard Graduate School of Education's DataWise system. All district personnel will have access to information needed and will be training to use the data. Longitudinal data will be incorporated on academics, attendance, and behavior tracking (pgs. 29-31; 36)

A professional development plan is available that provides data-driven training that improves classroom practice, data use and analysis, and is evaluated using a 6R model which has been validated. Training is built on best practices for diverse populations and involves multiple venues for collaboration, communication, reflection, and documentation. Professional learning communities, study groups and coursework are part of the professional development plan. Components such as Urban Schools Academy, Urban Institute, Aspiring Leaders Academy, and Assistant Principal Academy will support professional development needs. A team of two core content, data specialists, and instructional specialists will conduct weeklong, rotational visits to G.R.E.A.T. schools. A mentoring program is also in effect with training for mentors who provide support to teachers. (pgs. 22-28)

**Weaknesses:**

No weaknesses are evident.

**Reader's Score: 60**

**Selection Criteria - Adequacy of Support for the Proposed Project**

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

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

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

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

(3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and

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

**Strengths:**

A management plan exists that delineates activities, timelines, and those responsible for activities. It is likely that objectives will be achieved. (pgs. 37-40)

The project has the support of district teachers, administrators, union, school board, and community.

The Senior Advisor is the person initially charged with meeting the objectives of the grant. She appears to be well-qualified. A full-time project director will be hired with requirements specified. A qualified independent evaluator is designated. All other personnel appear to be appropriately qualified. (pgs. 40-41)

Applicants funding is supported by merit dollars from the state through the MAP program, community resources, and district funds. There is evidence that the district will take on a larger portion of funding as the grant progresses. The grant amount is sufficient to attain project goals and reasonable in relation to objectives and design. (pgs. 32-35)

**Weaknesses:**

A more explicit job description of the project manager position is warranted. This individual will be responsible for a large portion of the grant proceedings and must have experience with large grants. It is uncertain how this position will be funded after the grant ends.

The positions and descriptions listed on page 40-41 are inconsistent with those listed in the budget narrative.

**Reader's Score: 23**

**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:**

Objectives that are linked to the goals of the project are provided for meeting the needs of various components of the grant. Data collection systems will be in place by the end of the planning year and will allow a direct link between student performance and teacher incentives. Objectives are provided that should increase the effectiveness of teachers and principals. Quantitative data will be collected on the students using multiple validated and reliable assessments. In-house instruments will be validated within the planning year. Qualitative data will be collected through observations of teachers and principals. Inter-rater reliability is being assessed on evaluation tools that do not already have a reliability factor. A procedure for evaluation of professional development is in place. (pgs. 43-51)

Evaluation procedures are in place to ensure feedback to teachers and use of data collected to bring about continuous improvement and student achievement.

Evaluation procedures are in place to ensure feedback to teachers and use of data collected to bring about continuous improvement and student achievement.

**Weaknesses:**

While objectives are listed and linked to the goals of the grant, the objectives are not measureable at this time. The intent of the project is to have instruments used for observations completed and validated within a year. The data system updates will also be available after the first year of the project.

**Reader's Score: 4**

**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 G.R.E.A.T. Expectations project has demonstrated that it has a plan to ensure monitoring of student achievement that is linked to teacher and principal incentives. They will use value-added measures of multiple domains of student learning to show student achievement. A data system will be maintained to ensure easy access to data and

training is in place to provide professional development to access the information needed and analysis it. The intent is to develop data-driven instruction for children in G.R.E.A .T. schools.

Teacher and administrator incentives appear to be provided across the pool of teachers and administrators. There is clear incentive link to student achievement.

**Weaknesses:**

No weaknesses area evident.

**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:**

Teacher recruitment and retention is affected by the statistics presented in the proposal showcasing high diversity and need. To counteract the need for highly qualified teachers, Duval County has participated in the states merit program and has solicited the support of the teachers' union to implement performance pay. The top 25% of teachers in Duval County with the highest academic achievement gains among its students receive a 5 percent salary addition. \$3,000 bonuses are provided to recruit high quality teachers who commit to three years in the district's highest need schools. There are a disproportionate number of teachers in the six high-need schools who are teaching out of field. All six are considered Turnaround schools. A bonus of \$1,000-\$6,000 is in place with this funding to support hiring of additional highly qualified teachers in the G.R.E.A.T. schools. All principals at these schools have been in their positions less than three years. Academies serve to help the principals transition more effortlessly into their positions. (pgs. 18-20)

**Weaknesses:**

No weaknesses are evident.

**Reader's Score: 5**

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