

Status: Submitted

Last Updated: 8/9/10 1:15 PM

Technical Review Coversheet

Applicant: Galveston Independent School District -- Special Initiatives, Curriculum and Instruction (S385A100133)

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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Sub Total	0	0
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Evaluation Criteria

Absolute Priority 3

1. Absolute Priority 3	0	0
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Sub Total	0	0
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Requirement

Requirement

1. Requirement	0	0
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Sub Total	0	0
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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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Sub Total	0	0
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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	56
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	23
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	94

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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Sub Total	10	10
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Total	110	104
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Technical Review Form

Panel #15 - Panel - 15: 84.385A

Reader #1: *****

Applicant: Galveston Independent School District -- Special Initiatives, Curriculum and Instruction (S385A100133)

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:

- a). The applicant proposes to create a PBCS that allows all teachers in the district to be eligible for financial awards based upon a tiered system where the scores are earned on multiple criteria, multiple evaluations of their classroom teaching, classroom-level achievement growth and school-level achievement growth, measured using a value-added model (page 17). Performance awards will be based on classroom achievement growth including performance-based assessments, and student attendance, teacher evaluations based on Teaching Skills, Knowledge. High Schools will track achievement using AP test performance (page 18). Portfolios will also be used as a measure of student growth.
- b). The applicant will include multiple ratings on walk throughs and formal evaluations conducted by teacher evaluators trained in the use of clinical review methodology (page 20). These will include two announced and two unannounced visits, as well as three formative and one summative evaluation by the principal. Teachers will also receive an informal observation from their peers, and have the opportunity to informally observe other teachers and critique and or implement teaching strategies observed (page 23).
- c). The applicant proposes incentive pay awards for participation in the district's

Leadership Development Academy, collaboration with faculty through participation in such activities as Professional Learning Communities, etc., publishing research of results on effective ways to improve student performance, participation in district Advisory Boards, presenting at conferences, sponsoring student academic enrichment activities, leadership as a mentor/coach, and leadership as a Big Brother or Big Sister (page 24).

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 adequately addresses the costs of the project.

a. The applicant provides a budget, a budget narrative, and a description of the state and local funding that will be used to support the TIF project, during the grant period and beyond. The applicant provides a chart of the costs of the TIF project in the appendix that includes a three tier incentive structure.

b. The applicant mentions support for incentives from multiple sources (page 26) to support the goals of the project. These include state funds, federal funds, future grants, in-kind donations, Title 1 funds, Title II funds, IDEA, reallocated general operating funds, and monetary donations from individuals and businesses. These are not broken down into incremental increases of in-kind support over the life of the project, however.

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

General:

The applicant describes a plan for a PBCS that includes a differentiated, transparent, and fair evaluation systems for teachers and principals, that is designed to strengthen the educator workforce.

The applicant provides a detailed description of the proposed PBCS plan that includes

differentiate levels of effectiveness using multiple rating categories such as student achievement data (including pre and post testing data, state testing data, formative classroom data, videos and portfolios), multiple principal observations (4) and 3 evaluator walk-throughs, leadership participation and retention and recruitment incentives (pages 29-30). Professional development efforts to improve teaching strategies include professional learning communities, peer observations/critiques, utilization of the district Resource Center, and team identified professional development activities.

Reader's Score: 0

Requirement - Requirement

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

General:

The applicant provides reasonable incentives for teachers to take on additional responsibilities such as mentoring, Leadership Academy participation, etc. The incentives for participating in these and other activities appear to be sufficient to change teacher behavior. Master and mentor teachers also receive additional professional development, which is an attractive incentive.

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 describes a comprehensive communication plan (page 38) that includes marketing the district and the PBCS to a national audience, to ensure a large applicant pool for recruiting teachers. Regular communication among team members will be facilitated by technology and face to face interactions with teams. Conference calls, frequent emails, etc., will be utilized, as well as scheduled meetings with the PBCS Advisory Board (page 40). The communication plan seems sufficient for the needs of the project.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

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

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

General:

The applicant includes letters of support for the TIF project from site administrators and the superintendent. Approval for the plan from the district's Board of Directors is mentioned on page 25. There are no letters of support from teachers however, nor an explanation of how teachers were involved in the development process of this PBCS.

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

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

General:

The applicant plans to use a well-researched based evaluation model called the Total Quality Management model for evaluation. Data from this model will be integrated with a value added model by an external evaluator. Observations by trained evaluators (4 times per year) and by principals (3 times per year) will be included in the evaluation model. Student achievement data from multiple sources will be used as part of the value added model. Pre and post testing data, portfolios of student work, and other measures will be used as evidence of student growth. The system appears to offer a fair and valid method of evaluation for the purposes of this project.

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 describes an ambitious plan to enhance an existing data management system within 90 days of receiving a TIF award. The system will link student data to teacher and principal payroll and human resources systems. The description of the implementation process of the data system is detailed and clear.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

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

General:

The applicant describes several methods for ensuring that teachers and principals will understand specific measures of the PBCS. The applicant describes plans for staff development in a timeline that include campus level meetings, trainings on the new evaluation system, data review trainings, professional learning communities, and Inquiry trainings. These activities appear sufficient to meet the needs of the staff involved in the PBCS.

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

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

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

General:

The applicant proposes to target professional development on increasing teachers' and principals' focus on student work (page 34), in order to improve analysis of student achievement data. Professional development activities to achieve this goal include participation in professional learning communities, training regarding an enhanced system of teacher observation and evaluation, training regarding a new process for information gathering, use of data, and training in use of data systems to inform district work. These activities appear sufficient to meet the objectives of the project.

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:

1). The applicant describes a high need district with over 77% of students classified as economically disadvantaged and 2,000 students classified as homeless (page 7). The district is recovering from the impact of a recent hurricane, is classified as a federal disaster area (page 8).

(i) The applicant describes the district's challenges with recruitment of teachers due to competing districts that offer higher salaries to new teachers (page 12).

(ii) The applicant describes a district that experiences high turnover of staff (22%) (page 12).

2). The applicant describes low academic achievement in specific content areas, with significant gaps in student achievement between high school students that are economically disadvantaged and those who are not (pg 14).

3. The applicant provides a definition for three comparable school districts on page 16, noting the similarities to the applicant's district in terms of student demographics, geographic location, and their shared competition for teachers.

Weaknesses:

No weaknesses were found in this section.

Reader's Score: 10

Selection Criteria - Project Design

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

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

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

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

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

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

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

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

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

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

Strengths:

1. The applicant states that the district already received support for Teachers and Principals awarded for student achievement from the state DATE and TEEG program (page 25).

(i). The methodology the applicant proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel involves creating a PBCS that allows all teachers in the district to be eligible for financial awards based upon a tiered system where the scores are earned on multiple criteria, multiple evaluations of their classroom teaching, classroom-level achievement growth and school-level achievement growth, measured using a value-added model (page 17). Performance awards will be based on classroom achievement growth including performance-based assessments, and student attendance, teacher evaluations based on Teaching Skills, Knowledge.High Schools will track achievement using AP test performance (page 18).

Portfolios will also be used as a measure of student growth. The applicant will include multiple ratings on walk throughs and formal evaluations conducted by teacher evaluators trained in the use of clinical review methodology (page 20). These will include two announced and two unannounced visits, as well as three formative and one summative evaluation by the principal. Teachers will also receive an informal observation from their peers, and have the opportunity to informally observe other teachers and critique and or implement teaching strategies observed (page 23). The applicant proposes incentive pay awards for participation in the district's Leadership Development Academy, collaboration with faculty through participation in such activities as Professional Learning Communities, etc., publishing research of results on effective ways to improve student performance, participation in district Advisory Boards, presenting at conferences, sponsoring student academic enrichment activities, leadership as a mentor/coach, and leadership as a Big Brother or Big Sister (page 24).

(ii). The applicant describes funding currently available for incentives (page 26).

(iii). The applicant describes on pages 28-30 the value added model that will be used to determine 'effectiveness', along with a clear explanation of the elements to be used in this model.

2. The applicant describes support for this PBCS on pages 2, 17, and 25, noting that the incentive plan described was presented to teachers and principals, as well as the Board of Directors for feedback (page 24).

3. The applicant describes a plan for a PBCS that includes a differentiated, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories such as student achievement data (including pre and post testing data, state testing data, formative classroom data, videos and portfolios), multiple principal observations (4) and 3 evaluator walk-throughs, leadership participation and retention and recruitment incentives (pages 29-30). Principal evaluations are described on page 20 and include walk-throughs by the superintendent, multiple measures of student growth, and evaluation of growth as a school leader. The applicant provides a breakdown of the three tiers of the payout process in the appendix.

4. The applicant describes the changes needed to their current data system that will be made through this project to create a data-management system, that can link student achievement data to teacher and principal payroll and human resources systems (pages 30-31), and states that these changes will be developed within the first 90 days of project implementation (page 31)

ANSWER EXCEEDS 4000 CHARACTER LIMIT STRENGTHS COMMENTARY CONTINUED IN THE NEXT SECTION

Weaknesses :

STRENGTHS COMMENTARY CONTINUED:

5. The applicant describes high quality professional development activities on pages 21-22, and includes such activities as implementing the Baldrige Total Quality Management model in all schools and at the district office, training on content specific teaching strategies, vertical collaboration time, and peer observations/critiques of classroom teaching that involve sharing best practices. The applicant notes that at the end of each year, each campus team will meet to develop a professional development plan for the next year (page 22). In addition, the applicant proposes incentive pay awards for participation in the district's Leadership Development Academy, and collaboration with faculty through participation in such activities as Professional Learning Communities.

WEAKNESSES COMMENTARY BELOW:

The applicant does not provide sufficient evidence of support from teachers for the project. While letters of support from principals are included in the application, there are no letters from teachers or teacher organizations that describe teacher involvement in the development of the project design. Given the importance of teacher buy-in to the success of the project, the need for evidence of teacher support for the PBCS is critical.

Reader's Score: 56

Selection Criteria - Adequacy of Support for the Proposed Project

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

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

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

Strengths:

The applicant proposes a strong plan for achieving the objectives of the proposed project, on time and within budget.

1. The applicant describes the plan in a timeline on page 41 that includes milestones, dates for activities, and assigned personnel responsible for each activity.
2. The applicant describes the qualifications of key personnel on pages 45 and 46, with details regarding their levels of experience and expertise. Resumes for the project director and key personnel are included in the appendix.
3. The applicant states on page 46 that the district will support this project through the state's incentive fund, district professional development dollars for professional development activities such as mentoring, district support for the data management system and in-kind support for human resources services.
4. The applicant states that given the experience of the district with two state incentive systems, and careful planning in the development of the incentive payouts, that the requested grant amount is sufficient to attain project goals (page 47).

Weaknesses:

The applicant does not provide adequate evidence of in-kind support over time. Several sources for funding are listed on page 26, however a description of incremental increases regarding in-kind support are not provided.

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:

1. The applicant will hire an external evaluator to conduct a robust evaluation using the Total Quality Management criteria, which will tie the management and evaluation process together (page 55). Measurable performance objectives are detailed on pages 47-52. The applicant plans to implement a multivariate response model to analyze data (page 28) as its choice of a value added model.

2. The external evaluation agency will utilize quantitative data collected through the internal data management system for all project evaluations of staff, payout procedures and tracking value added student achievement (page 52). The evaluator will also collect qualitative data for both formative and summative data analyses. Data will also be collected on the quality and usefulness of products in building the PBCS capacity for teacher support and student performance (pages 53-54). On-line surveys, face-to face interviews, and other methods identified by the project team will be implemented.

3. The external evaluator will ensure that adequate procedures for collecting data will become part of a feedback loop to project staff at monthly meetings and quarterly reports.

Weaknesses:

No weaknesses were found in this section.

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

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

Strengths:

The applicant describes on pages 28-30 the value added model that will be used to determine "effectiveness", along with a clear explanation of the elements to be used

in this model. The selected model will be utilized by an external evaluator and is described as the multivariate response model (MRM) and includes a robust method of analysis. Trainings on the use of the new model and the new evaluation system are planned for all staff, and will be promoted on the district website.

Weaknesses:

No weaknesses found in this section.

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:

1. The applicant describes a plan to address improving student achievement of high need students by giving significant weight for incentives to increased performance in math, science, special education, and bilingual education (page 37).
2. The applicant describes on page 36, a plan to use TIF funds to become competitive with other districts in regard to the recruitment and retention of highly qualified, high need teachers. TIF funds would be used for a hiring bonus, which would help decrease the salary differences.
3. The applicant plans to work with the district's Human Resource department to recruit effective teachers from a national pool, in order to fill vacancies in hard to fill content areas. Using TIF funds to provide incentives, the applicant expects to increase its ability to recruit out of state effective teachers, and retain them through incentives for leadership (page 38). The applicant plans to use technology as part of a communication plan to inform teachers of staff openings.

Weaknesses:

No weaknesses were found in this section.

Reader's Score: 5

Status: Submitted
Last Updated: 8/9/10 1:15 PM

Status: Submitted

Last Updated: 8/6/10 4:17 PM

Technical Review Coversheet

Applicant: Galveston Independent School District -- Special Initiatives, Curriculum and Instruction (S385A100133)

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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Sub Total	0	0
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Evaluation Criteria

Absolute Priority 3

1. Absolute Priority 3	0	0
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Sub Total	0	0
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Requirement

Requirement

1. Requirement	0	0
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Sub Total	0	0
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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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Sub Total	0	0
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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	45
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	22
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	81

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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Sub Total	10	10
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Total	110	91
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Technical Review Form

Panel #15 - Panel - 15: 84.385A

Reader #2: *****

Applicant: Galveston Independent School District -- Special Initiatives, Curriculum and Instruction (S385A100133)

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's understanding of the critical role assigning significant weight to student growth based on objective data on student performance is demonstrated through the use of multiple criteria that include formative and standardized assessments, performance-based assessments, student attendance, and discipline referrals. A clinical approach to classroom observations and evaluations, both formal and informal, will be used by multiple trained teacher and principal evaluators multiple times throughout the year. The superintendent's active participation in the evaluation of principals will be augmented via classrooms walk-throughs, formative and summative evaluations, analysis of student growth based on state standards, national assessments, student portfolios, and student attendance growth across time and across classes.

Differentiated effectiveness incentives for teachers are defined based on the district's teacher evaluation process that require increased responsibility and work day/week/year as compared to teachers who are functioning in a mentor or master teacher position. Total Quality Management (TQM) will be instituted as a highly effective model

for promoting higher levels of performance by students and teachers alike. A leadership team will be involved in the assessment of progress made towards the attainment of set student learning and teacher/principal performance goals.

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 is cognizant of the unknown national and state economy that precludes the district to commit an exact amount to support the sustainability of the grant five years from now; however, it outlined a budget for the duration of the grant and outlined all the fiscal resources that will be built over a five-year period to support sustainability beyond the duration of the grant. The applicant is encouraged by the fiscal support committed by the state educational agency in support of PBCS and leadership development of teachers and principals.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

General:

The applicant proposes a plan to identify the key role teachers and principals play in advancing student learning and achievement through multiple strategies that foster shared responsibility and leadership. The proposed PBCS includes multiple monetary compensation and career ladder opportunities for teachers. Sustainability of research practices as routine practices at the classroom, school, and district level were made evident through district goals that reference institutionalization of PBCS by the end of the fourth year of the grant. An array of teacher leader positions including on-site demonstration teacher, on-site mentor, and on-site master teacher are anticipated at each of the schools based on a data-driven decision making process.

Mentoring as a differentiated effective strategy will be expanded from one year to three

years. Principals will engage in mentoring of colleagues. Professional development strategies to nurture principal leadership development will continue to be refined.

Reader's Score: 0

Requirement - Requirement

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

General:

The applicant described the expanded role and responsibilities mentor and master teachers will have in the new leadership positions that will be rewarded monetarily, and professional advancement within the school and district will be promoted. A data-driven system to measure student growth and teacher performance expectations offers new professional growth opportunities for both teachers and principals as partners in establishing challenging learning environments that are led by a high-quality teacher in every classroom. Cultivating professional staff members who embrace inquiry, collaboration, and data-driven decision making is at the core of the application.

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:

Core Element No. 1 reflects careful planning and communication to administrators of the commitment to ensuring the successful implementation of PBCS as addressed via meetings. There was limited evidence of communication efforts with teachers. The proposed plan of action reflects support by administrators for PBCS as an innovation that supports the foundation for building human, programmatic, and fiscal capacity to implement an innovative and effective education reform initiative that will become institutionalized over time. It is anticipated that research-based practices will become daily common practices at the classroom, school, and district levels.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

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

General:

Core Element No. 2 reflects that the applicant recognizes the critical role all stakeholders play in the successful implementation of PBCS; however, letters of support are limited to school and central office administrators. Making a connection between performance data and accountability for student achievement will be an effective strategy that helps stakeholders understand the rationale for the implementation of PBCS as a data-driven system that fosters high levels of teaching and learning. The size of the district will be a key factor in contributing to the execution of a comprehensive reform model with the necessary infrastructure needed to support the initiative.

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:

Core Element No. 3 is addressed via an evaluation system that promotes rigorous evaluations by fully trained teachers and principals. An eclectic approach to evaluation of principals is outlined including particular observation of an array of professional learning opportunities that extend beyond a job-embedded approach to focusing on the analysis of student work. A collaborative and inquiry-based data-driven approach to professional development to promote teachers as leaders and aspiring administrators is part of the plan.

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:

Core Element No. 4 is addressed through the identification of an integrated data-management system to support the implementation of PBCS. The applicant acknowledged the technical requirements needed to capture multiple data (academic, personnel staff, and payroll) to be exported and manipulated to meet growth model components that are tied to the personnel and payroll systems. The institutionalization of research-based practices daily practices in every classroom and school is at the core of the application. The following are listed as needed components: Student and Teacher Data Additions and Transfers - Student Information System, Enterprise Resource Planning - Business System,

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

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

General:

Core Element No. 5 is addressed via a comprehensive plan that defines a new approach to professional development that is data-driven and which fosters collaboration, is inquiry-based, and is focused on student work, and the varied needs of teachers and principals. The applicant outlines a target goal for professional development program that will be supported by the core principles behind Total Quality Management Model (TQM). A data-driven professional development for principals is a critical area to be attended to with the same degree of attention that is devoted to teachers, with emphasis on the development of the principal as an instructional leader and researcher.

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

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

- (1) Be based on needs assessed either at the high-need schools (as defined in the Federal Register notice) participating in the applicant's proposed PBCS or LEA-wide;
- (2) Be targeted to individual teacher's and principal's needs as identified in the evaluation process;
- (3) Provide --
 - (a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and
 - (b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to
 - (1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and
 - (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);
 - (4) Support teachers and principals to better understand and use the measures of

effectiveness in the PBCS to improve practice and student achievement (as defined in the Federal Register notice); and

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

General:

The applicant provides a high-quality professional development program to be finalized in accordance with Total Quality Management (TQM) principles. The plan outlined included required and creative approaches for teacher development and principals who will serve as researchers, leadership team leaders, along with professional practice standards which will promote collegiality, inquiry, and reflection.

Elements of the PBCS include teachers as recipients of differentiated compensation and professional development that supports effectiveness for instructional leaders who share accountability for improved student learning and instructional practices at the classroom and school levels. The district's commitment to the implementation of the proposed PBCS and the effect it will have on student learning will be communicated with all stakeholders utilizing various forms of communication. The external evaluator will play a key role in the ongoing and comprehensive assessment of the effectiveness of the proposed professional development plan in transforming the instructional delivery and leadership development process at the classroom, school, and district levels. Principals participating in the differentiated compensation and professional development will continue at the core of the district's efforts to meet the varied needs, to offer equitable compensation, and to promote sustained effective leadership and retention.

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 utilized compelling demographic data, associated with a national disaster that afflicted the district and schools, to convey a sense of urgency in the need to improve the learning of all students across high-need schools. Recruitment and retention challenges with teachers and principals reflect a severe need that is reported to be served via the implementation of a PBCS that recognizes and rewards meaningful contributions by teachers and principals as leaders within schools and districts. PBCS

will be implemented as an effective strategy to foster improved learning that is tied to a value-added analysis model. The shared leadership responsibilities of teachers and principals will contribute to the establishment of learning environments that are challenging, supportive, and that are lead by a high-quality teacher who is a partner in the instructional delivery and supervision process.

Weaknesses:

Comparability is limited to a small number of comparable schools in immediate area. Student performance can be compared with that of like-populations across the region, state and/or nationally.

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:

The application reflected thoughtful planning and awareness of the key components of PBCS. The district is committed to supporting the development of a solid educator work force ready to assume expanded responsibilities as teachers and principals in a mentor role and other teacher-support positions.

The performance-based compensation model will be implemented as a highly effective strategy that guarantees a viable educational program for all students in the district. The district is committed to promoting shared accountability and responsibility for meaningful and sustained learning by all students. Professional development is a key component of the TQM model to be implemented emphasizing the role of teachers and principals as key facilitators of learning and collaborative interaction among all members of the school community.

Differentiated effectiveness incentives for teachers are defined as promising strategies to strengthen teachers and principals as instructional leaders. A research-based framework such as the Total Quality Management (TQM) will be instituted to promote higher levels of performance by students, teachers, and principals. A leadership team will be involved in the assessment of progress being made towards the attainment of set student learning and teacher/principal performance goals.

An array of teacher leader positions include on-site demonstration teacher, on-site mentor, on-site master teacher are anticipated at each of the schools based a data-driven decision making process.

The plan of action references mentoring as a differentiated effective strategy to be expanded to provide ongoing job-embedded technical support to novice teachers. Principals will engage in mentoring of colleagues as a form of professional development that nurtures principals' leadership development.

The use of performance data and accountability to foster student achievement will be a strategy that allows all stakeholders to embrace the rationale behind the implementation of PBCS as a data-driven system that fosters high levels of teaching and learning.

A data-driven professional development for principals is a critical goal within the project that emphasizes the development of the principal as an instructional leader and researcher.

Weaknesses:

The involvement and support of teachers, principals, and union representatives were not a part of the planning team and were not referenced in a detailed manner. Letters of support included are limited to school and central office administrators who used a generic letter to convey support for the district's interest in PBCS. PBCS is a model that serves as the catalyst for positive change in behavior of students, teachers, principals, and school community members promotes collaboration, shared-decision making and accountability; therefore, the active and ongoing participation by all stakeholders will guarantee a higher level of support and fidelity to PBCS, and in turn will yield enhanced student learning and improved instructional practices.

Principals as recipients of differentiated compensation and professional development must become the focus of a more detailed plan to meet their diverse needs as agents of an innovative education reform. An integrated management system is at the core of the work of the implementation team as a priority during the first part of the school year.

Reader's Score: 45

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 proposed budget reflected the integration of multiple sources of funding and the use of non-grant funds to augment the project and to create fiscal sustainability beyond the grant period, with an anticipated goal of institutionalizing the education reform initiative by the end of the fourth year of the grant.

Weaknesses:

WEAKNESSES:

The management plan as an integrated tool for managing personnel, payroll, and student achievement is a critical element that the applicant must consider as a top priority in the design of the project.

Reader's Score: 22

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:

An external evaluator will lead a comprehensive internal and external evaluation designed to guide the initiative and necessary adjustments throughout the duration of the grant. Performance measures have been identified to evaluate a system that provides teachers and principal, serving high-need schools with differentiated levels of compensation based primarily on student achievement gains at the school and classroom levels, to develop strategies to have 100% of math and science classes instructed by highly qualified teachers of hard-to-staff subjects, provide teachers with continuous support and feedback through classroom observations and walk-throughs, and summative evaluations.

Weaknesses:

No weaknesses were identified.

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

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

Strengths:

The applicant demonstrated commitment to the implementation of a value-added model and its sustained impact on student achievement and teachers' and principals' behaviors. Professional development plan will address the need to promote faculty, staff, and school community understanding the principles behind a value-added model.

Weaknesses:

No weaknesses were identified

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:

Recruiting and retaining challenges will be addressed via a research-based approach that recognizes teachers and principals as partners in the establishment of optimal learning environments for all students, including those hard-to-staff subjects. Retention of high quality teachers will reflect a comprehensive approach that combines recognizing and rewarding talent through monetary compensation and career ladder opportunities. A successful implementation of the plan will provide the district with the needed tools to build a foundation to nurture high-quality teachers in every classroom and consistent leadership in the classroom, school, and district.

Weaknesses:

No weaknesses were identified

Reader's Score: 5

Status: Submitted

Last Updated: 8/6/10 4:17 PM

Status: Submitted

Last Updated: 8/6/10 4:17 PM

Technical Review Coversheet

Applicant: Galveston Independent School District -- Special Initiatives, Curriculum and Instruction (S385A100133)

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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Sub Total	0	0
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Evaluation Criteria

Absolute Priority 3

1. Absolute Priority 3	0	0
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Sub Total	0	0
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Requirement

Requirement

1. Requirement	0	0
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Sub Total	0	0
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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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Sub Total	0	0
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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	45
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	19
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	77

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	3
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Competitive Preference Priority 2

1.Competitive Priority 2	5	4
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Sub Total	10	7
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Total	110	84
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Technical Review Form

Panel #15 - Panel - 15: 84.385A

Reader #3: *****

Applicant: Galveston Independent School District -- Special Initiatives, Curriculum and Instruction (S385A100133)

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:

Galveston Independent School District's PBCS plan focuses on incentives for both teachers and principals who serve high needs student populations. The plan has a high emphasis on rewarding student growth, and implements a value-added system to increase incentives. Student graduation rates are notably included as this is an area of concern for the district. Teachers will be thoroughly evaluated a minimum of four times a year by a variety of evaluators including the principal. These evaluators are adequately trained in effective evaluations using the clinical review methodology. Comparative schools were identified based on surrounding like school districts in competition for teacher recruits. Extensive research was conducted in order to determine and define what substantial incentives would entail.

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:

GISD has effectively identified projected costs for the implementation of the program. Extensive research was completed on existing PBCS programs nationally as well as in the state in order to determine reasonable cost expenditures for the project. They have demonstrated a commitment to provide said compensation during the grant period. The proposal does not provide for an increased share of the burden of the project in the coming years, and the local budget is not defined. No plan is in place to sustain the project at the end of the grant period.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

General:

Substantial use of data is included for the implementation of the plan and the distribution of incentives. Thorough use of evaluations of teachers will be used as a basis for professional development planning. As part of the project, an exit survey of teachers and principals opting to leave the district will be developed to assist in improving future retention efforts. Innovative Individual Teacher Improvement Plans will be implemented for all teachers to help with professional growth for all. There is no mention of using the data for making tenure decisions.

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:

Multiple examples of possible leadership roles for teachers were provided. Most if not all of these roles are all currently available in the district. The information provided as to how teachers will have incentive to take on these positions is ambiguous.

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 GISD has a developed a comprehensive Communications Action Planning committee to assist with the dissemination of information. Regular communication among team members from various sites will be facilitated through the use of technology. Plans, notes and progress reports will be extensively posted in a central website for all stakeholders to access. Each month the GISD PBCS Advisory Board will meet to discuss issues and concerns related to the project. All meeting minutes will be posted via the website as well.

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 GISD has garnered support from central office personnel and the school board. The state agency has also evidenced full support of PBCS as a method to recruit and retain high quality teachers and principals. Though the application includes letters from a variety of principals in the district, they are all form letters with different letterhead applied, which is insufficient to demonstrate individual support of the project. In addition, support from teachers or the teacher union is undocumented.

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 evaluation plan submitted is be rigorous, transparent and fair and includes multiple rating categories that significantly focus on student growth. Comprehensive teacher evaluations are conducted a minimum of four times a year. The evaluators are specifically trained in effective evaluation techniques. An objective based rubric is used for evaluations, though it is not clearly defined if the rubric is linked to national standards. Teacher and principal evaluations also use a variety of other materials and the proposal demonstrates a high level of inter-rater reliability.

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 GISD has developed a comprehensive plan for the implementation of a data system. The system will directly link students to specific teachers and schools as a means to track progress. A more thorough description of how this data will be linked to human resource systems and payroll is needed.

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:

All principals and teachers involved in the PBCS will be required to attend district-sponsored training related to the new performance incentive model. Failure to participate will notably result in an employee relinquishing opportunities to earn bonuses. Professional development plans provide for directly tying individual student needs to teacher training.

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 GISD plans to move to a student-embedded focus for professional development where the teachers will spotlight areas that will improve student achievement. The district's intent to implement Professional Learning Communities as a way to facilitate this process is a sound best-practice. Regular use of Collaborative Inquiry will help focus professional development on accurately reviewing data, and using the data to effectively improve instruction. The professional development plan is comprehensive, allowing for the growth of both teachers and principals regardless of their level of effectiveness. How the professional development plan will be regularly assessed needs to be more clearly defined.

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:

GISD clearly meets the definition of high-needs schools. The student body is ethnically diverse, with a minority majority population (p. 4). Over 38% of Galveston households are considered below the poverty level (p. 7). 77% of the student body is classified as economically disadvantaged (p. 7). Student achievement, especially of its minority population, lags behind the comparable schools. GISD indicates it is losing qualified teachers to higher paying districts in the area. Galveston has an annual teacher turnover rate of 22.1% (p. 11), which is significantly higher than the state average..

Weaknesses:

Though the proposal indicates the district is losing high quality teachers to surrounding districts, specific data is not provided. In order to justify this claim the project should have comparative data in this area.

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 implementation of a PBCS is part of a statewide strategy to recruit and retain high quality teachers and principals. Reliable measures such as the TAKS scores and the IOWA test of basic skills are used as a basis for determining student growth (p. 6). Performance awards will be given to teachers and principals who demonstrate significant progress in improving student growth (p. 4). The district has a rigorous, fair and transparent evaluation system that uses a value-added model based on a variety of criteria and multiple categories (p. 28). Observations are conducted a minimum of three times a year. The district conducted both state and national research to determine appropriate levels of incentives to attract and retain high quality teachers (p. 16). The plan has an extensive data management system that will be completely formulated within the first 90 days of the project (p. 30). The professional development activities including the implementation of PLCs focus on improving student growth (p. 33).

Weaknesses:

Though there is support of central office and the School Board, there is a lack of evidence of any significant support for other stakeholders. There appears to have been little or no involvement of teachers related to the design and implementation of the project. Principals were informed of the plan, as is evidenced by the signed form letters in the application, but there is no evidence they support the plan as developed. The plan inadequately demonstrates how teachers or principals will be deemed effective.

Reader's Score: 45

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 proposal includes a plan and specific timeline for implementation that is reasonable and attainable (p. 41). The roles and responsibilities of key personnel including the project director are well-defined and the timeline for completing tasks is sufficient. The requested funds are based on significant research related to PBCS and are sufficient to implement the project successfully.

Weaknesses:

The proposal does not include sufficient local funding for the project, as is evidenced in the non-TIF funding budget (p. e7). The project director does not appear to have any experience in working with PBCS in the past, though he does have extensive experience in working with a variety of other grant projects (p. 45).

Reader's Score: 19

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 proposal contains clear and measurable objectives. These objectives are directly related to the goals of the plan, and are linked to student achievement (p.48-51). The use of both qualitative and quantitative in the evaluation of the project is comprehensive (p. 52). The procedures for evaluation are thorough, including the use of an outside third party evaluator to provide for validity and reliability of the data and findings (p. 51). Feedback related to the operation of the project is ongoing, and provides for continuous improvement.

Weaknesses:

None noted

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

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

Strengths:

A structured value-added plan for compensation based on significant student achievement is being exhaustively developed to help equitably disburse incentives using Sanders, et al as a model (p. 18). This multivariate model will account for potential missing data sets and still be able to accurately evaluate teacher performance (p. 28). A process will be developed to link teachers directly to students via the student information system in order to insure accurate tracking of data and progress (p. 30). There is a substantial plan for communicating the components of the value-added model to teachers once it is established.

Weaknesses:

Substantial focus in this area is related to teacher success. There is inadequate discussion on how it will be applied to principals. The specifics for how much the value-added model will affect bonuses are also not clearly identified.

Reader's Score: 3

Priority Preference - Competitive Preference Priority 2

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

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

Strengths:

The incentives plan includes bonuses for teachers willing to work in hard to staff schools and subject areas (p. 37). Significant research was conducted to determine what

dollar amount should be offered in order to attract desired candidates (p. 17). Plans are also in place to market these incentives to a national teacher audience (p. 38).

Weaknesses:

The application does not clearly identify how GISD will determine that a teacher filling a vacancy is effective or likely to be effective. The application also does not adequately define the extent to which the identified subject areas of focus are hard-to-staff.

Reader's Score: 4

Status: Submitted

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