

Status: Submitted

Last Updated: 7/29/10 5:01 PM

## Technical Review Coversheet

**Applicant:** Hillsborough County Public Schools -- Grants & Research Operations, Student Services & Federal Programs (S385A100139)

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

**Points Possible    Points Scored**

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

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

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

##### Absolute Priority 3

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

##### Requirement

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

##### Core Element 1

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

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

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

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

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

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

##### Need for the Project

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

1.Project Design	60	60
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	23
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	5
<b>Sub Total</b>	100	96

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	3
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<b>Sub Total</b>	10	8
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<b>Total</b>	110	104
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## Technical Review Form

Panel #16 - Panel - 16: 84.385A

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

**Applicant:** Hillsborough County Public Schools -- Grants & Research Operations, Student Services & Federal Programs (S385A100139)

### 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 met priority 1. The applicant clearly describes how teachers will be compensated using student performance and observation (i.e., 30% mentor evaluations, 40% student achievement, and 30% evaluation by principal) in the Performance Outcomes with Effective Rewards (Power II) program (p. 10).

All teachers receive at least two observations per year (i.e., one from the principal and one from a peer/mentor evaluator). The number of observations are based on teacher performance. Teachers who don't reach program benchmarks receive more intense evaluations. While teachers who meet or exceed benchmarks receive less direct instruction and more collegial coaching.

In Power II, teacher effectiveness will be calculated based on evaluations by principals (30%), evaluations by peer/mentor evaluators (30%) and student achievement (40%). Administrator effectiveness will be calculated based on evaluations by Area Directors and teaching staff (30%), factors critical to overall principal effectiveness (30%), and

student  
achievement (40%).

A value-added measure of student performance will comprise 40% of both the teacher and principal evaluation systems. This measure is the single greatest component of the overall evaluation score, giving it significant weight.

**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 met priority 2. The narrative states that it will be able to support the program by reallocating current district funds, district-sponsored TIF Reserve Fund. The continued operation of Power I (pilot) provides evidence that a similar program will also survive using these strategies.

**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 met priority 3. POWER II builds upon the best practices learned from Power I. Power I is a district program that uses differentiated pay to attract and retain highly effective people. Data is gathered and manipulated in the system and may be used for any number of venues. The PBCS uses data and evaluations for professional development, retention and tenure decisions (p. 54)

**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 met the requirement. In this grant, all POWER II teachers will serve as mentors to other educators, and designate their classroom as a professional development/ lab environment. Highly effective POWER II teachers are eligible for a performance award for mentor duties (p. 14)

**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:**

All stakeholders have heard elements of the PBCS initiative because of legislative guidelines (p. 12) and the presence of POWER I and its initial success (p. 8-9). The applicant also plans to use frequent, quick news releases to keep parties informed. The district website, local and news papers will also be explored (p. 17).

**Reader's Score: 0**

**Evaluation Criteria - Core Element 2**

**1. Core Element 2:**

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

**General:**

The applicant has provided evidence that all stakeholders have been involved in both the establishment of the PowerI program and its upgraded Power II program. Page 16-18 describe how all parties participated in program development. Local unions were included in the discussions, and most interestingly, a United Way-inspired Teacher Effectiveness Workgroup. Providing evidence that the community rallied around the PBCS initiative strengthened this portion of the application.

**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 provides data re: its evaluation system and its intent to use the district's revised tool (p. 19). The district's principal's evaluation process is also currently being revised.

The applicant does state that they will use a rating system from 1-5 (highly effective). The use of peer mentors and at least two evaluations each year are also noted (p. 20).

On p. 21, the applicant says that each principal and peer/mentor evaluator will be afforded multiple opportunities to conduct actual classroom observations accompanied by a trainer. This addresses teacher observations.

Built on lessons learned in POWER I, POWER II is likely to reflect practices learned and a refined framework based on those lessons learned

A high degree of inter-rater reliability will be guaranteed to the teacher by the principal and the peer mentor. The applicant states on p. 21 that principals and mentors will be trained to serve as reviewers and . The five day training will include a mock-conference, classroom scenario and conduct actual classroom observations accompanied the trainer, who will also conduct observations. A Certification Test will then ensure that the assigned Inter-rater is qualified to do it (p. 21).

Additional forms and evidence will be collected during the evaluation process. These documents may include (class room observation forms, walk-through paperwork, etc) (p. 27).

The applicant provides the evidence-based, objective evaluation rubric (p. 29-30)

**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 provides evidence that what the new database will be able to do will be much needed. Having a Central I.D. number attached to each child that can address all data points and provide feedback on student academic progress is amazing (p. 21-22). The POWER II data-management system can also take this information and link it to HR/payroll resources via school I.D. numbers (p. 22).

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 on p. 17-18 describes at length the intended communication that will accompany the PBCS process. It should be noted that the final communication plan/process has not yet been approved. Regular meetings with project directors, all school staff and parents will be included, as they were in POWER I.

Communication strategies for the project include targeting parents, business leaders, churches, local government and university officials, and state lawmakers. (p. 17)

Those involved directly in the communication process include the School Board, Superintendent, and other key district personnel, CTA leadership, POWER II principals, and community leaders. (p. 17).

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 professional development plan is discussed in great detail (Pages 25-33). Of particular interest is the applicant's differentiated professional plan. Each staff person gets a prescriptive menu of professional development activities and, upon their completion, they 'graduate' to a higher level of professional development uniquely suited for their needs.

The prescriptive plans addresses school and teacher needs to the extent each educator receives a list of professional development courses that best fits their individual needs. Teachers receiving compensation and those not receiving compensation still benefit from all professional development because they will either be impacted by a teacher who has excelled in a particular area of training or they are received the training and are now acting as a staff developer/trainer.

**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 makes a convincing case that recruiting effective teachers is a challenge at proposed Power II schools. High poverty indicators, systemic challenge hiring effective teachers, and clusters of ineffective teachers at proposed Power II schools provide ample evidence that staffing is a concern (p. 3). The same trend is noted for recruiting effective administrators (p. 4).

The applicant clearly defines comparable schools as schools with less than 50% of students receiving free or reduced priced meals (p. 3). The applicant further designates comparable schools as those with like membership, poverty and grade levels using demographic data from the School Indicators Report released by the SEA (p. 7).

**Weaknesses:**

The applicant does not clearly address the challenge of recruiting effective teachers for serve hard-to-staff subject areas classrooms (i.e., difficulty recruiting math, science, English and special education teachers). The applicant also does not clearly address effective principal retention in the narrative.

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 PBCS is a part of a larger statewide strategy involving performance based compensation. Florida legislated that an educator performance based system be implemented with student achievement as a factor. The Merited Award Program addresses a state priority to link performance with achievement. The district received TIF funding to implement Performance Outcomes with Effective Rewards (POWER I) and now seeks funding to expand the program under a POWER II grant.

The applicant will use FCAT, Stanford-10, the Florida Assessments for Instruction in Reading and district testing will combine to frame the applicant's PBCS (p. 10-11). The integration of these assessments provides a solid foundation for program evaluation.

The applicant states that the incentive for teachers is a performance award of 5% (p. 12) based on principal evaluation, mentor evaluation, and student achievement (p. 10). The applicant states that the move in enrollment and student achievement at POWER I justifies program continuation and show the 5% is sufficient for staff recruitment.

The applicant states that both the Classroom Teachers Association, parents, and community members were involved in the planning of POWER I and II. Such involvement is critical to program success.

The applicant provides data regarding its evaluation system and its intent to use the district's revised tool (p. 19). The district's principal's evaluation process is also currently being revised.

The professional development plan is discussed in great detail (P. 25-33). Of particular interest is the inclusion of suggested activities for teachers to complete prior to advancing to the next performance level.

POWER II uses valid and reliable measures, most notably FCAT, a criterion-referenced test for 3-11 grades aligned with Floridas standards (Next Generation Sunshine State Standards (NGSSS)) (p. 10).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 60**

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

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

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

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

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

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

**Strengths:**

The management plan, key personnel and costs included in the budget are appropriate for the activities discussed in the narrative. P. 33-39

District personnel listed on p. 39, University of South Florida partners, and the involvement of a district-veteran project director are likely to be invaluable to the PBCS implementation team.

The leveraging of other district personnel to provide supports to POWER II are necessary and add to the sustainability of the program. P. 35-38

In year 5 of the budget(p. 42), the district will cover 75% of grant costs. This is a major show of support from the district.

**Weaknesses:**

The applicant states on p. 40 that the components of the POWER II program will be covered by other state, federal, local or foundation funds. However, the applicant does not clearly discuss which fund sources are being targeted to sustain the program upon grant cessation.

**Reader's Score: 23**

**Selection Criteria - Quality of Local Evaluation****1.(D) Quality of Local Evaluation (5 points):**

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

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

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

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

**Strengths:**

The applicant provides 3 goals and objectives that address differentiated compensation, sustainability, and workforce readiness. (p. 45-46). Both quantitative and qualitative data will be produced and opportunities for sharing of formative evaluation feedback are provided (p. 47). The detailed plan on p. 44-46 shows that the applicant has planned for the program in a manner that keeps stakeholders involved and program assessment integrated throughout the year.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

## Priority Questions

### Priority Preference - Competitive Preference Priority 1

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

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

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

#### Strengths:

The applicant intends to use a multi-level, value-added model with a primary focus on student performance (40%) (p. 55). Each student's progress will be followed until separation. Of particular interest is the fact that the district's data management's data is capable of manipulating multiple data points at the student level. There is a plan to communicate program and technical information to all staff. It should be noted that the applicant intends to use year 1 to further develop and refine program design.

#### Weaknesses:

No weaknesses noted

Reader's Score: 5

### Priority Preference - Competitive Preference Priority 2

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

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

#### Strengths:

1-High poverty indicators, systemic challenge hiring effective teachers, and clusters of ineffective teachers at proposed Power II schools provide ample evidence that staffing is a concern (p. 3). The same trend is noted for recruiting effective administrators (p. 4).  
2-On p. 58, the applicant states that financial incentives connected to PBCS will

increase the likelihood PBCS teachers are retained because all PBCS monies are tied to placement at PBCS schools.

3-HR Partners will assist the district in choosing effective teachers because, as former school principals, they are skilled in recognizing the traits of teachers who are effective in high-need schools.

**Weaknesses:**

No current efforts are underway for recruitment because no vacancies currently exist (p. 58)

**Reader's Score: 3**

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**Status:** Submitted

**Last Updated:** 7/29/10 5:01 PM

Status: Submitted

Last Updated: 7/29/10 11:29 AM

## Technical Review Coversheet

**Applicant:** Hillsborough County Public Schools -- Grants & Research Operations, Student Services & Federal Programs (S385A100139)

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

**Points Possible    Points Scored**

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

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

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

##### Absolute Priority 3

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

##### Requirement

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

##### Core Element 1

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

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

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

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

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

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

##### Need for the Project

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

1.Project Design	60	58
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	24
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	5
<b>Sub Total</b>	100	95

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	3
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<b>Sub Total</b>	10	8
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<b>Total</b>	110	103
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## Technical Review Form

Panel #16 - Panel - 16: 84.385A

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

**Applicant:** Hillsborough County Public Schools -- Grants & Research Operations, Student Services & Federal Programs (S385A100139)

### 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 met all the criteria of Priority 1.

The applicant describes a PBCS that rewards teachers and principals at different levels, based on individual performance.

- A) The proposal states that 40% of a teacher's evaluation will be based on student achievement. It is the highest weighted component of the evaluation. Student achievement is based on a number of standardized state tests and district-wide assessments.
- B) The proposal includes observation based assessments, which make up 30% of the teacher's evaluation. Those observations are held multiple times per year and are linked to district teaching standards.
- C) Teachers that perform at a high level over the course of multiple years may be

rewarded with mentor teacher roles.

High performing teachers can earn bonuses equal to 5% of a starting teacher's salary, which is a significant amount likely to change behavior.

**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 met all the criteria for Priority 2.

A) The applicant demonstrates its projected costs associated with development and implementation of PBCS. It has accepted the responsibility to continue the program after the TIF funds are exhausted.

B) The district will gradually assume costs associated with the program over the first 5 years, eventually assuming 75% of the costs by year 5 (pg 48).

**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 met all the criteria for Priority 3.

The PBCS is part of a comprehensive approach to strengthening the workforce. The district successfully implemented a strategy called Power I in 2007, aimed at improving teacher performance by rewarding top performing teachers based on student achievement measures. This project would be part of Power II, which concentrates efforts to improve teacher performance in the district's 35 high-need schools.

Reader's Score: 0

**Requirement - Requirement**

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

**General:**

Teachers performing at a high level over time can move into mentoring teacher roles. The criteria for this reward is solid, but the compensation for mentor teachers is unclear. It is unclear whether the award is significant enough to cause behavior modification.

Reader's Score: 0

**Evaluation Criteria - Core Element 1**

**1. Core Element 1:**

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

**General:**

The applicant proposes a thorough plan for communicating to teachers, staff, and the community about the components of the PBCS. Focus groups among stakeholders have already been conducted (pg 16) and the teachers' union is in full support of the proposal. The district has plans to reach out to parents, business leaders, churches, government officials, and universities (pg 17) to inform them of the plan. A speaker's bureau will also be formed. A Teacher Effectiveness Workshop was also held to raise awareness of this proposal (pg 18).

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 demonstrates excellent support from key stakeholders. The district and its teachers have worked together on numerous reform efforts, and the teachers have shown a great willingness to try new reforms to produce quality education. This proposal was the product of teachers and management working together to come up with a plan both could support. The district did a great job of getting input before producing the final grant proposal.

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:

- 1) The applicant demonstrates it has already implemented a rigorous and fair evaluation system. The applicant has a plan to retool its evaluation system to include objective teaching standards as part of a coherent strategy based on a program called Val-ED (pg 19).
- 2) The applicant's proposal calls for numerous observations by principals, lead teachers, and peer teachers at multiple points in the year.
- 3) It is not clear what additional forms of evidence will be collected for evaluation.
- 4) Those conducting the reviews will be trained in advance, to help ensure a high degree of inter-rater reliability (pg 21).

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 already has a fairly high quality data-management system that can link student achievement to teachers and principals. The system was created for the district's Power I program. The IT department can link data to Human Resources. The district plans to use some TIF funds to refine this system to make it more robust (pg 23).

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 demonstrates a very high quality plan for ensuring that teachers and principals understand the specific measures to be used in the PBCS. Because the district worked with the teachers to develop the plan, and because this plan builds on an existing program, misinformation will be held to a minimum. The district plans to train all qualifying principals and teachers at the targeted schools (25).

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:**

1) The applicant demonstrates it has a plan to implement a high-quality professional development program that meets the needs at the targeted 35 high-need schools.

2) The professional development is targeted to each educator's specific needs. Educators are to be given a list of trainings to complete to that best meets their needs (pg 25).

3) Educators who do not receive differentiated compensation are offered professional development based on evaluation results. High performers may chose classes for their overall professional growth. There are additional leadership opportunities for distinguished teachers (pg 28).

4) The plan will spend the first year of the PBCS on training staff to better understand the measures used in the evaluation (pg 25). Each site will have an On Site Professional Developer to assist with implementation and training.

5) The plan does include a process for regularly assessing the quality of the professional development by analyzing student achievement and staff feedback.

Formal and informal data will be tracked to assess the effectiveness of the professional development program, including surveys, attendance records, and school leader implementation fidelity (pg 33).

**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 demonstrates that it intends to target its efforts to what it calls Power II schools. There are 35 such schools, shown to have populations with more than 50% free and reduced lunch eligible. These schools have less experienced teachers and demonstrably less effective administrators (pg 5).

2) These schools generally score lower than more affluent schools, and comparable schools in the state.

3) The applicant gives a definition of what it considers a Comparable School and gives examples.

#### **Weaknesses:**

The grant claims teacher attrition is at an all time high (pg 1), yet the study it cites is from 2004, before economic downturns. The applicant acknowledges that its own district has reversed that trend and teacher attrition is now fairly low. The

applicant's main goal is to keep accomplished teachers from transferring to more affluent schools. No specifics are referenced to new efforts to recruit high need subject matter teachers.

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:

1) The applicant does have an existing LEA plan that is focused on improving the process for rewarding teachers and principals in high need schools, based on student performance and observation. The district implemented a program called Power I in 2007 that allowed

for differentiated compensation based on individual performance (pg 8). The applicant would use TIF funds to implement Power II, to focus rewards in the most high-need schools.

The applicant proposes a PBCS that will reward teachers scoring a 4 or 5 (out of 5) on an evaluation that is comprised of student achievement, manager evaluation, and peer evaluation. High-performing teachers can earn a bonus equal to 5% of new teacher's salary.

The criteria for rewards is solid, but the reward itself is meager. It is unclear whether the award is significant enough to cause behavior modification.

2) The applicant clearly demonstrates that it has the support of teachers, principals and the community at-large (pg 8). The district has previously worked with its teachers' union to create Power I. The State of Florida allowed for a new compensation model based on student achievement in 2006. The applicant already has a state-approved plan to do this.

3) The applicant demonstrates a clear evaluation system, using principal evaluations (30%), peer evaluations (30%), and student achievement (40%). The tests to be used are the Florida state tests in grades 3-11, Stanford 10, FAIR, and District tests (pg 11). Stakeholders worked together to create this evaluation system in advance of this grant (pg 19).

4) The applicant demonstrates that it already has a system in place that can link individual student achievement to teacher performance. Results are then linked to the district's human resources department and payroll. This was done for its Power I project. Additional TIF funds would be used to enhance the seamlessness of the system (pg 22).

5) The applicant demonstrates that it already has a plan to implement a high-quality professional development program focused on student achievement. The goal of Power II professional development is to train staff on the measure used to evaluate performance, identify individual teacher and principal needs, and provide training to improve instruction based on those needs (pg 28)

Teachers that score 4 or 5 on a 5 point rubric will be eligible for bonuses of 5% of teacher salary. Proven teachers can, over time, be promoted to mentor teachers.

**Weaknesses:**

The bonus amounts are not substantial. It may not be enough to retain teachers in high-need schools. No research was given as to the amount a bonus would need to be in order to entice teachers.

**Reader's Score: 58**

**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:**

1) The management plan is solid and likely to achieve the proposal's objectives. The goals, budget and timeline are attainable. Five departments at the district have clear roles to fulfill and a plan to work together to implement the proposal.

2) The project director and key personnel are highly qualified and have demonstrated capacity to implement a similar project (Power I) in years past. Senior leadership of the district is involved, which should help to drive results.

3) The district commits to gradually accepting the responsibility of ongoing costs. The district will pay for 75% of the program with non-TIF monies by Year 5.

4) The requested amount is sufficient to attain the project goals. The applicant knows the costs associated with implementing this program.

**Weaknesses:**

The applicant plans to secure grants to help provide matching non-TIF funding. This may be an unreliable revenue source given the economic situation of the country. There is not a secondary source of income listed.

**Reader's Score: 24**

**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 demonstrates it has a very clear set of measureable goals to evaluate the projects effectiveness. Goals are stated with timelines for gathering the data.

2) The applicant states it will produce sufficient data that is quantitative and qualitative (pg 46) to judge the effectiveness of the program. The district will use student achievement scores and staff retention to produce quantitative data. Qualitative data will be collected by staff surveys.

3) The applicant lays out thorough evaluation procedures to get feedback from many different stakeholders. The district's management team will analyze that feedback to determine what changes should be made to maximize the program's continuous improvement. The applicant references the use of an outside evaluator (pg 46)

**Weaknesses:**

No weakness found.

**Reader's Score: 5**

**Priority Questions**

**Priority Preference - Competitive Preference Priority 1**

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

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

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

**Strengths:**

1) The applicant demonstrates it has the capacity to implement the proposed value-added model on the basis that it already has a robust data infrastructure in place, with unique IDs for both students and teachers (pg 56).

2) The applicant states it will implement a prescriptive professional development system with trainings at Power II schools to give staff a clear understanding of the evaluation system, the levels of performance needed to attain a bonus, how to use data to drive instruction, and the overall goals of the project.

The district will work with the teachers union to review feedback and combat misinformation (pg 56)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 5**

**Priority Preference - Competitive Preference Priority 2**

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

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

**Strengths:**

1) The applicant demonstrates that the proposed PBCS will be targeted to assist high need students.

2) The applicant's proposal focuses on teacher retention at its high need schools. Incentives are given to high performers to stay at high-need schools. Teachers will be less likely to transfer to other schools, because they would in effect, be taking a pay cut to do so.

3)The applicant has created new positions, called HR partners, which are former principals, to help the district to accurately select qualified staff for particular schools. These HR Partners have experience at high schools, and therefore know the qualities needed in teachers for those schools (pg 75). This is a helpful way of making sure selected teachers have the appropriate personality and personal qualities that match the needs of the students at high-need schools.

**Weaknesses:**

The applicant admits that it does not have a hard time staffing positions. It has a local university nearby that supplies ample candidates. Furthermore, it does not expect many job vacancies in the upcoming years (pg 58).

**Reader's Score: 3**

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**Status:** Submitted

**Last Updated:** 7/29/10 11:29 AM

Status: Submitted

Last Updated: 7/29/10 3:48 PM

## Technical Review Coversheet

**Applicant:** Hillsborough County Public Schools -- Grants & Research Operations, Student Services & Federal Programs (S385A100139)

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

**Points Possible    Points Scored**

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

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

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

##### Absolute Priority 3

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

##### Requirement

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

##### Core Element 1

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

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

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

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

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

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

##### Need for the Project

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

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

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	4
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<b>Sub Total</b>	10	9
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<b>Total</b>	110	109
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## Technical Review Form

Panel #16 - Panel - 16: 84.385A

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

**Applicant:** Hillsborough County Public Schools -- Grants & Research Operations, Student Services & Federal Programs (S385A100139)

### 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:

Met

Forty percent of the formula the applicant uses to determine effectiveness for teachers is directly related to student growth through the use of a value added model. (p 49)

The assessment instrument used to measure teacher effectiveness is based on Charlotte Danielson's Framework for Teaching. All teachers will receive at least two observations per year from the principal and from a peer/mentor evaluator. Teachers who are less effective will receive additional assistance and more observations. Principals and peer/mentor evaluators receive face-to-face training in the use of the new instrument. (p 50) Peer/mentor evaluators are selected from among the districts highest performing classroom teachers to serve a 2-3 year term. Personal growth developed during this time will help build a corps of teacher leaders. (p 21)

The evaluation instrument for principals is being developed using the Vanderbilt

Assessment for Leadership in Education. The formula includes criteria related to learning gains of students (50%) as well as input from teachers and Area Directors and other factors critical to the effective management of the school setting. (p 22)

The applicant justifies the size of the award for teachers (5% of a beginning teacher's salary) by presenting data from the previous TIF award that supports their claim. (p 13)

**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:**

Met

The school's budget plan has projected costs for the proposed project (POWER II) and the district's current PBCS and has accepted the responsibility to provide performance awards to teachers and principals who meet the criteria. HCPS has designated approximately \$8 million in its TIF Fund Performance Pay reserve for performance awards, accumulated over several years from nonrecurring dollars earmarked for POWER II performance-based compensation. (p 52)

**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:**

Met

The PBCS outlined in this proposal is focused on strengthening the knowledge and skills of the teachers and principals to insure student success. A prescriptive professional development system links an individual's strengths and weaknesses, based on the evaluation process, to specific professional development activities targeted at increasing effectiveness in the identified areas. Underachieving teachers and principals

will be required to participate in identified courses. Effective and highly effective teachers and administrators may choose which courses to take. (p 53) The performance levels in the revised instrument will have explicit progression and exit implications to declare teachers and principals effective, highly effective, and under-performing, and will inform retention and tenure decisions. Because highly effective teachers will earn significantly higher base salary on the new career ladder, their retention will be increased. (p 54)

**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:**

Met

Teachers performing at levels 4 and 5 will receive professional development aimed at maintaining or increasing their overall effectiveness and preparing them to assume additional responsibilities and leadership roles within the school or district. Teachers who maintain a performance level of 4 or 5 for two consecutive years are eligible to become peer/mentor teachers, site-based instructional leaders, and serve in other leadership roles at a higher rate of base pay. (p 50)

**Reader's Score: 0**

#### **Evaluation Criteria - Core Element 1**

- 1. Core Element 1:**

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

**General:**

The applicant has developed a detailed plan for communicating the PBCS plan which are tailored to each stakeholder audience. The plan targets school personnel (teachers/principals), as well as stakeholders external to the school setting (parents, business leaders, churches, local government, university officials, state lawmakers, and union representatives). The plan provides for multiple, brief communications that are frequent and consistent, along with more detailed communications. Vehicles for communication include email, websites, newspapers, television, surveys, town hall meetings, webcasts and podcasts. (p 17)

**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's PBCS plan was designed collaboratively with multiple stakeholders, especially teachers. Focus group interviews were conducted with groups of teachers and principals. A comprehensive survey was also administered to teachers, principals, and assistant principals. The Classroom Teachers Association (CTA) was involved in all aspects of the planning process and agreed to all initiatives. CTA leadership also agreed to play an active role in communicating information to its membership as well as other stakeholder groups. (p 16)

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:**

HCPS is redesigning its evaluation system for both teachers and principals to include new appraisal instruments and multi-level value-added student growth measures. The new evaluation instrument is based on Charlotte Danielson's Framework for Teaching and is linked to national standards (p 19). The new evaluation criteria will include new instruments, accompanying rubrics, self-evaluation instruments, classroom walkthrough forms, data on participation in Professional Learning Communities, and data on growth related to professional development. Because student gains will be such an important component of the new evaluation score, HCPS will redesign its value-added measures to incorporate multi-level modeling with 3 years of student achievement data. While all teachers will receive at least two observations per year, the lower performing teachers will receive more frequent formative assessments and coaching from a peer/mentor evaluator. A variety of forms of performance evidence will be collected: self-evaluation instruments, classroom walkthrough forms, data on participation in Professional Learning Communities, and data on professional growth related to professional development. (p 19) The principal's evaluation system is being revised as well. Principals and peer/mentor evaluators will pass a certification test prior to conducting evaluations. Inter-rater reliability will be checked continuously throughout the school year at each school site. (pp 20-21)

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:

HCPS manages a robust information infrastructure. The IS Department is able to link student achievement to teacher and administrator payroll and human resources systems. All K-12 students are linked to teachers by course. Teacher information can be linked across data systems, including matching teachers and classes to salary, education, experience, licensure, and individual student assessment scores. The district has access to item level data on all local assessments. On state assessments, districts do not receive data specific to each item, but receive data by strand/ state benchmark to identify strengths and weaknesses for individual students, classes, schools, and district wide. (pp 22-23)

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:

During Year 1 of TIF funding, while the prescriptive professional development system is being developed, training at POWER II schools will focus on a clear understanding of the new evaluation system which includes criteria for being successful. In addition, training will focus on the new performance levels and how they relate to the performance based compensation systems. Focusing instructional decision making on the use of student growth data, as well as the POWER II project and its goals and objectives is another priority for training. (p 25)

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:

It does not appear that professional development is based on needs of the district but on individual teacher/principal strengths and weaknesses to improve student achievement. The new prescriptive professional development system is designed to connect individual strengths and needs identified during the evaluation process to specific professional development activities targeted at increasing effectiveness in identified areas. Through this system, each teacher and principal will receive a list of professional development courses that will best meet their individual needs. The courses suggested for each teacher and principal and the courses in which they enroll and successfully complete will be tracked through the professional development system. Underperforming teachers and administrators performing at Levels 1 and 2 will be required to participate in the identified courses. The effective and highly effective teachers and administrators may choose to participate in identified courses to improve their overall effectiveness. The new evaluation system will improve quality teaching and promote professional growth. As part of POWER II professional development based on student performance data, teachers will engage in self-evaluation, reflection on practice, and professional conversation to become more thoughtful and analytic about their work and improve their teaching.

Teachers and administrators will receive training Year 1 of the project which covers the new evaluation system, performance levels, use of data to drive instructional decision-making and the project goals and objectives. (pp 25-26) Beginning in Year 2, teachers and principals will receive differentiated professional development based on the results of their first evaluation under the new system. (p 29).

The effectiveness of POWER II professional development will be regularly assessed. The prescriptive staff development system will allow leadership to track, by individual teacher, areas judged in need of improvement or enrichment based on evaluation results, suggested and required professional development, enrollment in professional development offerings, and successful training completed. Formal and informal data collected by principals, peer/mentor evaluators, and the office of professional development will also provide data to determine the effectiveness of the professional development program. The Supervisor of Staff Development will meet periodically with the POWER II evaluator and leadership team to review available data and make modifications to individual training sessions or the overall prescriptive staff development system as needed. (p 33)

Reader's Score: 0

#### Selection Criteria - Need for the Project

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

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

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

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

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

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

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

##### Strengths:

The applicant provides statistics on the number of teachers who leave the Florida system each year as well as information related to their own system. The trend of exiting teachers had slowed in HCPS; however, as this happened, the student population grew, so the need for additional teachers did, too. In 2009, 50% of the teachers in the district had 0-7 years of experience. This indicates that there is a fairly large percent of teachers who have 0-3 years. These teachers new to the profession need extra support and guidance to be effective. Another concern is the large percent of teachers who transfer from high-needs schools to affluent schools annually. HCPS seeks to recruit and retain the most highly effective teachers for their high-needs schools. (pp 2-3) Graphs are provided to display the comparison results of student achievement in HCPS and comparable schools. (pp 3-4) A clear description of comparable schools is provided.

##### Weaknesses:

No weaknesses found

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:**

Under the proposed project (POWER II), the effectiveness of teachers and principals in the targeted high-needs schools will be calculated through a combination of evaluations and student growth. The school system is developing a new evaluation system which incorporates a multilevel value-added model for calculating student achievement. (p 18) Student achievement measures include FCAT (a criterion referenced test aligned with course content standards), Stanford-10, Florida Assessments for Instruction in Reading, and district tests. These tests are valid and reliable measures of student performance (p 10).

The district used data from the POWER I pilot project to justify the size of the awards provided under the PBCS to encourage teachers to remain in the system. (p 13)

The principals and teachers are trained on the components of the appraisal system and what expectations are in place for them to be effective educators. HCPS seeks input and involvement of teachers and principals, as well as union representatives in the planning, development, and implementation of the PBCS. (p 16) The district is developing a performance based evaluation system that is fair and rigorous, and that uses differentiated levels of effectiveness. (p 25-33) The proposal describes, in-depth, the data management system that links student achievement to various aspects related to teacher and principal effectiveness. (p 22-23) The district has also developed a structured professional development system that will support teacher and principal growth and development.

The prescriptive professional development system connects individual teacher and

principal strengths and needs identified during the evaluation process to specific professional development activities targeted at increasing effectiveness in the identified areas. (p 25) The teacher and principal performance assessment instruments utilized in the PBCS are linked to professional standards for these educators. (p 19)

**Weaknesses:**

No weaknesses found

**Reader's Score: 60**

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

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

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

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

**Strengths:**

The support in personnel, dollars, and organization of the POWER II Project is outlined well.

The Management Plan is divided into 5 divisions: Human Resources, Assessment and Accountability, Professional Development, Information Services, and Finance. There are 3 levels of authority to provide governance: the Advisory Council, the Leadership Team, and the Operating Team. Members that sit on each group are outlined on page 34. A well defined timeline which included project objectives, responsible persons, and milestones provides the organization and structure for the project. (p 35) The key personnel are well qualified for their positions. The applicant provides a clear delineation of funds and in-kind sources that will be utilized to continue the project at the completion of the TIF grant. (pp 40-43) The requested amount and the identified costs are sufficient for the project to attain its goals.

**Weaknesses:**

No weaknesses found

**Reader's Score: 25**

**Selection Criteria - Quality of Local Evaluation**

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

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

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

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

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

**Strengths:**

The project evaluation plan provides goals and objectives (chart on pp 46-47) aligned with the over-arching goal of raising student achievement. The focus of this is improving the effectiveness of the teachers and principals in the 35 POWER II schools. Teacher retention is also a focus included in the objectives. Quantitative data is captured for the project evaluation from student achievement scores, principal and teacher appraisal instruments. Qualitative data to be analyzed would be surveys, interviews, etc. HCPS utilized a combination of well-researched evaluation models in the process of project evaluation. (p 48)

**Weaknesses:**

No weaknesses found

Reader's Score: 5

**Priority Questions**

Priority Preference - Competitive Preference Priority 1

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

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

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

**Strengths:**

The district is moving to a multilevel value-added model for calculating student achievement. This will comprise the single greatest determinant of teacher and principal effectiveness under this proposed initiative. (p 55) The HCPS manages a data infrastructure that will manage the collection of a variety of data as outlined in the

project and provide the links needed between the data to provide the information needed to assess teachers, principals, and the project effectiveness. The district is committed to providing training to enable principals and teachers to use the data from the system to improve classroom practices. The district will train teachers in the value added model through professional development during the first year. (p 56)

**Weaknesses:**

No weaknesses found

**Reader's Score: 5**

**Priority Preference - Competitive Preference Priority 2**

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

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

**Strengths:**

HCPS will create new positions within Human Resources, hired from the ranks of highly successful school principals, who are responsible for ensuring that every school has a highly effective staff. These personnel will monitor and project a school's specific instructional needs and assist principals in finding highly qualified candidates. They will screen candidates for subject-matter expertise and insure the candidates will be effective teachers. (p 56) The PBCS and opportunities for leadership roles within the project provide incentives for teachers to remain in the district.

**Weaknesses:**

During the summer of 2010, there were only 400 vacancies out of over 15,000 teaching positions. Recruitment of teachers was not a concern. The school district does not currently project vacancies in any grade level or content areas for the next 3 years in the hard to staff subject and specialty areas. (p 58)

**Reader's Score: 4**

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**Status:** Submitted

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