

Status: Submitted

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## Technical Review Coversheet

**Applicant:** Kansas City Missouri School District -- , (S385A100132)

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

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

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>	<b>100</b>	<b>100</b>

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

1.Competitive Priority 1	5	3
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**Competitive Preference Priority 2**

1.Competitive Priority 2	5	3
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<b>Sub Total</b>	<b>10</b>	<b>6</b>
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<b>Total</b>	<b>110</b>	<b>106</b>
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## Technical Review Form

Panel #14 - Panel - 14: 84.385A

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

Applicant: Kansas City Missouri School District -- , (S385A100132)

### Questions

#### Evaluation Criteria - Absolute Priority 1

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

Comment on how well the applicant demonstrates that --

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

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

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

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

#### General:

This well written application addresses all the PBCS requirements regarding teacher and principal effectiveness. The elements of the plan are based on the use of three components with the first one regarding student growth. School-wide and individual growth is measured by a value-added growth model. Formal observations will occur at least four times per year plus informal observations on a regular basis with an electronic tool for real time feedback (p.e0). Measurable student performance outcomes in the district aim to capture student learning attributable to a teacher or school, and derived from scores on the Missouri Assessment Program as well as other assessments used to determine significant gains in student performance which include ACURITY, ACT and End-of-Course Exams (p.e20). Evaluators will use an objective evidence-based rubric aligned with professional teaching standards (p. e30). Teachers and principals will be allowed to assume more responsibilities as they become more adept such as mentoring or master teacher. Administrators can enhance their careers as a mentor for rookie principals or become central office executives (p.e22).

The application details the rationale for why they selected the incentive amounts and

believe they will enhance teaching and discourage teachers who "continue to fly under the radar" as a result of current methods of tracking student performance data (p.e23).

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:

This application states that outcomes can be attained within the five-year grant period. Section A-Budget Summary report on p.e5 clearly projects costs associated with the development and implementation of the PBCS. Section B- Budget Summary report indicates no additional funding will be extended during the five years grant period but states on p. e54 that district funds and other federal funds will be used to provide state-of-the art technology and equipment that will make these programs attractive to students of diverse backgrounds. The application clearly provides a budget proposal to be managed and approved by the Chief Financial Officer and Director of TIF (p. e50). The five year budget proposal is listed in the attachments. The application does not indicate the use of an increase of non-TIF funds for PBCS over the five-year project period.

Reader's Score: 0

#### Evaluation Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

#### General:

The application is coherent and integrates a job embedded workforce effort. Career Advancement Options provided incentives for restructuring the system to allow teachers and principals to assume more responsibilities as they become more adept. (p. e22). The evaluation system is designed to improve instruction but does not create "winners or losers," an important aspect for teachers to remember. PIONEER professional development will include a clear focus and purpose; curriculum coherence; sound instructional strategies; linkage to state and national initiatives and program policy; and a clear understanding of the use of information technology (p.e38). Staff development will be updated yearly based on a review of district data generated performance results. The use

of Observation 360, an electronic walk through tool will provide real time data on teachers' instructional delivery and classroom practice (p.e39). A schedule of periodic reviews of both formative and summative data will be included in the evaluation plan and established. The formative evaluation will assess the effectiveness of the recruitment phase (p.e 56). This application meets the criteria for developing a comprehensive approach to a PBCS.

**Reader's Score: 0**

#### **Requirement - Requirement**

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

##### **General:**

The applicant provides teachers and principals with incentives to take on additional responsibilities and leadership roles through the PIONEER Career Advancement Options. Teachers will have the option to pursue positions throughout teaching as a mentor and master teacher pending their interest, abilities, and accomplishments. Principals can pursue administrative careers as inductee, career, mentor, and central office executive pending their interest level (p.e28-29).

**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 Kansas City Missouri School district has already begun the process of communicating to all stakeholders the need to implement a Performance Based Compensation System. The application clearly indicates that Superintendent Covington and the Board support the need for improving student achievement through a pay-for-performance program as noted in their letters of support (attachments). They have involved the American Federation of Teacher local president, teachers, principals and community members in the program. The Kansas City Federation of Teachers (KCFT) and the school district officials met to discuss the use of a comprehensive pay-for-performance strategy as part of the district's Transformation program (p.e28). The application clearly notes KCFT's agreement to participate in the PBCS so long as the program offers school-wide rewards and that the program is voluntary (p e29).

**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 superintendent, Dr. Covington, was trained in the use of Performance-Based Compensation programs and was charged with integrating PBCS as part of the Transformation model for the school system (p. e8). The application clearly states that the Kansas City Missouri School Board fully supports the program and strongly believes that the program will greatly enhance student achievement. The concept has been communicated to the community as a landmark movement to restructure the KCMSD schools and the community welcomes the new model (p. e9). The application includes a letter from the Kansas City Federation of Teachers and School Related Personnel President supporting the Teacher Incentive Fund program grant application (attachments). The application states that it has the support of the teachers and principals who have been selected to return for the 2010-2011 school year after the closing of 26 of the 61 failing schools and the elimination of more than 300 teachers and 400 support staff positions. This school district has communicated to all the stakeholders the need for the Teacher Incentive Fund and successfully received their support. If granted the award, 75% of the teachers at each of the top 10 schools will need to consent to the program (p. e10). If the PBCS program is awarded to a campus a teacher may opt out of participating (p.e28).

**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:**

KCMSD developed multiple rating categories to determine student growth including a minimum of four classroom observations per year (p.e30). After searching and studying other states and district's pay performance systems, KCMSD developed the PIONEER (Pay Incentives based On Need for Excellent Education Reform). A teachers' primary compensation is based on gains in student academic achievement. Student growth would be measured school-wide and individual growth measured by a value-added growth model. Professional growth would be measured by assuming additional responsibilities. This includes participation in training, evaluations, and receipt of national board certification. The third component is Wrap Around performance addressing attendance by both teachers and students, student discipline, parental involvement, and student health and safety. Observations include at least two formal observations and informal observations on a regular basis via the Observation 360 with real-time feedback. The use of PD 360 will be used to assist areas of needed growth and training will be provided to ensure a high degree of inter-rater reliability (p. e31). The application clearly indicates that all criteria are met.

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:

In fall 2009, KCMSD added a data warehouse platform, COGNOS. The platform links between student and teacher information and integrates data from the student record system, human resources reporting system and the finance reporting system. The system is in every classroom and all departments within the district. Presently the administration is developing a value-added system for determining student growth (p.e36). The application clearly indicates that all criteria are met.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

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

General:

Teachers and principals have a multitude of opportunities for staff development. The features will include a clear focus and purpose, curriculum coherence, instructional strategies, linkage to state and national standards, and information technology. Staff development will vary from teacher to teacher interactions, peer reviews, teacher research, all with the expectation that professional learning applies back to the classroom. The Professional Development Component will recognize teachers and counselors who successfully apply and pursue National Board Certification. There will be walkthrough observations providing real time data as feedback. Principals will be recognized for participation in school leadership programs such as the International School Leadership Certification offered by the Principal's Training Center, the Harvard Business School Executive Education program, or the National Association of Elementary School Principals / National Association of Secondary School Principal Leadership Academies (p. e39). The Kansas City Missouri School district's evaluation tool was recently linked to the ten Missouri Teaching Standards correlating a performance based evaluation method. The standards are divided into criteria without weighted value but rather list criteria indicators (p. e39). Portfolios are also linked to the ten standards and the leadership standards align with a four point rubric (p. e40).

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

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

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

**General:**

The application adequately identifies the PIONEER programs ability to carry out a professional development plan as a joint effort among schools, central office staff, and educational policymakers. The Professional Development Component provides incentives to administrators, teachers and counselors in the following areas: skills development, National Board Certification and professional growth documented through participation in the performance based evaluation system (p.e 38). Teachers and principals participating in the Skills Development will receive training in skills specified in the district Improvement Plan, i.e. guiding and coaching students toward the acquisition of skill mastery (p. e38). Teachers and counselors who successfully apply and pursue certification through the National Board of Professional Teaching Standards will receive extra compensation (p. e39). The school district's evaluation tool is linked to the new Missouri Teaching Standards. Evaluation standards and rubrics will be easily understood and research-based, and teachers, principals and other stakeholders will be collaborators at all stages in the implementation and the review of evaluation criteria to ensure that they understand and use the measures of effectiveness in the PBCS. The evaluation standards will also be the instructional tools that provide principals and teachers constructive feedback and guide their professional growth (p.e21). Professional development will be measured using an electronic walk-through tool to measure effectiveness or opportunities being provided (p.e38).

**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 application clearly identifies the characteristics and the history of the school district and the community of Kansas City, Missouri. The inner city district school Board has committed to improving student achievement by stepping aside and allowing a recruited Broad Foundation-trained superintendent to turn the school system around (p.1). The new superintendent has begun transforming the school by closing 26 campuses, consolidating schools, addressing the annual deficit and high professional turnover rate. The application clearly states the ethnically diversity among the student population, recognizes the 79.9% of students on free or reduced lunch, and acknowledges the 66.7% graduation rate (p.4). Schools within the district continuously fail to meet AYP requirements while at various levels of School Improvement. A K-16 Task Force on Achievement Gap Elimination determined that the schools in Missouri were not closing the achievement gap as evidenced on the Missouri Assessment Program (MAP), college admissions exams, preparation for college readiness, and graduation rates (p.6). While the application clearly addresses the difficulty recruiting highly qualified or effective teachers and principals, Kansas City Missouri School District struggles to employ any qualified educator. The application clearly defines what they consider comparable schools in their selection criteria. The district compares groups of schools by level, the percentage of economically disadvantaged students, language, grade size, and student testing where at least ten students are assessed. For comparable schools assessment, the district places the schools of each category into relatively lowest quartile, relatively highest quartile, and typical or mid-range groups based on pupil need measure (p.e17). This application clearly emphasizes the need for the project and meets all of the required criteria.

#### **Weaknesses:**

No weaknesses noted.

**Reader's Score: 10**

#### **Selection Criteria - Project Design**

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

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

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

Federal Register notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

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

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

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

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

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

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

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

#### **Strengths:**

The applicant clearly defines the methodology to determine the effectiveness of Kansas City Missouri School district teachers, principals and other personnel through their newly created PIONEER Program. The compensation program awards eligible teachers and principals with differential compensation based on primarily student performance and observed principal and teacher performance. Observed performance includes rigorous documentation of the skills, knowledge, and behaviors associated with effective teaching (p. e19). The Missouri Assessment Program (MAP), ACURITY, ACT, and End-of-the-Course exams will be used to determine gains in student performance. Value added measure of teacher performance will also provide a concrete and statistical approach (p. e20).

The application clearly identifies what constitutes an effective teacher, principal, and other personnel. The performance evaluation plan demonstrates the following indicators: focused on instructional improvement and professional growth; respects the dignity of the individual through mutual trust; provides clear, personalized and constructive feedback regarding individual strengths and weaknesses; sets forth individualized objectives for instructional improvement as mutually agreed upon and as determined by student performance outcomes; provides for a remediation procedure through PD 360; set forth implementation of the district curricula and instructional programs aligned to standards; provides for training in the supervision and evaluation process; recognizes exceptional teacher performance and measures the performance of individuals as related to the standards of proficient performance (p. e27). Teacher and principal evaluations rank in three categories: Distinguished, Proficient or Unsatisfactory. The application adequately defines each level (p. e27).

The Kansas City Federation of Teachers and School-Related Personnel met with the Kansas City Missouri Public School (KCMPS) officials to discuss the TIF program. Union officials accept the merit-based pay concept as long as the program offers school-wide rewards and is optional (p. e29).

KCMPD developed a rigorous, transparent, fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories using student growth and classroom observations conducted at a minimum of four visits per year (p. e30).

The application clearly states that they purchased COGNOS, a data warehouse platform, to integrate data from the student record system, human resource reporting system and the business and finance reporting system. Users will be able to create, share, and view reports on a real time basis. It is noted in the application that the administration has worked to develop a value-added system for measuring student growth and a process for teacher and administrative pay-for-performance (p. e37).

KCMPS clearly states that professional development for educators will have an immediate impact by enhancing the knowledge and skills of the participants. They define teacher professional development as programs designed to prepare educators for improved performance by enhancing their knowledge, skills, and motivation to improve learning for all students (p. e37). They continue to note that schools will serve as the primary place for continuing professional development. The Professional Development Component will provide incentives in three areas: skills development, National Board Certification and professional growth documented through participation in the performance based evaluation system (p. e38).

**Weaknesses:**

No weakness 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 application clearly specifies the individuals responsible for overseeing the PIONEER project. While the implementation is considered a shared responsibility with the school Board and superintendent, it also defines a full time project overseer, director, and an administrative assistant. The project director will be identified and hired within three

months of the district being notified of the grant. Until the director is hired, the Assistant Superintendent of Human Resources will serve as the interim director, whose resume reflects diverse experiences (p.e47). Included in the process will be an external evaluator and performance evaluation team members as contractual individuals brought in to assess the project on a monthly basis (p. e42). The application includes nine resumes of highly qualified individuals with strong track records who are employed in the district as part of the Superintendent's Executive Cabinet and will be involved as key personnel qualified to manage the project (p. e41 & attachments).

The application clearly provides a five year timeline for stating project activities, dates for meeting the activity, and the persons or departments responsible for the activities (pgs. e45-47).

The application notes that additional funding sources from the federal level ESEA monies will assist with professional development and apply district level monies for tutoring and enrichment programs (pgs. e53 & e54). These additional funds provide the necessary support for student achievement.

The five-year proposed budget plan clearly identifies areas of spending for each of the five years. The budget is thorough and well defined (p. e3 attachment). The requested grant amount and project costs are sufficient and attain project goals in relation to the objectives and design of the project.

**Weaknesses:**

No weaknesses identified.

**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 PIONEER project provides various evaluation methods to ensure qualitative and quantitative data. Campus site visits, random surveying of faculty, staff, and students, and evaluating the hiring practices all provide the feedback and an open administrative attitude to determine if the program meets the desired outcomes (p. e57). Quantitative measures will produce more defined structures aligning the curriculum yet differentiating instruction for teacher performance. Teachers and principals digital portfolios will encourage leadership creativity and a sense of ownership.

The application proposes to empower teachers and principals with school-level data from the state mandated assessment, the Missouri Assessment Program (MAP), to analyze and

determine what best practices to employ based on data information (p. e59). Teachers will retrieve data to interpret information and make instructional decisions based on the information outcomes. The district's curriculum-aligned benchmark assessments, MAP results, and end-of-course assessments information from the data will determine training and provide feedback for continuous improvement. An external evaluator will also review an annual summary report to determine group progress (p. e59). The application addresses providing professional procedures for receiving fair and honest feedback and continuous improvement for student achievement.

**Weaknesses:**

No weaknesses addressed.

**Reader's Score: 5**

**Priority Questions**

**Priority Preference - Competitive Preference Priority 1**

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

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

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

**Strengths:**

This application clearly identifies the use of value added growth for student achievement with the partnership of a national consultant to help develop the model which uses test results to determine whether a student acquires sufficient academic growth each school year. Research will continue to experiment with several approaches. The researchers plan to collect several years of data and use methods designed to "shrink" the principal and teacher effects toward school and reduce the effect of random error in drawing incorrect inferences regarding teacher effectiveness. (p.e32).

**Weaknesses:**

The application did not discuss providing teachers with a clear explanation of the chosen value-added model to enable them to use the data generated through the model to improve classroom practices.

**Reader's Score: 3**

**Priority Preference - Competitive Preference Priority 2**

**1. Competitive Preference Priority: Increased Recruitment and Retention of Effective Teachers**

to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools. (Up to 5 points):

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

**Strengths:**

The application clearly identifies high-need students through the process. The minority students in Kansas City Missouri School District (KCMSD) are the majority of the population with a declining enrollment and 79.9% on free or reduced lunch (p. e5). The graduation rate is 66.7%. Most campuses in the district did not meet AYP. Eighty percent were on some level of School Improvement. The application states a concern that students are not college ready and perform at lower levels on the state mandated Missouri Assessment Program (MAP) (p. e7).

**Weaknesses:**

The application did not address retaining effective teachers in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition yet the district believes it maintains a bigger challenge- retaining any qualified educator (p.e10). The application lacks information explaining how it will determine that a teacher filling a vacancy is effective or likely to be effective.

**Reader's Score: 3**

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**Status:** Submitted

**Last Updated:** 8/6/10 4:15 PM

Status: Submitted

Last Updated: 8/6/10 4:15 PM

## Technical Review Coversheet

**Applicant:** Kansas City Missouri School District -- , (S385A100132)

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

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

1.Project Design	60	55
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	20
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	5
<b>Sub Total</b>	100	90

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

1.Competitive Priority 1	5	3
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**Competitive Preference Priority 2**

1.Competitive Priority 2	5	4
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<b>Sub Total</b>	10	7
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<b>Total</b>	110	97
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## Technical Review Form

Panel #14 - Panel - 14: 84.385A

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

Applicant: Kansas City Missouri School District -- , (S385A100132)

### 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 demonstrates that teachers and principals will receive significant monetary awards based heavily on student growth and achievement. The goal is to produce incentives that are adequate to recruit and retain top teaching and school leadership talent and to make additional work worth the effort for teachers and principals. The proposed approach relies on an evaluation system that only discriminates between proficient and unsatisfactory performance, and identifies and rewards outstanding teachers based upon student performance outcomes. The applicant sufficiently presented the design of an evaluation system that uses evidence-based rubrics for observation and is aligned with professional teaching standards (pages 22-23). Performance reviews will take place at least four times during the school year and be conducted by teams of teachers and administrators who are trained and certified as evaluators. Such an evaluation system will minimize teacher concerns about bias or favoritism (page 25).

Reader's Score: 0

**Evaluation Criteria - Absolute Priority 2**

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

Comment on how well the applicant demonstrates that - -

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

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

**General:**

The applicant has adequately demonstrated that the projected costs associated with the development and implementation of the PBCS is adequate and reasonable. All funds from Federal, State, and local sources currently available to the 10 participating TIF schools will be provided at the same level or at an increased amount if made available in the future, to supplement the additional funds provided by the Grant. The applicant did not sufficiently demonstrate that non-TIF funds would be provided over the course of the five-year project period for an increasing share of the performance-based compensation paid to teachers, principals, and other personnel (pages 49-51).

Reader's Score: 0

**Evaluation Criteria - Absolute Priority 3**

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

Comment on how well the applicant demonstrates that - -

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

**General:**

On page 22, the applicant meets this priority by clearly demonstrating that compensation will be based on the acquisition of knowledge and the individual teacher's understanding and demonstration of applied skills in the classroom. The evaluation system identifies and rewards outstanding teachers based upon teacher performance in the classroom and student achievement outcomes. Teacher compensation will not be considered in isolation but instead must be part of a comprehensive teacher quality system that supports teacher development and best practice (page 23). The applicant discussed the use of student data, performance data, and evaluations for professional development (pages 22-25), but did not discuss tenure as part of the PBCS. Tenure is received by all teachers after five years teaching in the public school system. This allows less effective teachers to remain in the system.

Reader's Score: 0

Requirement - Requirement

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

**General:**

The applicant clearly demonstrates this requirement in the proposal (pages 21-22). The PIONEER Career Advancement Options provide incentives for restructuring systems to allow teachers and principals to assume more responsibilities and leadership roles. Teachers and principals will have a variety of opportunities throughout their careers depending on their interests. New roles and responsibilities will be clearly articulated and defined and there will be a structure and process for individuals to perform effectively in these new roles.

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 meets the criteria by demonstrating the collaboration between the Kansas City Missouri School District (KCMSD) teachers, administrators, and community citizens to develop the PBCS and explore ways to attract, develop, motivate, and retain excellent teachers (page 29).

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 this core element through the discussion of the Kansas City Missouri Public School Board decision to hire Dr. Covington as the new Superintendent to reorganize and transform the Kansas City Missouri School District (pages 1-4). Dr. Covington pulled together a task force made up of school personnel and community members to address the problems in the District, specifically low student achievement and high teacher turnover. The PBCS plan has the support of the teachers and principals and also the support of the teacher's union (page 9).

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:**

Beginning on pages 29-36, the applicant adequately addresses the plan to implement a rigorous, transparent, and fair evaluation system for teachers and principals. The "pay for performance" plan has a strong focus on professional development and student growth, with an added component involving attendance, discipline, and parent involvement. The evaluation plan consists of classroom observations conducted at least two but up to four times per year and a Portfolio linked to ten leadership standards, based on the new Missouri Teaching Standards. Assessment of the 10 standards is based on a 4-point rubric (page 40). The applicant will be using Observation 360, an electronic walk-through tool that provides real-time data and ensures inter-rater reliability (pages 37-38).

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 strongly demonstrated that it met this core element. In September, 2009, the applicant launched a data warehouse platform, COGNOS. This system integrates data from the student record system, human resource reporting system, and the business and finance reporting system. It allows linkages between student and teacher information as well as demographic and performance data (pages 35-36).

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 quality of the applicant's proposal around this element is strong. The proposal states that it will carry out professional development as a joint effort among schools, central office staff, and educational policy makers. The schools will serve as the primary place for continuing professional development. The role of the teachers will include teacher-teacher interactions, peer reviews, and teacher research. Professional development programs will be integrated into the daily activities of educators (page 37). The professional development component will provide incentives to administrators, teachers and counselor in three areas: skills development, National Board Certification, and professional growth documented through participation in the performance based evaluation system (page 37).

**Reader's Score: 0**

**Evaluation Criteria - High Quality Professional Development**

**1. High Quality Professional Development:**

Comment on the applicant's demonstration that ---

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

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

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

(3) Provide --

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

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

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

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

**General:**

The applicant has presented a strong proposal around high quality professional development. The main focus of this proposal is increasing professional and personal development in order to impact student achievement. On pages 36-38, the applicant

addresses the Professional Development Component that will provide incentives to administrators, teachers, and counselors in three areas: skill development, National Board Certification, and professional growth documented through participation in the performance based evaluation system.

The Skills Development component will be updated each year based on a review of district performance data, using Observation 360, an electronic walkthrough tool. This component supports teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement. The National Board Certification component will reward extra compensation to each tenured teacher who successfully applies for and pursues certification. The same will be offered to each counselor pursuing the National Counselor certification and school principals who participate in recognized leadership training, such as International School Leadership Certification offered by the Principals' Training Center (PTC) or the Harvard Business School (HBS) Executive Education program and/or the NAESP and NASSP Leadership Academies (page 38). The Performance Based Evaluation system will provide opportunity for increased performance pay. The KCMSD evaluation tool is linked to the new Missouri Teaching Standards. There are 10 standards that are measured (page 38). This process will be used to regularly assess the effectiveness of professional development in improving teacher and leadership practice to increase student achievement and make modifications necessary to improve its effectiveness.

**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:**

This project proposes to select 10 out of 61 schools each year, with a minimum of 75% of staff participating from each school. Schools will be chosen by ranking highest to lowest based on demographics including income levels, achievement levels, and language proficiency levels (page e0). The applicant demonstrates the difficulty in recruiting and retaining highly qualified or effective teachers and principals, by first stating the demographics of Kansas City, Missouri, and the state of its public school system (page e2). Until this current year, KCMSD schools were classified as low performing or low achieving schools. Quality teachers and principals were not applying to fill the vacancies, and the ones that did, didn't stay long due to working conditions that made it difficult to do their job (page e11). This made it even more difficult to fill vacancies in hard-to-staff subjects and specialty areas. The applicant has identified several at risk factors that the PIONEER project will consider when determining which schools should

be given priority to participate in the project. These factors include: school level, poverty, enrollment, reading and math scores and English Language Learner (page e15). The applicant has identified a plan to create comparable groups of schools. These groups are determined by level, percent of economically disadvantaged students, language, grade size, and student testing (page 15).

**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:**

The applicant addresses each of these areas in the proposal. There is a strong presentation around professional development and student growth and achievement. The proposed program is a pay-for-performance program awarding eligible teachers and principals with compensation based on a combination of measurable outputs and observed principal/teacher performance. The measurable outputs focus mainly on student growth and achievement (page 18). The basis for this pay-for-performance strategy is that teachers will respond to financial incentives and will change the way they work in order to earn them, and it may help to recruit and retain more effective teachers in high-poverty schools (page 19).

The applicant presented a rigorous, transparent, and fair evaluation process that involves up to four observations per year, a walkthrough evaluation tool, and multiple rating categories that take into account student growth as a significant factor ([page 29). The applicant already has in place a data warehouse system, COGNOS, that integrates data from the student record system, human resource reporting system, and the business and finance reporting system.

The applicant has proposed a high-quality professional development program that includes such features as: a clear focus and purpose, curriculum coherence; sound instructional strategies, linkage to state and national initiatives and program policies; and a clear understanding of the use of information and technology (page 37). This program is designed to give teachers the skills to improve learning for all students (page 36).

**Weaknesses:**

There is little information around the communication plan and the involvement and support of school personnel, union support, and community stakeholders.

**Reader's Score: 55**

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

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

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

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

**Strengths:**

The applicant has met the criteria. The applicant sufficiently demonstrated that the timeline will be carried out as planned (pages 44-45). Key personnel, and their responsibilities, have been identified or job descriptions for those to be hired are included (pages 41-43). The plan for staffing the project is detailed and includes high

profile, highly qualified personnel (page 40). A detailed budget and narrative are included as attachments with the proposal. Pages 50-54 address the goals and design of the project. The applicant states that the outcomes can be attained within the 5-year grant period and that project costs are sufficient to pay incentives that reward student growth and achievement and professional growth. In addition to TIF funds, each participating school site will continue to receive district funds for operating its program during each year of the project, with each site receiving a per-pupil allocation of funds. School district and other funds will be used to provide state-of-the-art technology and equipment that will make these programs attractive to students of diverse backgrounds. They will also be used to provide supportive tutorial and enrichment services to ensure success for students attending these schools.

**Weaknesses:**

The budget does not include line item for professional development costs, which does not support the information regarding the need to provide this to attract high quality staff.

**Reader's Score: 20**

**Selection Criteria - Quality of Local Evaluation**

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

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

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

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

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

**Strengths:**

The applicant addresses this requirement on pages 54-58, giving sufficient details of the system to be used for this proposal. The evaluation plan includes appropriate methods for judging the success of the grant and will include both formative and summative components for each of the five years to document progress. Qualitative data will be obtained through individual school evaluation teams and will include classroom observations, teacher interviews, meetings, student surveys, audits of enrollment and retention, and academic achievement testing. Quantitative data will include interviews to determine the extent to which recruitment strategies are consistent with the primary objective of determining high quality teaching. Regular meetings with school personnel and academic professors will be used as on-going feedback to each individual showing their working knowledge of the PIONEER model and their ability to use it in classroom teaching. An annual summary will be provided and used to determine group progress during each grant period and ensure continuous improvement in the operation of the proposed project.

**Weaknesses:**

No weaknesses found.

Reader's Score: 5

## Priority Questions

### Priority Preference - Competitive Preference Priority 1

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

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

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

#### Strengths:

The applicant stated that they have partnered with a national consultant to develop a Value Added Growth Model, which can be used to look at test results to determine whether there is sufficient growth in students.

#### Weaknesses:

The value added model was briefly mentioned, but not detailed on how it would be implemented or how it would be measured.

Reader's Score: 3

### Priority Preference - Competitive Preference Priority 2

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

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

**Strengths:**

This proposal has a strong focus on high-need schools and recruiting and retaining high quality teachers for hard-to-staff subjects and specialty areas. During the past school year, 80% of the schools in the Kansas City Missouri School District had low academic performance and the schools were in a critical state (page 5).

**Weaknesses:**

The applicant did not provide information on how it will determine that a teacher filling a vacancy is effective or likely to be effective.

**Reader's Score: 4**

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**Status:** Submitted**Last Updated:** 8/6/10 4:15 PM

Status: Submitted

Last Updated: 8/6/10 4:15 PM

## Technical Review Coversheet

**Applicant:** Kansas City Missouri School District -- , (S385A100132)

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

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

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>	<b>100</b>	<b>100</b>

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	4
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<b>Sub Total</b>	<b>10</b>	<b>8</b>
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<b>Total</b>	<b>110</b>	<b>108</b>
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## Technical Review Form

Panel #14 - Panel - 14: 84.385A

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

Applicant: Kansas City Missouri School District -- , (S385A100132)

### Questions

#### Evaluation Criteria - Absolute Priority 1

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

Comment on how well the applicant demonstrates that --

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

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

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

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

#### General:

The applicant clearly demonstrates how it will develop and implement a performance-based compensation system that will reward effective teachers and principals at student level performance, professional development level performance, and wrap around services performance (pages 22-23). Incentive payments outlined for the proposed system are substantial enough to change behaviors (page 23). The proposed evaluation system is a rigorous, transparent, fair system for teachers and principals that differentiates effectiveness using multiple rating categories taking into account student growth as a significant factor as well as classroom observations conducted as least four times per year. An objective, evidence-based rubric aligned with professional teaching standards (Teacher Evaluation Tool based on 10 standards) will also be used to help determine effectiveness. Along with the formal evaluation, informal observations on a regular basis via an electronic walkthrough tool, Observation 360, will provide real-time feedback to teachers. In areas of needed growth, on demand professional development videos of master teachers along with discussion groups provided through PD360 and refreshed on a weekly basis. Training will be provided to ensure a high degree of inter-rater reliability. Collection and evaluation of additional forms of evidence

(leadership, attendance, discipline, assessment data from MAP and other district assessments) will also be utilized (paged 30-31).

Reader's Score: 0

#### Evaluation Criteria - Absolute Priority 2

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

Comment on how well the applicant demonstrates that - -

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

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

#### General:

The applicant adequately describes how it will retain fiscal sustainability of the performance based compensation system by reducing its present level of performance-based compensation during and after the grant period (pages 49-51). The applicant states that all non-TIF funds from federal, state, and local sources currently available to the ten participating schools will be provided at the same level or at an increased amount in the future. The applicant incorporates the PBCS model into existing retention and future recruitment efforts, thereby providing positive incentives for recruiting and retaining highly qualified teachers and principals to its high need schools (page 14-15). Projected costs for developing and implementing the project are substantial and sufficient. (pages 49-51).

Reader's Score: 0

#### Evaluation Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

#### General:

The applicant adequately provides a strategy for strengthening the educator workforce by providing incentives through professional development and professional development opportunities that enhance instruction and guide retention and tenure decisions (pages 23-26). Teachers and principals will receive compensation for achieving national board certification or demonstrating outreach to parents. Additionally, professional development will be on-going, results-driven, and job embedded. Professional development will be school-based and focused on the instructional needs of students, and strengths and weaknesses of teachers. The individual pay component will emphasize the acquisition of knowledge and the individual teacher's understanding and demonstration of applied skills in the classroom. It relies on an evaluation system that not only discriminates

between proficient and unsatisfactory performance, but it identifies and rewards outstanding teachers based upon student performance outcomes. Further, the professional development program will be school-based and focused on the instructional needs of individual students and strengths and weaknesses of teachers identified through the evaluation system. It will be developed and directed by teacher leadership teams who will provide ongoing coaching and individual assistance to teachers in their classrooms to help further improve their skills and knowledge. The component will provide teachers the opportunity to observe accomplished classroom practitioners, collectively analyze student work, reflect with peers on their own practice and use individual school and central office developed data to determine areas that may need improvement and (page 23). Tenure is received by all teachers after five years of teaching in the system, thus allowing effective teachers to remain in the system (pages 22.)

**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 presents a plan that adequately provides educators with incentives to take on additional responsibility and leadership roles. Specifically, on pages 37 through 39, the applicant describes how teachers and principals can earn incentives through skill development, National Board Certification, and incorporating high skill levels into the classroom. Additionally, portfolios linked to the ten leadership standards, coupled with data from two required observations during the course of the school year, will be used to evaluate teacher effectiveness. The ten leadership standards are aligned to Assessment against each standard is based on a 4-point rubric. Recently developed classroom walkthrough templates and observation tools will assess the level of teacher performance as well as provide teachers with meaningful ongoing feedback (pages 38-39).

**Reader's Score: 0**

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

- 1. Core Element 1:**

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

##### **General:**

The applicant met the Core Element 1. On page 29, the applicant describes the involvement of its teachers, administrators, community citizens, and other stakeholders in developing the performance based compensation system. This group was responsible for researching other models before determining the proposed plan. In this way, the plan has also been communicated to teachers, principals and other stakeholders. The plan is vague and lacks detail, including specific methods of communication beyond that of professional development.

**Reader's Score: 0**

## Evaluation Criteria - Core Element 2

### 1. Core Element 2:

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

#### General:

The applicant meets Core Element 2. The applicant clearly involved the input of the teachers' union in the planning of program activities. On page 27, the applicant indicated that it used the exclusive bargaining agent for teachers and gleaned their support for the PBCS plan. The applicant notified schools of its intention to apply for grant funding and required buy in from at least 75% of the school to ensure commitment. The School Board has pledged its commitment to work with the Superintendent to forge the proposed PBCS with a new governance structure (page 7). The current Board believes that with the history of high turnover among school staff and administrators, it is feasible to support initiatives that help make a difference in efforts to increase student growth in high-need schools.

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 met Core Element 3. The applicant presents a plan that is of high quality to implement a rigorous, transparent, and fair evaluation system as supported on pages 29 through 36. After researching other models, the collaboration settled on the plan described in the narrative. Included in plan activities are observations of teachers and principals at four times by trained evaluation teams. An objective, evidenced-based rubric, aligned with professional teaching standards will be embedded in the evaluation tool, and formal observations will be conducted at least twice per year, plus informal observations on a regular basis via an electronic walk-through tool (i.e., Observation 360) will provide real-time feedback (page 30). In areas of needed growth, on demand professional development videos of master teachers along with discussion groups are provided through the tool and refreshed on a weekly basis. Training will be provided to ensure a high degree of inter-rater reliability. Inter-rater reliability will be established for consistency in rating within the value added model (page 31).

Reader's Score: 0

## Evaluation Criteria - Core Element 4

### 1. Core Element 4:

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

#### General:

The applicant has met Core Element 4. On pages 35 through 36, the applicant describes its data management system that links student achievement data to teacher and principal payroll and human resource systems. Developed in 2009, its data management system is up-to date and will allow analysis of data. It will integrate data from the student record system, human resource reporting system, and the business and finance reporting system. It will also allow linkages between student and teacher information, as well as demographic and performance data. Data is analyzed and provided to teachers, administrators and stakeholders via data dashboard. The school system will utilize the data system in every classroom, school, and across all divisions and departments within the district. Since January 2010, the district has worked to develop a value-added system for determining student growth and a process for teacher and administrator pay-for performance (page 36).

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 met Core Element 5. The plan presents a high quality professional development plan that will ensure teachers and principals understand the specific measures of effectiveness. Professional development opportunities will provide opportunities for teachers and principals to develop skills on the new system that will be measured using an electronic walk-through tool to measure effectiveness. Portfolios linked to the ten leadership standards, coupled with data from two required observations during the course of the school year, will be used to evaluate teacher effectiveness (pages 38-40). The ten leadership standards are aligned to assessment against each standard is based on a 4-point rubric. Recently developed classroom walkthrough templates and observation tools will assess the level of teacher performance as well as provide teachers with meaningful ongoing feedback. Since professional development is a component of the compensation model, this enables them to use data generated by these activities to improve their practice. Since teachers and principals had buy-in in planning the PBCS, this ensures that they understand the specific measures as well.

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 plan presents a high quality professional development plan that will ensure teachers and principals understand the specific measures of effectiveness. Professional development opportunities will provide opportunities for teachers and principals to develop skills on the new system. Professional development will be measured using an electronic walk-through tool to measure effectiveness of opportunities being provided (page 38).

Portfolios linked to the ten leadership standards, coupled with data from two required observations during the course of the school year, will be used to evaluate teacher effectiveness (pages 38-40). The ten leadership standards are aligned to assessment against each standard is based on a 4-point rubric. Recently developed classroom walkthrough templates and observation tools will assess the level of teacher performance as well as provide teachers with meaningful ongoing feedback. Since professional development is a component of the compensation model, this enables them to use data generated by these activities to improve their practice. Since teachers and principals had buy-in in planning the PBCS, this ensures that they understand the specific measures as well.

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 extensive and historical data which led to the development of its performance based compensation system on pages 1 through 9. Included in this data are demographics of the target population as well as evidence to describe high-need schools. Specifically, the applicant will implement a PBCS as part of its transforming efforts to lead its school system in an era of turn around and improvement. The PBCS will be implemented to serve a system with high poverty, high dropout rate, poor state assessment performance and other at-risk factors (pages 4 and 5). The applicant describes the compelling issues surrounding recruiting and retaining highly qualified effective teachers and principals, specifically teachers for hard-to-staff specialty subjects (pages 9-10). Embedded in its transforming efforts is an employee adjustment program that includes incentive retirement and a reduction in force. Such restructuring efforts, along with the development of the PBCS, are expected to address the issue of recruitment and retention. At-risk factors such as poverty, race, and academic achievement issues are examples of factors that are described as key elements in the inability of student achievement in comparison to other comparable schools. The applicant defines comparable schools using data comparisons matching with school level, poverty, and other relevant factors (pages 15 through 18).

**Weaknesses:**

No weaknesses noted.

Reader's Score: 10

**Selection Criteria - Project Design**

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

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

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

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

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

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

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

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

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

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

**Strengths:**

The applicant describes the methodology it will use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel on page 18. Primarily, the applicant will provide compensation based on combination of measurable outputs and observed principal/teacher performance. Using existing data platforms such as the present state assessment, student performance will be linked to teaching effectiveness. Additionally, the applicant will conduct observations using trained evaluation teams. Multiple measures will be used (page 20) to ensure that teachers and principals who do not have the benefit of using student test scores can be evaluated for compensation. On page 25, the applicant describes awards that appear to be 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. Specifically, each participating teacher and principal will earn up to \$10,000 annually based on his/her success in the areas of student growth, professional growth, and/or wrap around performance. The applicant will award the top three schools with a school-based performance award of \$2000 (page 25). On page 26, the applicant provides a clear definition of effective teachers and principals listing 9 criteria which will be used for this determination. Designation categories include being distinguished, proficient, or unsatisfactory.

The applicant provided evidence of using teachers and other stakeholders in the development of its project activities. As part of its transforming activities, schools were notified of the desire of the local education program to consider a performance based incentive program, and therefore solicited buy-in (pages 27 and 28). The plan also includes a rigorous, transparent and fair evaluations system that was developed after researching other models (page 29). Its system includes possible compensation based on student growth, professional growth, and wraparound performance. With a newly developed data retrieval system, the applicant can link student achievement data to the effectiveness of specific teachers and principals.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 60

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

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

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

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

##### Strengths:

The applicant provides the adequacy of support for its proposal on pages 40 through 54. With a senior staff member, outside evaluator, and a full time project director, project activities appear to be managed with qualified personnel. The applicant indicates that the full time project director to be hired will have familiarity with performance based compensation systems. The applicant provides a sufficient timeline for project activities that includes activities, projected dates of completion, and persons responsible for major project tasks. Additionally, the applicant will not reduce its level of funding for TIF participating schools (page 49), therefore funding will be sustained after federal funds have ended. Documenting individual applications from TIF participating schools, the applicant appears to manage project cost of the project and will ensure their reasonableness (pages 50 through 55). The overall costs allocated for the project are sufficient to attain project goals and is reasonable to support the project (Budget Narrative).

##### Weaknesses:

No weaknesses noted.

Reader's Score: 25

#### Selection Criteria - Quality of Local Evaluation

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

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

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

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

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

**Strengths:**

On pages 54 through 59, the applicant describes an evaluation plan for the project. The plan will produce quantitative and qualitative data from formative and summative instruments and assessments that are aligned with clearly specified and measurable performance measures for the project. Specifically, the applicant will use state test scores, teacher test scores, portfolios and other evidence of student achievement on summative assessments for quantitative data. Qualitative data will be obtained through individual school evaluation teams and classroom observations, teacher interviews, meetings, and surveys of students, audits of enrollment and retention to determine student achievement (page 54). Feedback will be provided monthly, quarterly, and yearly (pages 58 and 59) to ensure project success. Faculties will review interim, benchmark or end-of-course assessments to help provide feedback on the project progress (pages 58).

**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 describes adequate implementation of a value-added growth model as a component of the PBCS, which allows the district to examine test results at the classroom, school and district level (page 30). This information is included in the compensation design as the result of the applicant's utilization of a consultant to design its compensation program. The consultants will make sure the model includes a pool of several years of data, and use methods to incorporate additional measures of student achievement administered during the school year into estimation of principal and teacher effects (page 31).

**Weaknesses:**

The applicant does not present a description on how teachers will be provided training on the details of the value-added model.

**Reader's Score: 4**

**Priority Preference - Competitive Preference Priority 2**

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

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

**Strengths:**

The applicant presents evidence that its PBCS will be utilized in high-need schools (page 14). There is several risk factors that will be considered when determining which schools will be given priority to participate in the project. Factors include, school level, poverty, enrollment, reading and math scores, and English Language Learners. For this project, schools with the highest percentage of children who qualify for free and reduced lunch are ranked with schools of greatest need receiving the highest rank. Similarly, schools are ranked using the other at-risk factors, with category weight assigned based on the degree of at-risk (pages 14-15). Additionally, the applicant will use its PBCS model in future recruitment and retention efforts along with other transforming activities. The project is designed to retain those who are the most qualified teachers and reward them for hard work in the classroom. It will offer recruitment incentives up to \$10,000 including retention bonuses for teachers and principals who produce above average results in low-performing, low-income schools (page 28). The project will also reward the top performing schools that have the greatest number of teachers and a principal with the best performance each year. The project will adequately enhance efforts to recruit and retain effectiveness teachers.

**Weaknesses:**

It was unclear how the PBCS plan would specifically retain effective teachers in hard-to-staff subjects and specialty areas. Rather, the proposed plan focused on overall staffing and retention of highly qualified teachers and principals.

**Reader's Score: 4**

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**Status:** Submitted  
**Last Updated:** 8/6/10 4:15 PM

