

Status: Submitted

Last Updated: 8/6/10 3:53 PM

## Technical Review Coversheet

**Applicant:** McMinnville School District 40 -- District Office, (S385A100067)

**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>	<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	3
<b>Project Design</b>		

1.Project Design	60	53
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	23
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	4
<b>Sub Total</b>	100	83

**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	90
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## Technical Review Form

Panel #2 - Panel - 2: 84.385A

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

Applicant: McMinnville School District 40 -- District Office, (S385A100067)

### 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 McMinnville SD Investing in Effective Educator's (IEE) project includes a differentiated compensation program with four performance domains to evaluate educator effectiveness that are balanced and focused on improving student achievement. The domains are: 1) Student achievement on statewide assessments; 2) value-added methods of measuring academic growth and achievement over time; 3) leadership and additional duties; and 4) observation-based assessment.

The proposed multiple rating categories are Exceeds Standard (earns full bonus), Meets Standard (2/3 bonus), Nearly Meets Standard (1/3 bonus), and Does Not Meet Standard (no bonus) (p.11).

The maximum bonus possible to any teacher/principal that exceeds the standards in all four domains is \$2500 (p.8). The amount was determined after a review of research of other teacher incentive programs in several states, and the proposed amount is in the middle range (p.10). The amount is also likely to be sustainable beyond the grant period.

a) The Evaluation Matrix and Weighted Performance Domain Chart (p.11-13) confirms that the PBCS plan has student performance significantly weighted in the teacher and administrator evaluations, and that student achievement is combined with leadership and additional responsibilities and observations. Details are provided by grade and subject area and include school wide measures as well as classroom based value added measures of student growth where appropriate.

b) The observation component will help strengthen the educator workforce by developing targeted professional development and informing retention and tenure decisions (p.15).

c) IEE includes leadership and additional duties domain

PBCS plan has student performance significantly weighted in the administrator evaluation (11-13).

The applicant considered performance pay programs in several states and chose a mid-level award based on that review. MSD states that the award should be large enough to provide incentive, while reasonable enough to sustain the program (p.10).

**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:**

IEE is an "open system" that creates the budgeting challenge of determining how many teachers are likely to earn the highest ratings. The applicant has taken the additional step of using historical performance/growth on statewide assessment to project how teachers and principals are likely to perform, and accounted for annual improvements in performance. MSD has also planned for the possibility that their estimates will miss the mark, and would pay bonuses only to the highest two categories in this event. MSD assures that fringe benefits and taxes are adequately budgeted for (p.10).

MSD will use general funds, other federal and state funds to fund an increasing percentage of the performance bonus awards over the project period (p.10).

**Reader's Score: 0**

#### **Evaluaton Criteria - Absolute Priority 3**

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

Comment on how well the applicant demonstrates that - -

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

**General:**

The PBCS contains multiple components that suggest a comprehensive approach to educator performance and student achievement. The narrative confirms that the observation component will contribute to strengthening the educator workforce by developing targeted professional development and informing retention and tenure decisions (p.15). The professional development will be based on assessed needs, focused on content and pedagogy, and targeted to individual teacher and principal needs as identified by observations and evaluations). Professional development will support teacher and principals to better understand and use the measures of effectiveness to improve practice and student achievement (p.23).

**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 illustrates that there are incentives offered for teachers and principals to take additional responsibilities and leadership roles. Leadership and additional duties carry a 20% weight in the performance award chart described on page 16.

Points are awarded for teachers and principals that take on additional school leadership roles, with instructional leadership positions given the greatest weight (p. 20). These may include team leaders, instructional coaches, teacher-mentors, student-mentors, PLC facilitators, Data Team leaders, or committees such as Positive behavior and Intervention System and Building Leadership Teams.

**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:**

Stakeholder communication is addressed in the proposal. The management plan has specific goals and objectives around communication and outreach (p. 33).

Staff development regarding the specific measures or teacher and principal effectiveness

is included in the PCBS, and the evaluation matrix that will determine performance bonus award amounts will begin as soon as the implementation plan is fully articulated (will occur during the planning year) (p.18).

Other communication efforts include evening and weekend sessions on the core components of the PBCS offered to staff, stakeholders, parents and community members (p.18).

District and school websites will feature an IEE project page, fast facts, a PowerPoint presentation of key design features, and contact details. An article on the PBCS will be featured in the local newspaper.

**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:**

A team of teachers, building principals and district administrators developed the proposal. During the planning period, broader collaboration will be sought from teachers, principals and the teachers union McMinnville Education Association (MEA).

The MEA leadership has been active in planning and information gathering phases of the application process, but felt they did not have "adequate time between the release of the TIF RFP and the submission deadline to inform its membership of the details of the competition and MCSs proposal...MEA did communicate...interest in collaborating during the one-year planning period and serving on the Implementation Design Team" (p.19).

**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 proposed IEE project includes a differentiated compensation program with four performance domains to evaluate educator effectiveness. The domains are: 1) Student achievement on statewide assessments; 2) value-added methods of measuring academic growth and achievement over time; 3) leadership and additional duties; and 4) observation-based assessment.

Each domain is weighted differently depending on assignment (ie. grade level, subject area).

There are four performance levels for each domain, Exceeds Standard, Meets Standard, Nearly Meets Standard, and Does Not Meet Standard.

- 1) No references are provided to show that the observation rubrics are aligned with professional teaching or leadership standards.
- 2) Observation based assessments will be conducted three times per year, in scheduled and unscheduled observation. The narrative is not clear if this is the same for principals (p .20).
- 3) The Classroom Observation Protocol will assess teacher and student behaviors in three domains of high-quality learning environments: rigor, relevance, and relationships (p. 21). This includes lesson design and implementation; content taught, and classroom culture (p.21).
- 4) The following narrative addresses inter-rater reliability for the classroom observation instrument: "Reliability will be addressed through the collection of low- inference measures of teacher behavior as a predictor of student achievement and high- inference measures as a predictor of student attitude, evaluating both process and product. Objectivity will concurrently be assured by using low-inference measures with well-specified performance levels associated with the observation rubric" (p.21).

**Reader's Score: 0**

**Evaluation Criteria - Core Element 4**

**1.Core Element 4:**

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

**General:**

MCS's Master in Motion data management system contains data from student achievement assessments and will be linked to other indicators of the teacher and principal payroll systems. The district is experienced in using student performance data at the teacher and classroom level to measure progress on district initiatives (p.22). Teachers use the data system to track student growth, and grade-level and content based Data Teams use data to assess student performance, identify best practices in teaching and learning, and develop individualized interventions.

Postsecondary enrollment and persistence data will be tracked through a national database, and the University of Oregon system. District staff follow up on post graduation outcomes for other students (p.22).

Reader's Score: 0

#### Evaluation Criteria - Core Element 5

##### 1. Core Element 5:

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

##### General:

Staff development regarding the specific measures of teacher and principal effectiveness included in the PCBS, and the evaluation matrix that will determine performance bonus award amounts, will begin as soon as the implementation plan is fully articulated (will occur during the planning year) (p.18).

PD will be targeted to individual teacher and principal needs as identified in the observation and evaluation process, "with more intensive and sustained focus on teachers/principals who do not perform in the meet/exceed standard range on any of the four domains" (p.23).

PD will support teachers and principals to better understand the measures of effectiveness to improve practice and student achievement.

The PBCS includes a process of follow-up observation and online teacher surveys for regularly assessing the effectiveness of PD in improving teacher and leadership practice.

The district is experienced in using student performance data at the teacher and classroom level to measure progress on district initiatives (p.22). Teachers use the data system to track student growth, and grade-level and content based Data Teams use data to assess student performance, identify best practices in teaching and learning, and develop individualized interventions.

Instructional coaches will be grade- and content-level specific (master teachers as identified on the IEE performance indicators) and will provide classroom based coaching and modeling (p.24).

Reader's Score: 0

#### Evaluation Criteria - High Quality Professional Development

##### 1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

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

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

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

evaluation process;

(3) Provide --

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

**General:**

1) The applicant has articulated that professional development will be based on assessed needs and focused on both content knowledge and pedagogy (p.22). PD for principals is focused training in school improvement methods, structures and practices that increase student achievement (p.32). Instructional coaches will be grade- and content-level specific (master teachers as identified on the IEE performance indicators) and will provide classroom based coaching and modeling (p.24).

2) The PD will be targeted to individual teacher and principal needs as identified in the observation and evaluation process, "with more intensive and sustained focus on teachers/principals who do not perform in the meet/exceed standard range on any of the four domains" (p.23).

3) Schoolwide professional development is described where "student performance results are analyzed in Data Teams that guide instructional planning, delivery, and targeted interventions" during a weekly delayed start.

3a&b) The narrative describes that MPS will provide "intensive and sustained professional development for ineffective educators to become effective and for effective educators to continue effective practices and assume additional leadership roles," "with more intensive and sustained focus on teachers/principals who do not perform in the meet/exceed standard range on any of the four domains" (p.23)

4) PD will support teachers and principals to better understand the measures of effectiveness to improve practice and student achievement (p.23).

**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:**

McMinnville is proposing a PBCS to serve high needs schools in their district and would use general funds to include the one school that does not meet the minimum poverty threshold (p.2).

The applicant provided an explanation of comparable schools for this grant.

**Weaknesses:**

The narrative provides minimal data to support the assertion that the schools and LEA are high-need with regard to Selection Criterion A(2). The student achievement data graphs provided on page 5 show that while student achievement gaps are significant in high school, the PBCS targeted schools met or exceeded the performance of comparable schools and the state for 3rd, 5th and 8th grade (with the exception of 3rd grade math). The PBCS is being applied to all schools K-12.

There is no discussion of challenges in recruiting teachers for hard to staff areas (A)(1)(i).

While the applicant provided data demonstrating that the district has a 19% attrition rate for beginning teachers (in the first 3 years, p. 4), there is no evidence to support what retention issues exist for the high need subjects/areas (A)(1)(ii).

**Reader's Score: 3**

**Selection Criteria - Project Design**

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

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

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

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

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

to whether to go to, or remain working in, the high-need school; and

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

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

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

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

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

**Strengths:**

The PBCS proposed by MPS is a district-wide system that has multiple achievement indicators for assessing student growth and performance targets associated with each assessment.

Professional development is targeted at areas identified through the evaluation and observation process.

The key stakeholders have been present during the application process and are part of the Implementation Design Team that will use the planning period to finalize details of the PBCS (p.33).

The applicant provided a sample report that was clear and demonstrated awards for a hypothetical teacher that included the four elements of the PBCS and possible award amounts associated with each level of performance (p.16).

MSD believes the maximum award is of sufficient size to affect behavior. The maximum bonus possible to any teacher/principal that exceeds the standards in all four domains is \$2500 (p.8). The amount was determined after a review of research of other teacher incentive programs in several states, and the proposed amount is in the middle range (p. 10).

The Classroom Observation Protocol will assess teacher and student behaviors in three domains of high-quality learning environments: rigor, relevance, and relationships (p. 21). This includes lesson design and implementation, content taught, and classroom culture (p.21).

**Weaknesses:**

Additional information is needed on the principal observation tool, including who would conduct the observations and interviews and how often they would occur.

How some indicators are used for evaluation is unclear. Dual high school/college credits, AP enrollment and pass rates, and Postsecondary enrollment and persistence rates

do not appear as measures for any of the Domains presented by teacher/principal/other staff assignment (Chart F, p. 12-14).

**Reader's Score: 53**

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

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

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

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

**Strengths:**

The management plan address key areas that will be resolved during the planning year and contains milestones, timelines, and responsible parties. Site coordinators will provide building level project management and monitor fidelity of implementation (p.33-38)

The applicant describes key staff as well-qualified to implement the project.

District funds will provide in-kind resources for management personnel, data collection and management, principal mentoring, PD, communication efforts, evaluation, and will pay an increasing share of the performance bonuses over five years.

**Weaknesses:**

Additional information on the time and level of effort required to carry out the management plan should be considered as the narrative lists the project director at part-time with additional support from school based site coordinators who are also Instructional coaches, and the Director of Curriculum and Instruction (with no specific time commitment illustrated)(p. 39).

**Reader's Score: 23**

**Selection Criteria - Quality of Local Evaluation**

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

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

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

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

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

**Strengths:**

The evaluation will include site observation of PD, instructional coaching, and classroom teaching and learning; analyze student performance data and project performance data; conduct extensive stakeholder interviews; produce a mid-term (February) and end-of-year (May) report with specific recommendations for continuous improvement. Following the midterm evaluation report, the evaluator will meet with project staff to make recommendations for improvement.

Achievement indicators have been established for each project objective with sources and timelines for when data will be available. Quantitative and qualitative data will identify best practices for replication, promising practices for further testing, and weakness and gaps to address (p. 47).

**Weaknesses:**

There are no objectives or indicators addressing recruitment and retention efforts for teacher principals and other school personnel.

**Reader's Score: 4**

**Priority Questions**

**Priority Preference - Competitive Preference Priority 1**

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

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

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

**Strengths:**

Value added measures are proposed for measuring student growth. The applicant appears to have the capability to implement the program. A set of reliable measures is described (p. 6). The matrix on page 12 connects teaching assignment to assessments and shows which

measures will be used in computing value added growth.

**Weaknesses:**

More details are needed on how the specific value added components of the evaluation system will be communicated to teachers and other stakeholders. The narrative does not illustrate that principals are included in the value added measures.

**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 proposal describes exploring, in collaboration with the local education association, using general funds to provide a signing bonus of \$5000 for teachers who commit to working 5 years in the district and to attract effective teachers to hard-to-staff special education and ELL positions (p.17). A teacher's effectiveness will be determined by interview (by a team including the principal, highly effective master teacher, and teachers in the same content area), a lesson demonstration, and a review of qualifications, education background, previous teaching experience, and professional references (p.17).

The potential signing bonus, paired with incentives for teachers in leadership roles, and the performance based compensation combine to address teacher recruitment.

Hard to staff positions will be identified based on the number of qualified applicants that apply during a given timeframe. Open positions will be communicated to teachers through the district's HR employment opportunities page.

**Weaknesses:**

The applicant has not sufficiently demonstrated how it determined which areas are hard to staff.

Reader's Score: 4

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**Status:** Submitted

**Last Updated:** 8/6/10 3:53 PM

Status: Submitted

Last Updated: 8/6/10 3:53 PM

## Technical Review Coversheet

Applicant: McMinnville School District 40 -- District Office, (S385A100067)

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>	<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	5
<b>Project Design</b>		

1.Project Design	60	50
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	24
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	3
<b>Sub Total</b>	100	82

**Priority Questions**

**Priority Preference**

<b>Competitive Preference Priority 1</b>		
1.Competitive Priority 1	5	4
<b>Competitive Preference Priority 2</b>		
1.Competitive Priority 2	5	4
<b>Sub Total</b>	10	8
<b>Total</b>	110	90

## Technical Review Form

Panel #2 - Panel - 2: 84.385A

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

Applicant: McMinnville School District 40 -- District Office, (S385A100067)

### 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 provides an integrated PBCS plan with a maximum incentive for teachers. The total incentive amount to be used was determined by surveying the amounts paid in other states. However, no evidence was provided to show that the sum is sufficient for changing practice (p. 10).

Applicant indicated that student growth will be determined using common formative classroom-based instruments, 3 observations per year using an established protocol, and measures of leadership roles. The weight placed on value-added methods of measuring student growth and performance in determining the amount of incentives varies, based on job position, from 0% (for principals and positions that do not work directly with students) to 30% (for classroom teachers) (p. 12).

b) Measures of teacher/principal effectiveness will include working effectively with colleagues, sharing best practices, providing coaching and modeling to support all teachers, and taking on leadership roles to support student learning. Additional measures for principals include high school graduation rates, college credits earned, AP

enrollment and passing rates, and college enrollment (P. 7). Data collection methods for addressing these measures include observations, surveys, and evidence of leadership roles (p. 14).

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:

a) The applicant offered a weak description of how the projected costs related to incentives were determined, relying on information that they collected about practices in other school districts (p. 8).

b) The applicant indicated that the district will use non-TIF funds to take on an increasing share of the responsibility for funding PBCS, but did not provide information such as the additional percentage that they would fund each year or committed contributions to specific project elements (p. 36).

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 described an integrated workforce improvement strategy, including the extensive use of data and regular evaluation. However, little discussion is offered about using the information for making retention and tenure decisions during and after the project period (p. 11).

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 assumption of leadership roles is one of four factors used for assessing teacher effectiveness and is assigned a weight of 10-20% for determining financial awards (p. 12). No discussion is included related to additional responsibilities.

Teachers are encouraged to move through a career path that leads to leadership roles (i. e., master and mentor teacher) which earn additional incentives (p. 16).

**Reader's Score: 0**

**Evaluation Criteria - Core Element 1**

**1. Core Element 1:**

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

**General:**

The applicant presented a broad scale plan for providing information to key stakeholders, including the community-at-large, about the PBCS through meetings, evening and weekend presentations, a project page on the district's website, and an article in the local newspaper (p. 18).

**Reader's Score: 0**

**Evaluation Criteria - Core Element 2**

**1. Core Element 2:**

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

**General:**

Several teachers and other school personnel were included on the team that developed the application package. In addition, plans are in place to recruit additional personnel and the local teachers' union has agreed to participate on the implementation team if the grant is awarded (p. 19).

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:

Applicant described an evaluation process using an integrated 4-domain approach that includes using state test scores of student achievement, value-added methods of measuring student performance and growth, 3 observations of educators per year, and evidence of leadership roles (p. 6). Reliability of state test data is already established and reliability for other measures will be addressed by using low-inference measures of effectiveness (p. 21).

The weights to be ascribed to each of 4 indicators of effectiveness were provided. The weight placed on value-added methods of measuring student growth and performance in determining the amount of incentives varies depending on the job position from 0% (for principals and positions that do not work directly with students) to 30% (for classroom teachers) (p. 12).

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 a well-established web-based data system in place that will link all of pertinent systems. The current system is used regularly by teachers in the district "to track student growth and grade-level and content-based data team meet regularly to assess student performance, identify best practices in teaching and learning, and develop individualized, targeted learner interventions." (p. 22). No mention was made as to whether the system would be used for making employment decisions. The applicant has a well-established web-based data system in place that will link with human resource systems. The current system is used regularly by teachers in the district "to track student growth and grade-level and content-based data team meet regularly to assess student performance, identify best practices in teaching and learning, and develop individualized, targeted learner interventions." (p. 22). No mention was made as to whether the system would be used for making employment decisions.

Reader's Score: 0

#### Evaluation Criteria - Core Element 5

##### 1. Core Element 5:

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

##### General:

The applicant has a well-established web-based data system in place that will link with human resource systems. The current system is used regularly by teachers in the district "to track student growth and grade-level and content-based data team meet regularly to assess student performance, identify best practices in teaching and learning, and develop individualized, targeted learner interventions." (p. 22). No mention was made as to whether the system would be used for making employment decisions.

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 proposed system will utilize job-embedded targeted professional development with regular assessment of and feedback for individual teachers, including discussions about using the measures of effectiveness for improving practice and student achievement (p. 22).

Master teachers and instructional coaches will provide classroom-based coaching and modeling that is focused on both content knowledge and pedagogy (p. 22). The district will implement a weekly 2-hour late start for school-wide professional development (p. 24). Instructional coaches will provide professional development for science and math teachers (p. 24). Professional development for principals will focus on school improvement methods, structures, and practices that increase student achievement (p. 32)

The data and other evaluation evidence (e.g., taking on leadership roles, surveys of professional development, regarding teachers' and principals' needs) will be used to identify needs and inform decisions about the topics of continuing professional development or coaching, with more intensive support for ineffective educators (p. 23).

**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:**

Evidence was provided regarding the need for recruiting teachers in hard-to-staff subject area or the qualifications of the teachers who currently fill those positions is provided to support this statement (p. 3).

A clear description of comparable schools is provided (p. 5).

**Weaknesses:**

The application noted that "the attrition rate is particularly high in English Language Learner and Special Education programs," but only data for overall teacher attrition was provided (p. 4).

The application included student achievement data for project and comparison schools that accounted for lower student achievement in 10th grade only for project schools, but the PBCS is to be implemented in 9 of 10 district schools in the district, including lower grade-levels (p. 5).

Reader's Score: 5

#### 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:**

Although the proposed PBCS plan did not include details on involving teachers, unions, and other school personnel in the project (p. 19), they were included in developing the application. In addition, the district obtained the commitment of the teacher's union to participate on the implementation committee. Teachers and principals will be observed 3 times a year using low-inference measures to ensure reliability (p. 20).

The proposed system will utilize job-embedded targeted professional development with regular assessment of and feedback for individuals, including discussions about using the measures of effectiveness for improving practice and student achievement (p. 40).

District teachers regularly use an established web-based data system to track student growth and performance, identify best practices, and develop individualized learner interventions. This system will be upgraded to link the system with human resource and payroll systems (p. 21).

**Weaknesses:**

Information is not provided regarding the definition of "exceeding baseline" for graduation rates, college credit hours, AP enrollment and pass rates, and postsecondary enrollment and persistence rates (p. 7). For example, it would be helpful to include what the baseline number is and by how much over baseline is required to meet the target.

Insufficient data are provided to support the selection of the maximum total or various levels of performance incentives (p. 8) or why a below-standards rating (i.e., "nearly meets standards") would result in a bonus (p. 9).

An explanation is needed as to why value-added is not included in determining principal incentives. In addition, no justification was provided for the various ways of weighting value-added methods to different types of teachers (p. 12).

**Reader's Score: 50**

**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 included a management chart with detailed activities, the personnel responsible, timeline, and milestones (p. 33).

The management plan and resumes indicated that the project director and other key project personnel are highly qualified and experienced professionals. In addition, the time commitments allotted (p. 39 and resumes).

The applicant provided evidence that it will use District general funds and other federal and state funds to assume an increasing share of the financial responsibility for the project (p. 40).

The budget narrative showed that the grant amounts and project costs were logically calculated and did not include unnecessary costs or unreasonable projection, indicating that they are sufficient for attaining project goals (budget narrative).

**Weaknesses:**

Limited personnel to 2 part-time individuals (.5 FTE for the project director and .25 FTE for the evaluator) is likely insufficient to effectively and efficiently complete all the tasks and responsibilities required of the project (p. 33).

**Reader's Score: 24**

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

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

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

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

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

**Strengths:**

The evaluation plan includes measurable objects and opportunities for gathering feedback from The local evaluation will provide regular opportunities for gathering feedback from project "participants," which will be used for continuous project improvement (p. 44).

The evaluation will collect both quantitative and qualitative data to address measurable objectives related to increasing student achievement and educator effectiveness as well as teacher recruitment and retention. Teacher and principal effectiveness will be linked with student performance and the data will be reviewed in comparison to students' baseline scores, comparable schools, State data, and student subgroups (p. 46). project "participants" (p. 44)

**Weaknesses:**

In addition, no information is provided in the application about controlling for any bias that may be introduced if teachers and principals are not completely comfortable and willing to provide negative feedback directly to project personnel and the resulting reduction in the reliability and validity of the data collected (p. 43).

**Reader's Score: 3**

**Priority Questions**

**Priority Preference - Competitive Preference Priority 1**

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

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

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

**Strengths:**

The district will use a content-based value-added statistical model to measure teachers' contributions to students' learning, while accounting for factors such as socio-economic status. Changes in student scores from beginning-of-the-year "expected scores," determined using prior data, and post-assessment scores and comparing the scores to those of their peers. The district has a well-established data management system for tracking this information (p. 15).

Common Formative Assessments are currently used in the district, so teachers are already familiar with using them. Under the proposed plan, job-embedded professional development and coaching will be provided for utilizing the data for improving practice (p. 23).

**Weaknesses:**

The applicant included a chart showing how performance-based incentives will be determined. The chart shows that 0% of principal bonuses will consider student growth/value-added (pg. 12).

**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 provided data to support the high needs of the students in the schools that will participate in the PBCS (p. 2).

The applicant included evidence showing that there are two hard-to-staff subject areas in the district: English Language Learner and Special Education. To retain effective teachers in hard-to-staff positions, district general funds will be used for providing \$5,000 "signing bonuses" for teachers who agree to work in the District for 5 years (p. 17).

Hard-to-staff positions will be identified as such on the Human Resources page of the District's website. To determine the effectiveness of potential applicants for hard-to-staff vacancies, an interview process will be developed that includes having the candidate provide an extensive demonstration of a model lesson (p. 17).

**Weaknesses:**

Insufficient supporting evidence was provided to show that the District's students are academically at-risk or that there is a shortage of qualified teachers for hard-to-staff subject areas (p. 4).

**Reader's Score: 4**

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**Status:** Submitted

**Last Updated:** 8/6/10 3:53 PM

Status: Submitted

Last Updated: 8/10/10 10:41 AM

## Technical Review Coversheet

**Applicant:** McMinnville School District 40 -- District Office, (S385A100067)

**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>	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	6
<b>Project Design</b>		

1.Project Design	60	50
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	24
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	4
<b>Sub Total</b>	100	84

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	4
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<b>Sub Total</b>	10	9
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<b>Total</b>	110	93
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## Technical Review Form

Panel #2 - Panel - 2: 84.385A

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

Applicant: McMinnville School District 40 -- District Office, (S385A100067)

### 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:

According to the sample chart on p. 13, at least 50% of performance based compensation for certain teachers is predicated on levels of student achievement growth which included learning growth as measured by the change in targeted outcomes on standardized test and a value added model for student learning. However, for principals, student growth (i.e., as measured by school wide targets on mathematics and reading tests) is not weighed significantly at only 40%.

Observations for teachers and principals are to occur three times a year, with at least being unannounced. Each year teachers and administrators in each school will be trained and certified to conduct these observations (p. 21). Current tools (though not provided) exist in the district for teachers and will be used for the development of principal observations tools for principals, counselors, etc.

Leadership and additional roles are to be evaluated. The criteria for evaluating these roles and activities will be constructed during the first year of the program.

The applicant purports to differentiate the PBCS in accordance to the level of effectiveness, as determined by multiple measures, but not to exceed \$2,500(net)(p.8). The applicant references its research on PBCS in the various states to justify the selected amount as being efficient enough to leverage a change in the behavior of educators.

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 considered 5 strategies advocated by the Center for Educator Compensation reform to support the PBCS beyond the life of the grant (pp. 10-11). While no specific assurance that the applicant will sustain the program beyond the grant period has been made, the consideration of these strategies provides a level of confidence in the likelihood that all reasonable efforts will be made to sustain the program. In addition, the applicant proposes to use general funds, and other federal and state funding sources, to fund an increasing percentage of performance bonus awards over the 5-year project duration (p. 10),

The provided budget demonstrates that the applicant will use general funds to pay partial salaries for various program personnel over the life of the grant and will begin contributing to performance based compensations in year two (Appendix, Part 5âBudget Narrative).

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 has designed a comprehensive system which draws heavily on professional development activities to support instructional improvement. In fact, one of the strongest components of the proposal is the attention to various elements of student learning and instructional strategies and models (see pp 25-32 for examples). Discussions for tenure decisions (p 15), however, are limited to the consideration of observation assessments. It is not made clear how the data management system will use data in a comprehensive manner to inform tenure decisions.

**Reader's Score: 0**

**Requirement - Requirement**

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

**General:**

Additional monthly stipends will be offered to master teachers and mentors (p. 16), but it is not clear whether they are also included within the evaluation for performance based compensation for these 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 has devised a thorough plan to ensure communication of the program elements to educators and central office staff (p. 18). For example, staff development about the PBCS will occur in biweekly staff meetings and biweekly embedded staff development. In addition, evening and weekend sessions to communicate the core components of the PBCS will also be offered to staff, stakeholders, parents, and community members. Additionally an article about the project and the PBCS will be featured in the local newspaper.

**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:**

During the planning period this team is scheduled to seek broader staff involvement and to collaborate with teachers, principals, and the teacher's union. Such inclusion, if successful, will certainly strengthen program implementation. For example, stakeholders will collaboratively develop evaluation tools. The Project Implementation Design Team, including many of the stakeholders referenced above, will meet one day per month, as a whole group, and biweekly, in small groups designated with specific tasks (p. 18).

**Reader's Score: 0**

**Evaluation Criteria - Core Element 3**

**1. Core Element 3:**

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

**General:**

The applicant plans to develop criteria and rubrics for evaluating leadership during the one year planning period (p. e19). While the teacher classroom observation is to comprise of three domains to evaluate high-quality learning environments: rigor, relevance, and relationships (p. e20), it is not explained to what extent the observation protocol is to be developed in accordance with evidence based findings or professional standards.

These observations are scheduled to occur three times a year and a team of teachers and administrators in each school will be trained and certified in the observation-based assessment tool each year (p. e20). However, considerations regarding the quality of the observations rubric (i.e., not being developed in accordance with evidenced based or professional standards) and the possible credibility of the quality of observation training are in need of resolution.

**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 states that value-added, and other data will be coordinated and linked to principal and teacher payroll systems using the data-management system, Mastery in Motion (p. e21). Through the data system, student performance data at the teacher and classroom level, as well as the school and district level will be stored and retrieved to measure progress toward and performance on a variety of district initiatives (p. 22). The applicant does not sufficiently explain, however, the extent to which the data management system, Mastery in Motion, will be integrated with payroll and human resources systems, particularly for promotion or tenure decisions.

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 states that staff development about the PBCS will occur in biweekly staff meetings and biweekly embedded staff development (p. 18). However, no further information is provided about the PBCS related content of these staff development sessions. A description of the content and a schedule for the progression and coherence of these sessions would greatly strengthen this application.

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 asserts that the a form of systematic professional development to address school level needs will be actualized through the employment of common formative assessments for student to be constructed by grade level and/or content area teachers (p. 24).

The Project will utilize instructional coaches who are to provide classroom-based coaching and modeling to individual teachers; however particulars for how professional development will be individualized for teachers and principals participating in the PBSC and other educators are not developed with such clarity. In similar fashion, no professional development details are provided for support of educators that are aligned with the project levels of effectiveness anticipated based on state data on the outcomes of performance based systems (p. e8). Such data may serve as a reliable source for planning future, differentiated professional development.

The applicant has not sufficiently proposed an improvement plan for those educators who have not received compensation.

The applicant has not offered a systematic plan for establishing differentiated supports for effective teachers and principals to continue their development in these roles, with the exception those teachers who become master teachers as a result of demonstration professional effectiveness (p. 24).

The applicant explains that the district will continue to expand professional development so that teachers and principals are able to use student data to increase their effectiveness, as facilitated by Data Teams (pp. 18-19), particular programmatic targets and goals for such professional development are not articulated.

Besides, evaluating teacher within the PBCS and identifying professional development aims, the applicant has not provided information as to whether a systematic approach for assessing the effectiveness of professional development programming has been planned.

**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 meets the requirement of 50% of student body receiving free/reduced lunch for a majority of the schools included in the proposal, that is 9 out of 10 schools meet this criterion. The additional school is included because the program is stated to be implemented district wide. The applicant explains that program related activities and supports for the 10th school which does not meet the 50% for student free/reduced lunch program will be funded by the district (p.2) .

The applicant suggests that current student learning outcomes for high poverty students in the district is comparable similar those of students of this same group within the state. This is true for 10th grade reading and mathematics in which the applicant's student achievement are lower than a comparison district that is nearly identical in terms of size, socio-economic status, and student subgroups (English Language Learners, Hispanics, and students with disabilities) ( P. 5). The applicant purports that student achievement data in these grades and content areas are below those in comparison to schools across the state with 50% students receiving free or reduced meals (p. 4).

**Weaknesses:**

The student achievement data in relation to the comparison school district and state schools are above or are not significantly lower for 3rd, 5th, and 8th grade reading and mathematics (pp. 4 & 5). As such, these schools do not fully meet the required criteria for student achievement levels in relation to comparison schools for these grade levels and content areas (pp 4 & 5).

The applicant has identified teacher attrition at large as a challenge for the district with 19 % of teacher leaving between years 1 and 3 of employment; however, the applicant does not justify that these teachers are of highly effective or of high quality.

The applicant cites special education and English Language Development classrooms hit hardest by teacher attrition; however, the applicant does not make this clear. For example, the attrition rates presented are district wide and do not represent the identified content/subject areas, thereby diminishing the trustworthiness of the hard-to-fill claim for these areas (p. 4). Furthermore, on page 17, the applicant explains that hard-to-staff positions will be identified based on the number of qualified applicants that apply within a given timeframe for an open/posted position. The hard-to-staff positions in our nine high-needs schools, for which a potential signing bonus would qualify, will be communicated/posted on the District website Human Resources page, under Licensed Employment Opportunities. This plan does not specifically reference the need to recruit teachers for special education and English Language Development classrooms.

**Reader's Score: 6**

**Selection Criteria - Project Design**

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

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

**(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the**

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

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

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

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

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

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

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

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

#### **Strengths:**

1.(i).The applicant has identified and projected to establish particular student level achievement targets to be measured by outcomes on the state mathematics and reading exams. These targets will be used to measure student growth at the grade level and will be calculated into the evaluation of effectiveness among content area teachers (p. 20). The utilization of these state test provide a level of reliability within the evaluation process.

1.(ii).The applicant purports to differentiate the PBCS in accordance to the level of effectiveness, as determined my multiple measures, but not to exceed \$2,500(net)(p.8). The applicant references its research on PBCS in the various states to justify the selected amount as being efficient enough to leverage a change in the behavior of educators.

1.(iii). The applicant has presented a quantifiable, systematic rubric for gauging value added levels. The rubric is organized around for domains of effectiveness ranging from did not meet stand to exceeds standard. In addition, the evaluation system includes multiple measures to include school wide performance targets, classroom (value added) data, additional leadership roles, and observation-based assessments (p. 11). For each level of effectiveness on the rubric, educators stand to earn correlated levels of

performance based compensation at graduated levels.

2. The applicant purports that a Design Team, consisting of teachers, building principals, and District administrators worked collaboratively to design this TIF application (p. 18). In addition, it is explained that the teacher's union supports the sign-on bonus for the hiring of teachers to fill hard-to-staff content area classrooms. In addition, the applicant has gained written program support from the local teachers union. Such initial broad support provides a level of certainty that the aim of the Design Team to seek broader staff involvement and to collaborate with teachers, principals, and the teachers union will flourish.

3. The applicant expresses the intent to develop evaluation tools and assessments and articulate performance domains, criteria, and award formulas during the planning period (p. 18).

4. the applicant has identified the intent to link student achievement data with payroll systems by way of the data management system, Mastery in Motion, during the planning period (p. 22).

5. The applicant has proposed a nascent plan for utilizing observation data for raising student achievement by including a process of follow-up observation and online teacher surveys for regularly assessing the effectiveness of professional development in improving teacher and leadership practice to increase student achievement.

**Weaknesses:**

1. (ii). The applicant does not provide evidence to substantiate the likelihood that the established levels of compensations are adequate enough to support the retention of teachers within the targeted high needs schools.

3. While the applicant expresses the intent to develop evaluation tools and assessments and articulate performance domains, criteria, and award formulas during the planning period (p. 18), no preliminary conceptual framework for the construction of these tools or formulas (that are predicated on evidence-based practices or professional standards) have been provided.

4. The applicant has not explained how it intends to student achievement data with human resource systems by way of the data management system, Mastery in Motion (p. 22).

**Reader's Score: 50**

**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 qualifications of program director and other personnel already identified are commensurate with the aligned roles and responsibilities to support the goals and activities of the program with fidelity. The milestones and timeline are manageable, given the allotted human resources personnel for the program. District commitment to underwrite the fiscal cost of implementation, in part, strengthens the application.

Over the life of the grant, graduated levels of district funds will be provided to support performance based compensation. For example, the district will fund 10% in year three, 30% in year four and 50% in year five (p. e39).

**Weaknesses:**

The selection criteria for the site coordinators are not addressed.

The project evaluator is slated for .25 Full-time Equivalent. As an internal employee, this time allotment does not seem adequate to meet the responsibilities of the proposed evaluation activities.

**Reader's Score: 24**

**Selection Criteria - Quality of Local Evaluation**

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

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

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

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

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

**Strengths:**

The applicant has provided clear program evaluation objectives with related indicators and timeline for implementation. The evaluation program consists of both quantitative and qualitative measures (observations, student test scores), considerations for meta-data analysis as well as mid and end of year reports (see pp. 42-43). These along with the assessment of professional development activities and student learning outcomes are certain to inform feedback for continuous improvement at multiple levels within the program.

**Weaknesses:**

The applicant does not provide targets for retaining and recruiting effective teachers and principals.

**Reader's Score: 4**

**Priority Questions**

**Priority Preference - Competitive Preference Priority 1**

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

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

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

**Strengths:**

The value added value model is articulated and is designed to be used in the information loop to inform professional development of individual and groups of teachers for instructional improvement.

The data team will work with teacher to enable them to use the results from common formative assessments of students within content areas and grade levels to improve their instructional practices (p 25).

**Weaknesses:**

**Reader's Score: 5**

**Priority Preference - Competitive Preference Priority 2**

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

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

likely to be effective. In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to target are hard-to-staff. Lastly, applicants must demonstrate, in their applications that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

**Strengths:**

The PBCS itself is slated to serve as an incentive to recruit teachers along with a sign on bonus for teachers in hard to fill special education and English Limited Development classrooms (p. 17). The applicant has addressed considerable instructional professional development activities for English Limited Development teachers

**Weaknesses:**

The applicant cites special education and English Language Development classrooms hit hardest by teacher attrition, but not specific percentages or raw numbers for these groups are provided.

**Reader's Score: 4**

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**Status:** Submitted

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