

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Technical Review Coversheet

Applicant: PUTNAM COUNTY SCHOOL DISTRICT -- , (S385A100115)

Reader #1: *****

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

1.Project Design	60	50
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	20
Quality of Local Evaluation		
1.Quality of Local Eval.	5	4
Sub Total	100	84

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	5
--------------------------	---	---

Competitive Preference Priority 2

1.Competitive Priority 2	5	5
--------------------------	---	---

Sub Total	10	10
------------------	----	----

Total	110	94
--------------	-----	----

Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #1: *****

Applicant: PUTNAM COUNTY SCHOOL DISTRICT -- , (S385A100115)

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 priority is met by the applicant. The multidimensionality of the final measures is described and varied strengths of personnel are addressed. Student growth is 51% of factors determining compensation. The amount of statistical improvement (FCAT, exams, ThinkGate) required for each factor of compensation was not clear. The area of Effort provides reward for additional work and leadership roles. The outline of student performance factors on p. 14 (13e) and the rubric on pp. 21-23 demonstrate the use of observation-based factors as well as student achievement. The list of performance factors is not applicable to the role of the principal. The factors for instructional staff were included.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

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

Comment on how well the applicant demonstrates that - -

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

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

General:

This priority is met. The applicant has committed funding to gradually assume responsibility for the grant. The funding primarily goes to compensation and is covered long term by the state-required budget savings. The costs associated with the project are missing one large expenditure for further developing the value added data management system.

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 proposed approach meets the priority for comprehensiveness and includes PD in the use of data and evaluations, retention and tenure. Planning for the multidimensional factors for evaluation clearly delineates the comprehensive approach. However, the amount of student growth required is missing.

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 plan clearly articulates Effort which describes how additional responsibilities will be factor in for compensation.

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 communication plan is clear and documentation of communication already done is included. Union participation is also described. Table 7 on p. 24 represents faculty communication so far. A facilitation coach and emphasis on two-way communication was outlined throughout the application.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

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

General:

The application documents the thorough involvement of all levels of personnel including teachers, principals and other staff. Evidence is provided of both input prior to the development of the application as well as plans for continuing input. Community involvement was not included.

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 rubric presented on pp. 21-23 provided thorough documentation for teachers. However, a rubric for principals was not described. Many forms of evidence to be used was included. Observers from other locations satisfied the observation requirement because the same team will be observing all schools within the same level thus improving inter-rater reliability.

Reader's Score: 0

Evaluation Criteria - Core Element 4

1. Core Element 4:

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

General:

The element was not satisfied because much of the data to be used for measuring effectiveness was not included in the current system. However, the applicant does describe the LGI system as the foundation for a larger data management system once ThinkGate tests are loaded.

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:

This element is met because the applicant describes ample opportunities to get more information. Because professional development and evaluation are already linked in the district, teachers already have some experience with procedures leading to the value-added calculations. They have a vote to participate or not.

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:

High quality professional development is described and meets this criteria. The current professional development program is research-based and follows standards for adult learning. It is targeted to individual needs of faculty and staff. Strong partnerships with higher education are formed to provide additional support for those not meeting standards for effectiveness. The program will be evaluated by impact on student learning which is ongoing.

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:

With a large homeless population and most living in poverty, the applicant clearly demonstrates need of this funding. Recruiting and retaining qualified personnel was described as a distinct problem because of higher salaries in surrounding districts. The district is designated as an area of "critical economic concern." Student achievement was below the average yearly progress (AYP) estimated in all but two schools. Comparable schools meet AYP.

Weaknesses:

None

Reader's Score: 10

Selection Criteria - Project Design

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

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

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

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

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

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

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

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

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

(5) Incorporates high-quality professional development activities that increase the

capacity of teachers and principals to raise student achievement (as defined in the Federal Register notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Strengths:

The method for determining effectiveness is clear from the several observations for each teacher each year and the attention to job descriptors as another group of measures. It is a combination of factors with half coming from student achievement (standardized tests and benchmarks) and half coming from professional behaviors (planning, collaboration, communication). Performance awards are reserved for effective educators through an evaluation system that clearly describes all factors to be considered. The evaluation system begins with training on making formative and summative assessments for each grade level. Results of these assessments are then used to develop professional development from where the students failed. The students are allowed to test again at which time the teacher can influence her success through reteaching and reevaluating. Award amounts are sufficient to affect behavior. Planning for the PCBS included all personnel through information sessions, collaborative problem solving and collective agreement on the final aspects of the proposal. In addition, personnel can vote on their long-term involvement in the program at which time the PBCS funding would enable compensation. The focus on student growth is clear, and the professional development program addresses student needs. A data management system is described and plans to incorporate various measures and links to human resources are included.

Weaknesses:

Weighting each specific factor under effort and achievement is not described. Therefore, differentiated compensation for different levels of effort and/or achievement is unclear.

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 management plan is laid out clearly through the timeline and milestones. It appears from the description of the management plan that the project director and two others will meet with the leadership team monthly and then members of the leadership team will meet with faculty groups month. Surveys, email and website information also provide information. Personnel have already clearly been involved because of references to their feedback throughout the application. For example, the teachers wanted to write their own assessments rather than the original plan of purchasing them. Not only did the staff have

a chance to give feedback but the grant leaders listened and responded. The district is committing qualified personnel but the primary use of the funding goes toward compensation. Gradual assumption of costs is evident.

Weaknesses:

Only 10% of of the project director's time is committed to grant implementation.

Reader's Score: 20

Selection Criteria - Quality of Local Evaluation

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

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

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

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

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

Strengths:

Formative and summative evaluations data will be collected continuously for constant feedback for improving the operation of the project. This student evaluation data comes in many forms but mostly in terms of tracing student achievement by benchmark by teacher. The quantitative data gathered can then be analyzed. The qualitative data will be gathered through surveys and ongoing two-way communication between leadership team members and individual faculty groups. Personnel have access to a facilitator for ensuring constant feedback.

Weaknesses:

Measurable objectives for program evaluation were not described.

Reader's Score: 4

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

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

Strengths:

The applicant will implement a value-added model through the examination of student growth measured by both standardized and local testing. This is a significant factor in determining compensation. Differentiation in award is based on the outcomes of the school as well in addition to meeting job requirements for planning and professionalism. An outline for the difference in factors to be considered for other school personnel was outlined to account for the difference in responsibilities for the librarian, counselor, and administrators who were judged by school-wide achievement as a significant weight/factor. The model has been explained to faculty and staff because they needed to understand it to develop the essential elements that will be scored such as the benchmark tests. The data system already generates some longitudinal data so once all local benchmark data is included, the link to human resources will be clear and understandable.

Weaknesses:

None

Reader's Score: 5

Priority Preference - Competitive Preference Priority 2

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

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

Strengths:

The applicant demonstrated a focus on retention and recruitment. A strong support system for professional development and feedback to the district on the PBCS is easily accessible to retain teachers. Recruitment into high need schools in particular is supported by required involvement in the PBCS which will determine a teacher's effectiveness and subsequent placement in the hard-to-staff areas. All teachers will be alerted to openings through the website and a district mailing system, and then a bonus will be provided to those who are willing to take a position in subjects that have been hard to staff, i.e. math, science and special education in particular. These subjects have been hard to staff because of the lack of qualified applicants applying. Salaries are higher in surrounding districts so competition keeps qualified teachers away. Currently, most teachers in these areas have a temporary teaching certificate. Once a

teacher can demonstrate student achievement growth for at least two years within the system or, if new, bring documentation to show growth through their own testing information.

Weaknesses:

None

Reader's Score: 5

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Technical Review Coversheet

Applicant: PUTNAM COUNTY SCHOOL DISTRICT -- , (S385A100115)

Reader #2: *****

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

1.Project Design	60	55
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	25
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	95

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	5
--------------------------	---	---

Competitive Preference Priority 2

1.Competitive Priority 2	5	5
--------------------------	---	---

Sub Total	10	10
------------------	----	----

Total	110	105
--------------	-----	-----

Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #2: *****

Applicant: PUTNAM COUNTY SCHOOL DISTRICT -- , (S385A100115)

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 proposal provides for excellent differentiated levels of compensation for teachers and principals. An effort factor is also included with this compensation plan to provide recognition for additional responsibilities, and meets the criteria of including non-classroom teachers in the differentiated compensation program. This effort program meets the criteria but is really referencing the outside responsibilities of the teachers, principals and non-classroom teachers.

This compensation will be paid as supplements on top of current employee salaries, and will be awarded through multiple measures. Student behavior is included as one of the measures. Significant weight is given to student growth with over 50 % of the measurement going to that area. Observation based assessments are outlined in the proposal and will be conducted by outside reviewers. The program indicated concrete factors on pages 20-23 for measurement of this compensation program, but the amount will be negotiated with the union and other stakeholders according to the factors listed. Because the current pay scale remains in effect, this will be added compensation for those that meet the criteria.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

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

Comment on how well the applicant demonstrates that - -

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

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

General:

The project clearly outlines the projected costs of the program in the incentive area with the allocation of \$1,067,490 including benefits. This represents 1 1/2% of the total budget and appears to be sustainable for future years with the state requirement of reserves maintained in each district. One of the areas that are vague is the cost for the outside evaluators who are identified to be part of the observation team. Non TIF funds are included in the grant proposal beginning in year three and with the above mentioned method of having enough reserves available; there is a plan for sustainability.

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

General:

The proposed plan is well defined and provides clarity on each of the components. A data system is in place but the student growth data is currently not available. However, this is designated to be part of the planning process so it is being addressed in the proposal. The proposal does identify on page 15 the areas that will be addressed in the development of the student growth data. These factors are standardized testing, Thinkgate, end of course exams, and student behavior. Retention of high quality teachers in high needs schools is addressed by allowing carry-over from one year to the next for teachers, principals and other instructional personnel to retain them, along with the main compensation factors.

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:

There is mention on e13 of additional responsibilities being evaluated for additional compensation as part of the total project. These are clearly described in the effort component that refers to additional responsibilities

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 communication plan outlined in this proposal is outstanding. A facilitation coach is being hired to manage and oversee the day to day activities and provide information and facilitation on all components of the proposal. Dollars are allocated in the budget to allow for extended conversation between the teachers, principals and other instructional personnel to work through the data component that addresses student achievement and value added factors. The proposal noted that all aspects of the program will be developed with two-way communication with all stakeholders. They have developed a broad range of tools so that multiple communication vehicles will be utilized

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

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

General:

The grant proposal clearly defines the involvement and support of teachers, principals and other personnel in the schools and the LEA served by the grant. Table 7 gives support to this statement and it indicates the numbers that have been involved in the development and review of the plan. It establishes that 55% of the group already supports the program proposal and that 22% are interested but wants to see the plan after the planning components have been completed. This is noted on e22. A letter of support from the union is also included with the documentation for support and acknowledgment that it has been a collaborative process.

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:

One of the strengths that stand out in this application is the interrater reliability through the use of outside evaluators and the identification of a rubric for the assessment as identified on e20-e22. This is interpreted to mean that with the same people doing all of the observation and ratings, the evaluations will provide more consistency. The proposal indicates a minimum of two a year which meets the grant criteria. The implementation plan does allow for some choice with current schools to start the process by using a vote of the school. The level of support to participate is 80%, which shows the proposal is looking for schools with a great deal of support. The proposal also incorporates all new employees to become involved in the program from the beginning of their employment. The planning phase of the program will address the principal evaluation as the proposal indicates a rubric will be developed during the first year of planning. (see e24) Professional development is part of the proposal but it does need more clarification as to how it is linked to student achievement.

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 proposal does indicate a data system is in place. It is called the Learning Gains Index and was developed collaboratively by district and school-based administrators as a way of quantifying teacher effectiveness in terms of student growth. The data system is created, but they do not have a system that links to HR. This is noted to be created during the planning process. The program is a web-based software application that is made available to district and school administration so they could analyze individual teacher results for student achievement. As a result of using this system, the proposal notes that teachers and principals indicated some needs that were not being met. These are addressed in the planning process and include tracking multiple measures, differentiated instruction, student behavior and student and parent engagement. These

are noted to be included in what is created during the planning year.

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 grant proposal states that professional development will be tied to specific training for the implementation of the proposal to use monetary incentives to increase student achievement. Along with the professional development there is evidence that the training will be job embedded with the funding of mentors and instructional staff for each school to provide onsite support. The proposal also indicates that training will include training in data driven instructional methods, specificity is lacking in detail on this concept.

The proposal also includes the development of individual learning plans for teachers, and although the proposal does not specifically tie this to the training for the grant component of utilizing data for instruction, it is implied by its inclusion.

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 district's currently operating professional development plan allows for integration of the new proposed professional development components. There are examples given of job embedded training to assist teachers in applying their learning. The proposal is specific that the training will be linked to the components of the proposal and will be developed to meet individual needs. Training is described that addresses those areas required by the grant such utilization of data to adjust teaching strategies. Individual teachers' needs are identified through the each teacher's Individualized Learning Plan. The link between professional development and using data to make instructional decisions is missing some detail.

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 district's currently operating professional development plan allows for integration of the new proposed professional development components. There are examples given of job embedded training to assist teachers in applying their learning. The proposal is specific that the training will be linked to the components of the proposal and will be developed to meet individual needs. Training is described that addresses those areas required by the grant such utilization of data to adjust teaching strategies. Individual teachers' needs are identified through the each teacher's Individualized Learning Plan. The link between professional development and using data to make instructional decisions is missing some detail.

Weaknesses:

No weaknesses found

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:

This proposal is developed in a way that gives rather than takes away with allowing the current salary system to remain in place, and then adding a new level for influencing student achievement through teacher and principal performance by additional monetary incentives. This concept allows for positive support, and the voting of existing schools to participate makes this a high level strength. The program does focus on student growth and has tied student outcomes and teacher performance in this program design. The plan design outlines a process to enhance the current data management

system so that the needs cited for multiple measures can be addressed. Currently in the design, there is transparency in the web based data system so that administrators can access available data, tied to overall outcomes. Professional development is an integral part of this proposal and includes individualized training through the learning plans for each teacher and principal. The proposal also indicates a pretest will be administered before training for measuring teacher learning. One other area noted in the application related to professional development is for students to be involved in understanding test results for focusing on their needs.

Weaknesses:

The effort measurement for responsibilities is included as a way to include non-classroom teachers in the incentive program, but needs more detail to understand how it will be measured

Reader's Score: 55

Selection Criteria - Adequacy of Support for the Proposed Project

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

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

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

Strengths:

The management plan is an outstanding strength for this proposal. Timelines and milestones for the project implementation are well outlined, and there is a gradual implementation schedule for the components the program so it should be able to meet the timelines for the proposed tasks. There are individual tasks and milestones for the process noted with specificity. Collaborative meetings are also noted to provide for the planning process for the core components, and for planning for the future of the program. The project director of the program has experience at all levels of education so her experiences are evident as a match with this proposal. The district is supporting the project with funds during the grant in year three, four and five. They have indicated in their proposal that they plan to sustain the grant with general operating funds and professional development. The proposal does identify that the amount of funds will cover the planned incentives

Weaknesses:

No weaknesses to address.

Reader's Score: 25

Selection Criteria - Quality of Local Evaluation

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

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

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

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

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

Strengths:

The evaluation plan includes strong and measurable performance objectives, related to the goals of the project, for raising student achievement, increasing the effectiveness of teachers, principals and other personnel, and retaining and recruiting effective teachers, principals, and other personnel. The local evaluation is funded at the level of \$351,520, or 4.8 percent of the total award. A formative local plan has been noted in the proposal and includes an emphasis on both design and implementation. The plan indicates there will be continuous evaluation even during the design stage and incorporating multiple measures. The local evaluation model ensures feedback and continuous improvement as it notes process and outcome monitoring. Goals and objectives for the proposal are well defined and measureable. They provide detail in objectives and success measurements as noted on e31-e32.

Weaknesses:

No weaknesses noted

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to (1) implement the proposed value-added

model (e.g., through robust data systems that collect the necessary data and ensure data quality), and (2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Strengths:

The grant clearly defines the value added measure as a part of the proposal. Student growth will be impacted by the processes in place in the proposal. Some examples include being sure teachers are trained individually if needed to understand how to use data to translate into teaching strategies that will impact growth for students. The proposal calls for individualized instruction for students and teachers through the use of the data. The data used will include citizenship data as well as student performance data. The example for value added is that several unmet needs have been identified and listed as components of the data system to be developed to track those measurements. They included multiple measures, differentiated instruction, student and parent engagement, student behavior. The current system will be used with enhancements and components developed that will track these components.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Priority Preference - Competitive Preference Priority 2

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

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

Strengths:

The recruitment and retention area is addressed in the grant by the incentive awards being available as a carryover from one year to the next to help retain teachers in high needs schools. Sustainability for recruitment and retention is also noted by the development of support and training that will be available to the teachers and principals. This includes mentors and on site instructional facilitators

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Status: Draft

Last Updated: 8/10/10 12:03 PM

Technical Review Coversheet

Applicant: PUTNAM COUNTY SCHOOL DISTRICT -- , (S385A100115)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Evaluation Criteria		
Absolute Priority 1		
1.Absolute Priority 1	0	0
Absolute Priority 2		
1.Absolute Priority 2	0	0
Sub Total	0	0
Evaluaton Criteria		
Absolute Priority 3		
1.Absolute Priority 3	0	0
Sub Total	0	0
Requirement		
Requirement		
1.Requirement	0	0
Sub Total	0	0
Evaluation Criteria		
Core Element 1		
1.Core Element 1	0	0
Core Element 2		
1.Core Element 2	0	0
Core Element 3		
1.Core Element 3	0	0
Core Element 4		
1.Core Element 4	0	0
Core Element 5		
1.Core Element 5	0	0
High Quality Professional Development		
1.Professional Development	0	0
Sub Total	0	0
Selection Criteria		
Need for the Project		
1.Need for Project	10	6
Project Design		

1.Project Design	60	50
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	25
Quality of Local Evaluation		
1.Quality of Local Eval.	5	4
Sub Total	100	85

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	4
--------------------------	---	---

Competitive Preference Priority 2

1.Competitive Priority 2	5	2
--------------------------	---	---

Sub Total	10	6
------------------	----	---

Total	110	91
--------------	-----	----

Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #3: *****

Applicant: PUTNAM COUNTY SCHOOL DISTRICT -- , (S385A100115)

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 district has committed to establishing a PBCS that speaks to performance and student growth. The proposed PBCS focuses on Multidimensionality- Effort and Student Performance. To this end, the district has provided a framework that categorizes 8 domains (as listed on pgs 21-23) for student growth which is intended to increase teacher effectiveness. The district proposes a two-prong approach for its teacher observations, one observation will be conducted by a review team, the other observation by the principal/other designated administrators. Additionally, the district has provided a detailed rationale as to why it selected the compensation levels it had for its "exemplary" vs "highly effective" evaluations. Those teachers who receive an exemplary evaluation, will receive additional compensation up to 10 percent of their starting salary for demonstrated student growth and an additional 5 percent for effort. Whereas, those who receive highly effective evaluations will receive additional compensation of up to five percent of their starting salary for demonstrated student growth and an additional 2.5 percent for effort(e13). Additionally, the district has provided opportunities to ascend to leadership roles/positions by establishing mentors, building leadership capacity of its teachers relative to obtaining advanced

degrees/certification.

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:

Per the application, the district has committed to project costs associated with the development and implementation of its PBCS. To this end, the district has obligated \$889,575 in local funds for its PBCS, as well as \$1, 871, 642 for professional development, \$930, 530 for its data management system, \$340, 200 for on-going negotiations and communications as evidenced on pages e42 and e43. By in large, the district has demonstrated that it has taken on the responsibility to successfully implement, manage, and provide a PBS. In an effort to assure sustainability, the district has obligated over \$1 million dollars as well as a 3-percent set aside required by the State of Florid in support of its proposed PBCS. Lastly, the district has fully outlined how it will contribute non-TIF funds for the purpose of its PBCS as shown on pages e41-e43.

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 district has outlined a process for its PBCS and how it will assess student growth. The plan speaks of infusing multiples measures of assessment data (i.e. Florida Comprehensive Assessment Test (FCAT) Thinkgate, End of the Course Exams, and Student Behavior) ; however, there is no reference made to how these data sources will slink to its professional development nor speak to retention and 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:

The district proposes to provide its teachers and principals to take on additional roles/responsibilities by assuming various leadership roles, building leadership capacity, becoming mentors, affording personnel the opportunities to obtain advanced degrees, as well as obtaining additional certification.

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 district has demonstrated a strong commitment to providing effective communication to all stakeholders by capitalizing on all media forms (i.e. podcasts, webcasts, email, town hall meetings, etc.) as it moves forward with its plans of implementing a PBCS.

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:

Aside from the district still in negotiation talks with its union officials, the district has moved forward with the including all stakeholders in the planning phase of its PBCS. The district outlines the roles and responsibilities for all stakeholders involved with the implementation of its PBCS as well as provide relevant timelines and milestones for its project implementation as further evidenced by the table shown on (page e35).

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:

Per the application, the district is still in the process of developing its evaluation process. Currently, the district has not demonstrated that it has developed an evidenced based rubric, nor provides observations of staff at least twice a year. The district has made provisions to include multiple objective criteria used to measure both teacher and principal performance. However, the extent to which the district can ensure a high degree of inter-reliability is not clear.

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 district developed its own data system-Learning Gains Index (LGI); however, the district has articulated a plan to enhance its current data system to ensure that can link pertinent student data to its payroll and human resource information system.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1.Core Element 5:

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

General:

Per the application, the district has provided sufficient evidence that it teachers and principals are aware of the district's professional development goals to include providing these teachers and principals with sustained, on-going, and job embedded professional development opportunities needed to be effective practitioners.

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 district mentions that proposed Professional Development (PD) offerings will be tailored to meet the district's needs as for all staff (teachers, principals, and other instructional staff) aligned to the National Staff Development Council through use of Individual Professional Development Plans (IPDP). As a result, the district will rely upon its comprehensive needs assessment process to provide PD that is tailored to the existing needs of its high needs schools (e41). The district further contends that its professional development will be linked to performance measures relative to determining levels of teacher effectiveness. Seemingly, the district has committed to providing the needed levels of support for its staff by supplying enrichment instructors, facilitators, and other key personnel assigned to the PBCS leadership team (e35-e38). Further, the district has established processes for periodic assessments of its professional development activities.

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 Putnam County School district has identified 18 of its schools as high needs schools, all of which have met the poverty criteria as well as not made AYP in all of its high needs schools for the exception of 2 these high needs schools. The district has a very difficult attracting and retaining highly qualified staff due to its rural setting, student performance and low pay scales.

The district has defined comparability as expressed by other Florida districts that have the same demographics as Putnam.

Weaknesses:

The district has not articulated how it will use its proposed PBCS funds to address the needs of its high needs schools, matters of recruitment and retention, and non-highly qualified personnel.

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:

The district's proposed methodology of how it will determine student growth as a result of implementing its PBCS is grounded by this notion of multidimensionality; which essentially, performance will be measured by effort and student performance (page e13 and e14). In accordance to implementing its PBCS, the district plans to perform two separate evaluations for relevant staff. One of these evaluations will be conducted by a team of individuals; the other evaluation will be conducted by the principal or other designated administrators. The district has proposed a differentiated compensation plan that is sufficient and speaks to teachers and principals providing effective performance which yields greater student achievement outcomes (page e11 and e12). The district has demonstrated strong collaboration and on-going communication with all relevant stakeholders as it relates to implementing its PBCS. The district has a viable plan for professional development that will complement its existing professional development activities which allows for professional development activities that are job-embedded, on-going, as well as sustained.

Weaknesses:

The district is currently seeking to enhance its existing data management system. Currently, the system that is in place can not interface across all systems-student achievement data, teacher and principal data, and human resources. Per its application the district is still planning its evaluation system that it plans to use in order to measure teacher and principal effectiveness in its high needs schools.

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:

Per the application, the district has demonstrated commitment in support of its PBCS by instituting whole school reform models for its high needs schools as evidenced on page e30. The district has identified key staff based upon their backgrounds to be responsible for the implementation of the PBCS as well as providing associated timelines for each serving in their respective role (page e35). The district has further committed to obligating other state, local, or federal funds to ensure that the proposed goals of the PBCS are supported- particularly, in the area of professional development (page e42). Per the summary of requested TIF funding submitted by the district, it appears that the project amount requested are reasonable and allocable (page e43).

Weaknesses:

No weaknesses found

Reader's Score: 25

Selection Criteria - Quality of Local Evaluation

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

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

- (1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in the Federal Register notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;
- (2) Will produce evaluation data that are quantitative and qualitative; and
- (3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The district has presented a plan to incorporate both formative and summative assessment data aimed at meeting its proposed project goals as well as demonstrate associated outcomes in the implementation of its PBCS. The district will utilize both quantitative and qualitative data to measure the effectiveness of its teachers and principals. The district has proposed a plan that speaks to ensuring that it will provide the needed

feedback on a continuous basis that will lead to measurable outcomes (e49).

Weaknesses:

Per the application, the district references that it only plans to ensure program integrity for a period less than the prescribed grant period- "For the purposes of this evaluation plan, design/implementation and process evaluation denote activities used to assess the program's conformity to its design and implementation plans to assure program integrity over the three year project period." (e44).

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 district mentions that its proposed PBCS will build upon its existing data system (LGI) by incorporating a value added model that will include multiple variables that will ultimately lend itself to more effective teaching and learning (see e26 and e27). The district has demonstrated that it has the capacity to implement LGI, to include demonstrating during its planning year, it will incorporate additional assessment data- Thinkgate and End of Course assessments.

Weaknesses:

Per the application submitted, the district mentions that it will make the value-added measures of student achievement available to all stakeholders- teachers, principals, and administrators); however, there is no mention of "how" this will be achieved.

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:

Per the application submitted, the district has committed to serving its high needs schools. Additionally, the district has established a system of support in an effort to retain staff in its high needs schools. The district proposes to carry over funds from the PBCS grant during the project period to increase retention rates in its high needs schools. Moreover, the district has been able to widely communicate to all of its constituents the expressed needs of its identified high needs schools as exhibited through a district devised two-way communication process (see pages e11 and e12).

Weaknesses:

The district did not present a plan as to how it will recruit effective teachers in its high needs schools. Although, the district mentioned the extent to which many teachers in its high needs school are not highly qualified; the district did not provide sufficient detail as to which subjects were hard to staff (e5-e6)

Reader's Score: 2

Status: Draft

Last Updated: 8/10/10 12:03 PM