

Status: Submitted

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Technical Review Coversheet

Applicant: Washoe County School District -- State & Federal Programs Dept., (S385A100068)

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	9
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	94
Priority Questions		
Priority Preference		
Competitive Preference Priority 1		
1.Competitive Priority 1	5	4
Competitive Preference Priority 2		
1.Competitive Priority 2	5	4
Sub Total	10	8
Total	110	102

Technical Review Form

Panel #2 - Panel - 2: 84.385A

Reader #1: *****

Applicant: Washoe County School District -- State & Federal Programs Dept., (S385A100068)

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:

While the planning year will be used to determine the final criteria for teacher evaluations, four baseline criteria have been established. Fifty percent of the evaluation will be based on student achievement data and 50% will be based on other data and information determined by each LEA such as classroom observations (p.26). The student achievement component includes 33% based on summative growth data and 17% based on local measures of student growth. The state has set four performance levels: highly effective, effective, minimally effective and ineffective (p.4).

The narrative was not clear as to how many observations occurred annually.

Principal effectiveness will include the four baseline measures for teachers, as well as analyses of working conditions, teacher retention rates, teacher access rates for PD based on data-driven improvement needs, and high school graduation and college enrollment rates (p.27).

The elements of effective teacher evaluation frameworks include clearly defined

performance standards and includes standards to guide classroom observations.

There are five compensation levels in the Principal and Teacher Performance Growth System. Incentives include salary supplements of \$15000 for master teachers and \$7000 for mentor teachers. Administrators can receive \$5000, Teachers \$2000, and \$500 for classified employees. While the applicant states they believe the awards are of sufficient size to affect behavior, no justification is provided (p. 17).

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:

WCSD has committed to using multiple funding sources to support an increasing share of the PBCS. Title II Part A funds will support individual professional development (p.50), and other federal funds will support the New Teacher Induction and Mentoring Program (p.48). Federal and WCSD general funds will support the Implementation Specialist Program to provide teachers with IPGP professional development.

WCSD will use TIF funding for the PBCS to provide performance incentive awards to teachers, principals, and other personnel at nine participating schools (p. 17).

The projected costs and the supporting budget documentation and management plan appropriately project the costs for implementing the PCBS.

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 goal of WCSD's Principal and Teacher Growth System is to increase the number of highly effective and competent certified teacher and principals who reflect the district mission through the implementation of an effective and comprehensive evaluative growth system (p. 12). The proposal describes an evaluation system for teachers and principals based on observations and student achievement measures.

The PBCS will address the current lack of strategic alignment between recruitment, hiring, early to late stage mentoring, ongoing professional learning, leadership development, and performance evaluations (p.4). WCSD is currently negotiating with the teacher and principal associations to "transition the human assets system from a tenure-value plan to a performance value approach" (p.6).

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 WCSD's Principal and Teacher Growth System offers a variety of options for educators to earn incentives for additional roles and responsibilities. Outstanding educators who demonstrate effectiveness through established criteria and rigorous interview process will be identified to serve in roles such as Master Teacher, Teacher Mentor, or Principal Mentor

- 1) Teacher Performance Growth System Committee- teachers receive a stipend to participate on this committee to develop the evaluation rubric and criteria for school performance.
- 2) Implementation Specialists and Teacher Mentors- teachers assist with instructional practices, guidance to new teachers, and instructional coaching to build teaching capacity.
- 3) Peer Assistance and Review Team members- teachers are trained in the teacher evaluation system.
- 4) Master and mentor teacher career ladders (stipends=\$15,000 and \$7,000 respectively). "Master Teachers will be held to a different performance standard than the career teachers in their school, and are compensated accordingly" (p.47).

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:

This element is not fully explored in the narrative. WCSD will need to create a comprehensive communication plan to inform all key stakeholders about components of the PBCS goals, measures and expectations. The overall project plan sets an objective to develop a plan to ensure that teachers and principals understand the specific measures of teacher and principal effectiveness in the PBCS (p.24).

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

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

General:

The applicant has demonstrated that there is clear involvement from district staff and teacher, principal, and classified staff representatives. The organizations have been instrumental in planning the Principal Evaluation System and have pledged participation in the teacher evaluation system that will be developed during the planning year. Letters of support from the WCSD superintendent, Washoe Education Association (teachers), Washoe School Principals Association (administrators), and the Washoe Education Support Professionals (classified) are included in the application (attachment 1).

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 planning year will be used to determine the final criteria for teacher evaluations. Four baseline criteria have been proposed: 1) 50% of the evaluation will be based on student achievement, with 33% based on summative growth data and 17% based on local measures of student growth; 2) 50% of the evaluation will be based on other data determined by the LEA, such as classroom observations; 3) Review of evaluations from previous 3 years; and 4) performance review discussions will include areas of strength, growth, and focus areas for the following year (p.26).

The elements of the effective teacher evaluation frameworks include clearly defined

performance standards and includes standards to guide classroom observations (p. 35). The Interstate School Leaders Licensure Consortium standards guide the principal performance growth system (p.20). The ILLSC outline standards for the knowledge, performance and dispositions for high-performing administrators.

WCSD underwent a similar planning and negotiation process for the Principal Performance Growth System set for implementation in Fall 2010. Principal effectiveness will include the four baseline measures established for teachers, as well as analyses of working conditions, teacher retention rates, teacher access rates for professional development based on data-driven improvement needs, and high school graduation and college enrollment rates (p.27).

The Nevada comprehensive evaluation system will have at least one student interim assessment and one student summative assessment embedded. Specific details will be built by the WCSD steering committee for both teacher and principal evaluations.

The applicant asserts that training will be provided on the observation rubric to maintain reliability across setting and evaluators (p.12).

The narrative does not clearly discuss how many observations will be conducted per year.

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:

Statewide efforts began developing a comprehensive data management system in 2003 and a 2007 IES grant has supported further efforts. The state will soon be able to link K-12 to higher education and access student information on postsecondary careers (p.37). WCSD has a student information system and data warehouse that integrates multiple sources of data to track performance at the student, classroom, school region and district level. WCSD also uses an assessment reporting system that "provides principals and teachers with easy and timely access to state and district level student achievement data as well as teacher-developed assessments" (p.39). Plans are in place to expand the system capabilities as well.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1.Core Element 5:

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

General:

The applicant describes feedback on performance through frequent formative opportunities and summative formal end of year reviews. Educators receive an individual professional development growth plan (IPGP) that helps identify goals and objectives for improving

performance. Professional development will be provided as needed on the IPGP and educators will be held accountable for accessing professional development tied to the IPGP (p.18).

The WCSD system "will encourage and accelerate the development of a performance culture in WCSD by establishing high expectations for students and adults, making performance more transparent, informing efforts to improve instruction with data" (p.24).

"WCSD's Human Resources Department will be responsible for a website for personnel explaining the performance evaluation once performance evaluation instruments and rubrics are fully established" (p.26).

The applicant asserts that training will be provided on the observation rubric to maintain reliability across setting and evaluators (p.12).

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1.High Quality Professional Development:

Comment on the applicant's demonstration that ---

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

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

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

(3) Provide --

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

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

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

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

General:

1) WCSD will incorporate the NV Comprehensive Curriculum Audit Tool for Schools to establish curriculum and instructional, assessment, and accountability and leadership needs (p.27). The Peer Assistance and Review (PAR) solicits input from a joint panel of teachers, teacher union representatives, and administrators that collaborate, build

consensus, and recommend effective evolution criteria and system support. The performance review comes from peer educators with current, extensive and highly successful classroom experience (p.28).

Performance Directors will lead TIF schools with data analysis, monitor student results with principals, align resources to impact student achievement, and assure prompt, direct, effective services to students to facilitate improved academic performance (p.37). Performance Directors will align local school student performance goals with WCSD assuring the needs of all significant stakeholders are addressed.

2) Educators receive an individual professional development growth plan (IPGP) that helps educators identify goals and objectives for improving performance. Professional development will be provided as needed on the IPGP and educators will be held accountable for accessing professional development tied to the IPGP (p.18).

3) Professional development will be provided as needed in relation to the IPGP. Teachers and principals will be held accountable for accessing professional development tied to their IPGP (p.18). Outstanding educators who demonstrate extraordinary effectiveness through established criteria and a rigorous interview process, will be identified to serve in roles such as Master Teacher, Teacher Mentor, or Principal Mentor (p.18).

Principal effectiveness ratings are tied to the rate that teachers access professional development tied to their IPGP (p.27).

4) Support for principals to understand the growth system will include professional development in recognizing skillful teachers, data-based decision making, measuring academic progress, improving classroom observations, cultural competency, and understanding the Growth System (p.25). The district will hold meetings to communicate accurate information about the PBCS (p.26). The overall project plan sets an objective to develop a plan to ensure that teachers and principals understand the specific measures of teacher and principal effectiveness in the PBCS (p.24).

5) The WCSD narrative describes that State department of education will require that principals and district leaders be responsible for evaluating the extent to which professional development was effective (p.44). WCSD will work with NV DOE to create State Professional Development Standards to guide the provision of all training for teachers and principals offered in response to evaluation results.

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:

WCSD has identified high need schools that are comparable in terms of factors such as size, grade levels and poverty levels. WCSD comparable schools as defined by high student population, poverty and minority levels, that are not targeted but whose student achievement levels are higher than targeted TIF schools are shown on page 11.

Student achievement data in 3rd and 5th grade show that WCSD are lagging the district and state in meeting annual measurable objectives. There are other grades and content areas where achievement lags as well, but the issue is most pronounced in 3rd and 5th grades (p. 9-10).

The applicant defines critical shortage areas as: 1) Number of teaching positions that are vacant; 2) Teaching positions filled by teachers who are on a provisional license; 3) Teaching positions filled by teachers who are licensed, but who are teaching in academic subject areas other than their area of preparation; 4) Teaching positions filled by a long-term substitute teacher (p.7).

Nevada has statewide critical shortages in special education, science, technology, math, and in underperforming schools (p.7).

Weaknesses:

The supporting data presented in the table on page 8 to document hard to fill classes in the targeted schools is not clear. Evidence was not provided with specific details of the critical shortage areas within the proposed TIF schools.

Reader's Score: 9

Selection Criteria - Project Design

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

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

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

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

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

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

(2) Has the involvement and support of teachers, principals, and other personnel (in those

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

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

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

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

Strengths:

WCSD is proposing the PBCS to address the current lack of strategic alignment between recruitment, hiring, early to late stage mentoring, ongoing professional learning, leadership development, and performance evaluations (p. 4).

WCSD provides a list of standards based local assessments that will be used in the PBCS (p .29).

The applicant proposed several approaches for evaluating the differentiated in teacher effectiveness that recognizes professional accomplishments as directly related to student progress. The design will focus on 4 criteria that are outlined on page 34 of the narrative.

The proposed WCSD process to evaluate teacher effectiveness works to build capacity of high quality instructional strategies, creates positive/diverse school climates, encourages family engagement/school-home partnerships and supports the District's model of continuous school improvement as outlined within the WCSD Strategic Plan (p.23).

Teacher and Principal Performance Growth Committees will have members from the WEA and WESP, teachers and classified personnel at TIF participating schools and other teachers as well.

Student achievement growth goals will be determined in alignment with WCSD Pathway to College and Highly-Skilled Career Readiness key targets. Through the Pathway, staff set team goals across schools, and WCSD will establish performance expectations for all schools and staff. Schools that meet expectations will have increased autonomy and vice versa.

The Nevada comprehensive evaluation system will have at least one student interim assessment and one student summative assessment embedded. Specific details will be built by the WCSD steering committee for both teacher and principal evaluations. Target growth goals for each participating schools will be used as one criterion for performance evaluation (p.13-15). Pathway performance targets for participating schools have been established and provided on page 16.

In addition to student achievement data, measures of principal effectiveness will include teacher evaluations. Although student achievement data are central to the evaluation system, knowledge, skills, and disposition are also critical components of the evaluation system in Nevada's statewide strategy. The teacher and principal standards will clearly delineate the specific and measurable behaviors necessary to positively affect student learning.

To assess the performance of these standards, a comprehensive observation rubric will be developed, and training will be provided to maintain reliability across settings and evaluators (p.12).

Educators receive an individual professional development growth plan (IPGP) that helps educators identify goals and objectives for improving performance. Professional development will be provided as needed on the IPGP and educators will be held accountable for accessing professional development tied to the IPGP (p.18).

The state will soon be able to link K-12 to higher education and access student information on postsecondary careers (p.37). WCSD has a student information system and data warehouse that integrates multiple sources of data to track performance at the student, classroom, school region and district level. WCSD also uses an assessment reporting system that provides principals and teachers with easy and timely access to state and district level student achievement data as well as teacher-developed assessments" (p.39). Plans are in place to expand the system capabilities as well.

Weaknesses:

While the applicant states it believes the awards are of sufficient size to affect behavior, no justification is provided (p. 17).

The narrative is not clear as to how many classroom observations for teachers will occur.

The state has set four performance levels: highly effective, effective, minimally effective and ineffective and the PBCS proposes teachers and administrator incentive awards for \$2000 and \$5000 respectively, however, the plan does not describe how the compensation will be differentiated for these award levels (p. 4, 17).

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 WCSD management plan contains clear activities, responsible persons, timelines and milestones (p.52-56).

The applicant provides resumes of key staff who are qualified to oversee the project

(other attachments, 01) and a job description for the project coordinator. Job descriptions for other pending key hiring decisions are provided as well. The teacher mentor description is provided on page 0-14. The time commitments are appropriate.

WCSD has committed to using multiple funding sources to support an increasing share of the PBCS. Title II Part A funds will support individual professional development (p.50), and other federal funds will support the New Teacher Induction and Mentoring Program (p.48). Federal and WCSD general funds will support the Implementation Specialist Program to provide teachers with IPGP professional development.

The budget details project costs that include stipends, awards, administrative costs, contract costs and other operational expenses expected for implementing the project goals (budget narrative).

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:

Narrative describes the measureable program objectives and data sources to secure evidence of meeting these objectives. The objectives discuss raising student achievement, increasing teacher and principal effectiveness, and improving recruitment and retention (p .59).

The local evaluation will incorporate formative and summative methods to examine implementation fidelity, short-term and intermediate outcomes, and the impact of PBCS on the district longitudinally. The formative evaluation will focus on measures of fidelity to ensure the program model is implemented as intended and to expose areas of adaptation where they occur. The summative evaluation will assess the impact of PBCS on a) student learning, teacher and principal effectiveness, b) recruitment of highly effective teachers and principals, and c) retention of effective teachers, principals, and classified staff (p57-58).

Quantitative and qualitative data will be collected using several methods, such as interviews, surveys, and analysis of school, teacher and student level data (p.58)

Regular communication with key stakeholders will promote continuous improvement.

The local evaluation plan will contain a regular communication schedule for meeting with project leadership, so information from the evaluation can be used to make program adjustments as necessary.

Information gained from the formative evaluation will be shared on a quarterly basis with School Improvement Teams (SIT), zone leaders, the Executive Cabinet, and the Superintendent through written evaluation briefs. An annual report will also be created. In the first three years of the project, the annual report will contain formative evaluation descriptions and summaries as well as progress on evaluation benchmarks. Outcome information will be included in the annual report beginning in the fourth year. This information will be valuable in informing key decisions to help drive on-going implementation and progress (p. 58)

Weaknesses:

No weakness found

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

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

Strengths:

The WCSD will develop a Principal and Teacher Performance Growth System that is multi-faceted including student growth indicators and value-added tools (p.18).

WCSD's teacher evaluation design will use multiple value-added measures of student achievement data that fairly represents student progress and monitors the different levels of teacher effectiveness (p.23).

The applicant describes that plans are in place to ensure the district has a data management system with the capacity to provide value added data on student achievement based on a set of reliable assessments (p.39).

Weaknesses:

There is no description of plans to clearly explain the value-added model to teachers.

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:

WCSD will increase recruitment and retention efforts to seek and support highly effective teachers and principals by increasing the pool of candidates who reflect the WCSD's core values while increasing diversity in the workforce; using a multi-prong approach to identify effective teacher candidates, including competencies beyond traditional content and pedagogy; and, supporting highly effective, federally-funded New Teacher Mentors, Implementation Specialists, and Principal's Academy programs by targeting professional development to strengthen areas of need and infusing cultural competencies into professional learning for all WCSD employees (p.47).

WCSD's new screening procedures will produce highly skilled, effective teachers by implementing a pre-screen, paper screen, credential verification, and interview process (p.48). WCSD will offer sign-on bonuses at two turnaround schools in the program (p.25).

Weaknesses:

Retention strategies for teachers in high-need areas are not clearly articulated. More information is needed on how the district plans to communicate to teachers which schools are high-need and which subjects are hard-to-staff.

Reader's Score: 4

Status: Submitted
Last Updated: 8/9/10 2:24 PM

Status: Submitted

Last Updated: 8/9/10 4:06 PM

Technical Review Coversheet

Applicant: Washoe County School District -- State & Federal Programs Dept., (S385A100068)

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	9
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	94

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	4
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Competitive Preference Priority 2

1.Competitive Priority 2	5	4
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Sub Total	10	8
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Total	110	102
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Technical Review Form

Panel #2 - Panel - 2: 84.385A

Reader #2: *****

Applicant: Washoe County School District -- State & Federal Programs Dept., (S385A100068)

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:

Research-based standards developed by the Interstate School Leaders Licensure Consortium (ISLLC) linking educational leadership and productive schools will guide the project's Principal Performance Growth System for strengthening school leadership preparation programs (p. 20). During the planning year, a standards-based observation instrument will be developed for the evaluation of teacher effectiveness (p. 35). Training will be provided to observers to ensure the reliability of the data (p. 12).

Student achievement will account for 50% of the evaluation of teacher and principal effectiveness. Student achievement will be based 33% on summative growth and 17% on local measures of student growth (p. 26).

Although observations are planned as part of the evaluation of educator effectiveness, no apparent evidence is provided as to the number of observations that will be conducted each year.

Other measures of principal effectiveness may include working conditions, teacher

retention rates, teacher access to professional development based on data-driven improvement needs, graduation rates, and/or college enrollment rates (p. 27).

Although the applicant notes that they believe the incentives are sufficient to change behavior, clear justification is not provided for the amounts selected (p. 17).

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

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

Comment on how well the applicant demonstrates that - -

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

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

General:

The applicant projected costs for the PBCS and stated that they accept responsibility for using TIF funds for paying performance incentives (p. 17).

Existing funds will be reallocated and new funds will be sought for increasing the share of compensation paid by the district (p. 48). The project will use Title II Part A Teacher and Principal Training and Recruiting Fund to support individual professional development, New Teacher Induction and Mentoring Program, and the Implementation Specialist Program (p. 50).

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:

An integrated PBCS "will address the current lack of strategic alignment between recruitment, hiring, early to late stage mentoring, ongoing professional learning, leadership development, and performance evaluation" (p. 4).

The district reported that there are plans to work the state education department and teacher and principal associations to establish policies for applying evidence-based effectiveness data in making decisions about promotion, tenure, and dismissal of teachers

and principals (p. 44).

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 proposed PBCS includes a career ladder that provides significant additional incentives for moving into leadership positions (p. 18).

Union and teacher association members, teachers, and other school personnel will be recruited and will receive stipends for serving on a Teacher Performance Growth Committee to revise the teacher evaluation system (p. 26, 53).

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:

Limited information is provided about a plan for communicating information about the PBCS. The applicant noted, however, that they will work closely with the teachers', principals', and classified professionals associations, and the state education department (p. 52).

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

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

General:

The applicant describes the involvement of teachers, principals and various education associations in components of planning and development (p. 24). In addition, letters of support for the PBCS from the various support organizations for educations (appendix A).

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

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

General:

- 1) A framework for observation is described but a rubric for and schedule of observations is not yet developed for teachers (p. 26). A new principal observation has been developed for the coming year (p. 27).
- 2) It is unclear that more than one observation will be conducted each year.
- 3) Additional forms of evidence include previous evaluations and performance review discussions (p. 26).
- 4) Inter-rater reliability will be ensured through training of raters (p. 12) and reliability studies and analysis (p. 59).

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:

Applicant provides evidence that the existing data management system will, but does not yet, link student achievement data to payroll and human resources systems (p. 38).

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:

A plan to ensure that teachers and principals understand the measures of effectiveness will include information on the district website (p. 26).

All professional development plans will be based on the needs identified from the evaluations and the data will be used to inform individual growth plans for improving performance (p. 43).

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

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

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

General:

The applicant provided information indicating that a comprehensive integrated plan will be developed linking professional development to effectiveness as measured by the project (p. 18).

The applicant stated that all educators will receive an employee development Individualized Performance Growth Plan (IPGP) to help educators identify goals or actions that help to enhance their knowledge, skills, and/or abilities based on performance and

career aspirations. Professional development will be based on the needs identified in the IPGP (p. 18).

The applicant provided information the IPGP will be used to guide the provision of professional development that will enhance educators' tools and skills to improve their effectiveness, including those who do not receive differentiated compensation and as they move up the career ladder (p. 18).

Educators who have been identified as highly effective as determined through established criteria and a rigorous interview process will be offered opportunities to serve in leadership roles at school, district, and state levels such as Master Teacher, Teacher Mentor, or Principal Mentor (p. 18).

The applicant stated that there is a plan for developing strategies to ensure teachers and principals understand the specific measures of effectiveness in the proposed PBCS (p. 24). Meetings also will be held to communicate information about the Performance Growth System to be implemented (p. 26).

The applicant indicated that it will work with the state education department to develop state-wide standards to guide all educator professional development. The district will be responsible for evaluating the extent to which professional development was effective and modified as needed in response to evaluation results (p. 44).

Reader's Score: 0

Selection Criteria - Need for the Project

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

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

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

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

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

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

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

Strengths:

The applicant noted that the teacher population does not match that of the students. Evidence of the diversity of teachers is provided, but similar information is not provided regarding the student population (p. 7).

Evidence is provided indicating that student achievement is a high need area as compared to comparable schools (p. 11).

Weaknesses:

Although the applicant notes that STEM and special education are hard-to-staff, insufficient data was provided to support this assertion. In addition, the evidence of hard-to-staff subject areas and high teacher turnover is not clearly illustrated (p. 8).

Reader's Score: 9

Selection Criteria - Project Design

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

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

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

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

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

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

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

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

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

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

Strengths:

The PBCS strategy fits into the strategic plan for the district, which is based on an integrated improvement model linking work across grade levels and schools (p. 18).

The performance evaluation system for teachers is currently under development, but the applicant will develop a multi-faceted professional growth system for principals and teachers that will include reliable methods of measuring student growth (p. 25).

Training will be provided on using the observation rubric to ensure inter-rater reliability (p. 12).

Methods for determining teacher effectiveness will include using value-added measures of student achievement, uses twice yearly classroom observations, analyzes standards-based classroom artifacts and student work samples instructional portfolios with self-reporting/monitoring, and systematic monitoring professional development implementation (p. 24).

The applicant involved teachers, principals and various education associations in the planning and development of the proposed system (p. 24). Letters of support also are provided for the PBCS from the various support organizations for educations (appendix A).

The existing state data management system is both a robust and flexible student information system and data warehouse that tracks performance data of students, classrooms, schools, regions, and districts. The system will link performance data with human resources and financial information (p. 39).

Although not yet created, the applicant noted plans for providing professional development that will be based on the needs identified from the measures of teacher and principal effectiveness (p. 43).

Weaknesses:

Insufficient information was provided as to how incentive amounts were determined or that the amounts would be sufficient to change behavior (p. 17).

Insufficient information is provided that links incentives with the effectiveness ratings developed by the state (p. 4).

Insufficient evidence is provided regarding the number of times each year that observations of teachers and principals will be conducted.

Reader's Score: 55

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

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

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

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

(3) The applicant will support the proposed project with funds provided under other

Federal or State programs and local financial or in-kind resources; and

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

Strengths:

The applicant provides a detailed management plan that includes responsibilities, timeline, and milestones (p. 52).

Sufficient evidence is provided to indicate that key staff are qualified and time commitments adequate and appropriate for effectively implementing the project (resumes, budget narrative).

The district will reallocate existing funds and seek new funds to increase their share of compensation (p. 48). Title II Part A Teacher and Principal Training and Recruiting Fund will be used to support individual professional development, New Teacher Induction and Mentoring Program, and the Implementation Specialist Program (p. 50).

The applicant provided supporting evidence that indicates the requested grant amount and project costs are sufficient and reasonable for the project design (budget narrative).

Weaknesses:

None.

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 project-relevant objectives (p. 59).

The evaluation plan incorporates qualitative and quantitative data in implementing a formative evaluation for program modifications/ improvement and a summative evaluation that will utilize a quasi-experimental design (p. 57).

Weaknesses:

None.

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

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

Strengths:

The applicant noted that there are plans to develop and implement a value-added system of measuring the impact of effectiveness on student growth (p. 23).

Weaknesses:

Insufficient information is provided about training teachers to use value-added data to improve classroom practice.

Reader's Score: 4

Priority Preference - Competitive Preference Priority 2

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

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

need and which subjects and specialty areas are considered hard-to-staff.

Strengths:

The applicant described a multi-faceted system focusing on the needs of educators and students, increasing workforce diversity in high need schools and subject areas, and providing professional development opportunities in cultural diversity and equity (p. 27, 37, 48, 50).

Although not yet developed, the applicant included as an objective the development of embedded professional development and support focusing on teacher retention in hard-to-fill schools (p. 13).

To ensure that hard-to-staff positions are filled by effective teachers, the district will develop a screening and interview process embedding questions related to achievement/leadership, critical thinking, perseverance/commitment to students, organizational ability, influencing/motivating, and respect for low-income communities. An interview tool and rubric will be developed that incorporates these standards/competencies (p. 49).

Weaknesses:

Insufficient evidence was provided that the district has a clear strategy for improving teacher retention in hard-to-staff subject areas.

Reader's Score: 4

Status: Submitted
Last Updated: 8/9/10 4:06 PM

Status: Submitted

Last Updated: 8/10/10 11:40 AM

Technical Review Coversheet

Applicant: Washoe County School District -- State & Federal Programs Dept., (S385A100068)

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	7
Project Design		

1.Project Design	60	55
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	24
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	91

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	4
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Competitive Preference Priority 2

1.Competitive Priority 2	5	5
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Sub Total	10	9
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Total	110	100
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Technical Review Form

Panel #2 - Panel - 2: 84.385A

Reader #3: *****

Applicant: Washoe County School District -- State & Federal Programs Dept., (S385A100068)

Questions

Evaluation Criteria - Absolute Priority 1

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

Comment on how well the applicant demonstrates that --

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

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

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

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

General:

The applicant plans for differentiated performance based compensation rates according to the career status of educators. While the range is significant between classified staff at \$500.00 and master teachers at \$15,000 (p. e16), no data is reported to justify the ranges nor to substantiate that the particular rates are adequate for leveraging changes in behavior.

Both the measurement of student learning growth as well as performance observations are included within the PBCS, with 50% of the weighted evaluation to consider student achievement data.

The applicant explains that the teachers observation instruments will be designed according to performance based standards for teachers (p. 35). The applicant has designed an observation rubric for principals which is informed by the Interstate School Leaders Licensure Consortium.

Principal effectiveness will be evaluated on additional measures to include: principal

effectiveness, the rate of teacher retention at the school, teacher access to professional development based on data-driven improvement needs, high school graduation rates, and college enrollment rates (p. 27).

Observations of educators are planned for as part of their evaluation (e.g., observations occurring as part the Peer Assistance and Review (PAR) and by mentor/master); however, there is not clear indication as to how many observations, occurring annually, will be calculated into the evaluation of educators for performance based compensation. This clarification is important, as the absolute priority of the grant calls for two observations annually for educators who stand to receive performance based compensation.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

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

Comment on how well the applicant demonstrates that - -

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

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

General:

The applicant has identified the use of Title I and Title II funds to support the implementation of the grant. Significant attention is paid to the use of Title II funds to underwrite professional development activities for principals and teachers. In particular, the New Teacher Induction and Mentoring, Implementation Specialists, and Principals Training Academy are supported by coordinated federal funds (p. e43).

The applicant expressed an intent to seek additional private funds through grants and has identified the Board and Gates foundations to support teacher and principal development (p. e49); however no assurances (e.g., prior grant awards or a proposed concept paper in the appendices) are provided that such activities will occur or will be successful. In addition, the applicant does not provided details on how the PBCS might/will be supported beyond the life of the grant.

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

General:

The applicant purports to develop new and to utilize existing state data bases for the management of student achievement and school level data. The Scoreboards and Dashboard will be populated with data from formative assessments and student and teacher attendance files, for example. These data will be used to provide feedback on performance indicators to inform the professional development activities of teachers and principals.

The applicant does not make clear how the various data bases/systems (i.e., the Infinite Campus data warehouse, Edusoft, scoreboards and dashboards) will be utilized in some coherent manner for program implementation and continuous improvement.

The district plans to work closely with the state and teacher and principal associations to establish policies on teacher and principal effectiveness based on performance and to negotiate and implement approaches for applying data-driven decisions related to promotion, tenure, and dismissal of teachers and principals (p. 44).

Reader's Score: 0

Requirement - Requirement

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

General:

Teachers will have the opportunity, through a competitive, rigorous, performance-based process to become master teachers, thereby moving them up on the career ladder and providing them with increasing levels of compensation on the PBCS. However, it is not made clear to what extent, if any, the performance based evaluation for all teachers in the PBCS will be considered. For example, mentor principals are mentioned within the proposal; however, this role is not included among educators eligible for compensation within the PBCS (p.47).

Reader's Score: 0

Evaluation Criteria - Core Element 1

- 1. Core Element 1:**

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

General:

The applicant explains that it has been working with the local teacher and principals associations to communicate information about the principals and teacher Performance Growth System (p. 24). Such front end communication with local education/educator organizations has resulted in signed affidavits of support.

The program has written into the duties of the TIF Grant coordinator and the data analysts the task of traveling frequently to participating schools to communicate and implement the program (p. 36).

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

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

General:

The applicant has been successful in gaining the support of the teacher and principals associations, in particular for the Principals and Teacher Performance Growth systems. Teachers and principals are slated to receive support at the district level by way of the Performance Directors for data analysis (p. e36). Implementation specialists, the Principals Training Academy, and New Teacher Induction and Mentoring will be provided for support.

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

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

General:

The applicant has demonstrated significant advancement in creating a comprehensive principals evaluation that is informed by the ISLLC standards (p. 20) and is supported and developed in collaboration with the area principals association. The applicant has expressed that the Principals Performance Growth plan will be utilized as a model for the Teacher Performance Growth plan. To strengthen the likelihood of fair evaluation instrumentation, a Teacher Performance Growth committee (consisting of a member of local education associations and teachers and classified staff in the participating TIF schools) will work toward revising the current teacher evaluation system.

The applicant asserts that the comprehensive observation rubric will be developed, and training will be provided to maintain reliability across settings and evaluators (p. 12). While observations are to be included in the evaluation of teachers and principals within the PBCS, it is not clear how many will occur annually.

Reader's Score: 0

Evaluation Criteria - Core Element 4

1. Core Element 4:

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

General:

The applicant has expressed various ways in which student achievement outcomes will be included within the data management system. The applicant explains that the Infinite Campus data base provides for the collection of student data and the integration of multiple sources of data to track performance at the student, classroom, school, region and district levels. It is reported that the system can link student data with human and financial information (p. e38). The applicant explains that data will be used to inform promotion, tenure, and the dismissal of teachers and principals. However, while the principals and teachers associations have provided written support for TIF related evaluation and professional development of their members, no such level of support of tenure decision has been articulated, nor has the program described how such omission will be negotiated or how tenure decisions will be operationalized.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

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

General:

The applicant plans to develop training for teachers and principals on the rubrics and evaluations during the planning period. Given the clarity of the proposed standards and indicators of effectiveness for principals, the efficacy of the program to development such training for both teachers and principals is quite reasonable.

The human resource department will be responsible for a website for personnel explaining the performance evaluation once performance evaluation instruments and rubrics are fully established (p. 26).

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

Its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional

development in section 9101(34) of the ESEA. The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The professional development component of the PBCS must - -

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

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

(3) Provide --

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

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

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

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

General:

The applicant has proposed within its strategic plan, objective 7: develop ongoing, embedded professional learning, and support focused on individual performance growth and teacher retention in hard to fill schools (p. 18).

1. By 2014-2015, the Strategic Plan for the district calls for all schools to meet five-year target growth goals (p. 18). These site based targets will inform professional development for individual schools.

2. 3.(a).(b).(1). Teachers and principals will be required to engage in Individual Performance Growth Plans (IPGPs) for which rubrics are to be developed during the planning period of the grant (p. e43). These IPGPs are conceptualized to serve as a source for informing individualized professional development based on the analysis of student data and growth plan. Each year educators will be expected to update their IPGPs based on data for continuous improvement.

3. (2). Outstanding educators who demonstrate extraordinary effectiveness through established criteria and a rigorous interview process will be identified to serve in roles such as Master Teacher, Teacher Mentor, or Principal Mentor (p. 18).

4. The application has identified a programmatic objective (number 6) to: develop a plan to ensure teachers and principals understand the specific measures of teacher and principal effectiveness in the PBCS (p. 18).

5. Teacher Mentors will guide and support TIF schools through observation in the classroom, offering feedback, demonstrating effective teaching methods, assisting with lesson plans and helping them analyze student work and achievement data to improve their instruction. This process is designed to inform the continuous improvement of professional development services, to increase student achievement at the classroom level (p. 44).

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 proposed 9 schools to participate in the TIF PBCS all meet the minimum need requirement for the percentage of students within each school who receive free or reduced meals (p.9).

The level of persistently low achievement among participating schools, according to state ranking, is made in comparison to standardized reading and mathematics scores of area schools (with similar student populations) and schools across the state (pp. 10-11).

Weaknesses:

The applicant explains that the state, as a whole, suffers critical shortages in special education, science technology, engineering mathematics (STEM) subject, yet the applicant does concertedly focus on such critical shortages as prominent or significant concern for this TIF grant.

The applicant asserts that the limited number of minority teachers is an issue and aims to increased the number of educators in the category; however, no data is presented to justify that such an aim will insure increased student learning.

While concerted attention has been made toward the development for principal evaluation and support to inform similar developments for teachers, the applicant does not identify principal quality, shortage, or retention as a critical issue.

Reader's Score: 7

Selection Criteria - Project Design

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

In determining the quality of the design of the proposed project, the Secretary will

consider the extent to which the proposed PBCS--

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

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

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

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

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

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

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

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

Strengths:

The applicant plans to develop Performance Growth Evaluation systems for both teachers and principals that will include Individual Performance Grow Plans to be revised annually. Much work has already been completed on the conceptual framework for the principal evaluation which, was been negotiated in concert with the local principals association and is informed by national professional standards. The Teacher Evaluation instruments are to be informed by advancement for principal evaluation.

The applicant explains that it has been working with the local teacher and principals associations to communicate information about the principals and teacher Performance Growth System (p. 24).

Teachers and principals will be evaluated on multiple measures of performance, including student learning growth in order to determine their effectiveness. Evaluations are scheduled to occur among teachers and principals by support of a Peer Assistance Review (PAR) teams (p e5).

The principal evaluation, which includes multiple measures, will include teacher evaluations.

The applicant makes known that training will be provided for educator evaluators to ensure reliability across settings and evaluators (p. 12).

In 2009-10, principals were provided training on how to analyze data, present data, and set targets based on data. It is stated that principals will continue to work monthly vertically across schools in order to help principals understand the use of data for evaluation.

The applicant explains that the Infinite Campus data base system can link student data with human resources and financial information (p. 39). The district plans to work closely with the state and teacher and principal associations to establish policies on teacher and principal effectiveness based on performance and to negotiate and implement approaches for applying data-driven decisions related to promotion, tenure, and dismissal of teachers and principals (p. 44).

Weaknesses:

The applicant has not made clear how the differentiated rates of compensation across the four levels ranging from highly effective to ineffective (p.4) will be applied according to the various levels of effectiveness.

The applicant does not make explicitly clear how classified educators, teacher mentors, and master teachers will be evaluated for effectiveness as pertaining to their roles within the PBCS.

While observations are to be included in the evaluation of teachers and principals within the PBCS, it is not clear how many will occur annually.

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 program has identified specific goals and timelines, and personnel are aligned with particular activities that support the development of the PBCS both in and across schools. For example, mentors are assigned to schools and the program's instructional specialists will work with clusters of schools and the project coordinator will oversee the day-to-day operations while assisting schools on technical development (pp. 36). In addition, funds are aligned to support program components: Title II Part A Teacher and Principal Training and Recruiting Fund to support individual professional development needed by the school and teachers who need skill building to ultimately increase student achievement, as well as the New Teacher Induction and Mentoring Program (federal appropriations), and the Implementation Specialist Program (federal appropriations, Title I, II, General District Fund) (p. 50).

The applicant has gained the support of local education associates. For the personnel, and job descriptions presented, these persons and descriptions are commensurate with the associated roles and activities.

The applicant has identified clear roles, responsibilities and selection criteria for key personnel (e.g., mentor teacher, implementation specialist, etc.) associated with the project design (see appendices, pp. 0-2 through 0-19).

Weaknesses:

The program is top-heavy in administrative and instructional costs. In some cases, particularly in the areas of employee performance review and support, it is not all clear how the various roles will be coordinated in coherent manner.

Reader's Score: 24

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

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

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

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

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

Strengths:

The program evaluation is anchored in clear, coherent objectives: a) student learning, teacher and principal effectiveness, b) recruitment of highly effective teachers and principals, and c) retention of effective teachers, principals, and classified staff. The evaluation plan will apply a quasi-experimental approach using an interrupted time series design and will be used to compare selected performance outcomes between matched principal, teacher, and classified staff groups (p. 58). The objectives are manageable and in alignment with the program goals and activities. Given these factors, the local evaluation is of trustworthy quality.

The applicant has identified various performance objectives for the multiple activities associated with the TIF, with short-term and long term targets. The applicant plans to hire an external evaluator and anticipates that both quantitative and qualitative measures will be collected

The external evaluation group will evaluate against the detailed logic model and specific benchmarks for the implementation timeline upon receipt of the TIF award. The evaluator is scheduled to provide feedback to the program for improvements (p. 57).

Weaknesses:

No significant weaknesses identified.

Reader's Score: 5

Priority Questions

Priority Preference - Competitive Preference Priority 1

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

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

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

Strengths:

The applicant intends to develop a value added teacher evaluation design that will align to federal as well as state Race to the Top expectations. The model is to utilize multiple value-added measures of student achievement data represent student progress and monitor the different levels of teacher effectiveness (p. 23).

The program has written into the duties of the TIF Grant coordinator and the data analysts the task of traveling frequently to participating schools to communicate and implement the program (p. 36).

Weaknesses:

No significant weaknesses identified in the area.

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:

Along with the local education associations and education support professionals, the district has been planning for signing bonuses to hire teachers for two schools associated with the TIF (p. 25).

To assess the effectiveness of teacher applicants, the program intends to work with the Human Resources offices to reformulate the interview process and rubric to include components of the Teach For America identified characteristics of teacher effectiveness, including : achievement/leadership; critical thinking; perseverance/commitment to students; organizational ability; influencing/motivating; and respect for low-income communities (p. 49)

The program has and intends to continue to develop relationships with higher education entities in and out of state, particularly for the recruitment of minority teacher candidates.

Weaknesses:

No significant weaknesses in this area.

Reader's Score: 5

Status: Submitted

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