

Status: Submitted

Last Updated: 8/6/10 4:06 PM

## Technical Review Coversheet

**Applicant:** Youth Empowerment Services, Inc. -- San Antonio Charter Schools, Teacher Effectiveness Process (TEP) (S385A100099)

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

**Points Possible    Points Scored**

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

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

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

##### Absolute Priority 3

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

##### Requirement

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

##### Core Element 1

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

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

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

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

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

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

##### Need for the Project

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

1.Project Design	60	50
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	20
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	3
<b>Sub Total</b>	<b>100</b>	<b>81</b>

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	2
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<b>Sub Total</b>	<b>10</b>	<b>5</b>
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<b>Total</b>	<b>110</b>	<b>86</b>
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## Technical Review Form

Panel #8 - Panel - 8: 84.385A

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

**Applicant:** Youth Empowerment Services, Inc. -- San Antonio Charter Schools, Teacher Effectiveness Process (TEP) (S385A100099)

### Questions

#### Evaluation Criteria - Absolute Priority 1

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

Comment on how well the applicant demonstrates that --

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

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

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

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

#### General:

The proposal indicates that beginning in Year 2, differentiated PBCS will be provided to teachers and principals based upon value added student performance data, multiple observations and evaluations of principals and teachers by trained evaluators using standards-based rubrics and school wide value added student performance data. (Pgs. 14-15) A detailed description of the factors to be used to determine payout amounts for teachers and principals is included. (Pg. 16 - 20). The project includes reasonable plans to differentiate compensation levels for teachers and principals aligned to student growth. Principal evaluative criteria will be finalized during the planning period and will give a weight of 25% to school wide achievement based upon AYP and will also include percentages for the results of teacher evaluations/observations, community and instructional leadership. (Pg. 19 - 21). To affect teacher and principal behaviors and their decisions to remain or leave the profession, the PBCS will provide an incentive amount of \$8,000 for teachers and \$22,000 for principals (Pg. 21). The applicant indicates that the justification for the respective amounts includes an effort to close the gap between pay in public charter and public schools in the state. It appears that

this is a sound strategy to increase the retention of effective teachers and principals and thereby increase student achievement. (Pgs. 5, 15).

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 projected costs are presented and discussed in detail and the applicant accepts responsibility to provide PBCS to teachers and principals who meet specific criteria. The application includes an explanation of the use of TIF funding beginning in Year 2 which indicates that schools will assume an increasing percentage of the cost. The commitment for non-TIF funds over the course of the five year project will be 20% at the fifth year which may make it difficult to sustain the project beyond the grant. This explanation is supported by a shared cost table for Years 2 - 5 (pgs. 52 - 53). The applicant indicates that it expects to identify non-TIF funds to sustain the program after Year 5. (Pg. 53). However, specific funding sources were not identified.

Reader's Score: 0

#### Evaluation Criteria - Absolute Priority 3

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

Comment on how well the applicant demonstrates that - -

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

#### General:

The priorities of the Teacher Effectiveness Process (TEP) include strengthening the educator workforce through a coherent and integrated system using data and evaluations for professional development and retention and tenure decisions; and the recruitment and retention of effective educators for the high-need student population in high-need subject areas and to fill vacancies with effective educators. (Pg. e0). The plans for professional development, designed specifically for high needs schools, are thorough and achievable. The plans will focus on teaching, learning and instructional improvement. Professional development will be targeted to the needs of teachers and principals at each school as identified by a comprehensive needs assessment including pre-assessment

results, teacher and principal evaluation data and other factors impacting student achievement. (Pg. 31). The applicant indicated that there is no existing union with collective bargaining authority. However, if there is a change in this situation, TEP staff will include the selected union in finalizing plans for the PBCS. (Pg.22). The plan to implement a comprehensive approach to the performance-based compensation system will strengthen the educator workforce by addressing the professional development needs of individual school sites.

**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:**

Reviewer Comment:

The TEP has identified three categories of teacher leaders at each high needs school who will be eligible to receive additional performance-based pay for leadership roles and additional responsibilities if they are successful through a competitive process. Career Teacher Leaders and Expert Teacher Leaders will receive \$8,000 and \$12,000 per year respectively for additional duties focused on assisting teachers in achieving student performance goals. (Pgs. 41 & 44). The plan to provide additional financial incentives to teachers who serve in leadership roles is an excellent provision to motivate highly effective teachers to share their expertise with colleagues.

**Reader's Score: 0**

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

##### **1. Core Element 1:**

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

##### **General:**

The applicant meets the criteria for Core Element 1. The application includes plans for effective communication with staff and stakeholders beginning in the planning year. The applicant indicates that during this time, principals and teachers will be invited to give their input and provide suggestions through multiple opportunities including print media, online media, training sessions and small focus group sessions to ensure that all instructional staff members contribute to the planned performance-based system as it is being developed and finalized. The planning period will include initial informational sessions in which TEP staff will share the proposed plan with each school's staff. Professional development training will be provided to train staff on each core element of the plan and to gather input and suggestions for improvement which will be included in the final version of the PBCS. Each school's staff has already given preliminary approval for the PBCS through surveys, questionnaires and meetings. Parent and community meetings will be held at each school to share the plan with all stakeholders. (Pgs. 21-22). It is evident that the applicant has taken steps to establish and maintain open communication about the PBCS with staff members and the community-at-large. These initial steps will provide the foundation for two-way communication with stakeholders about the project which will help to ensure its success.

Reader's Score: 0

## Evaluation Criteria - Core Element 2

### 1. Core Element 2:

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

#### General:

The applicant meets the criteria for Core Element 2. The application includes plans for the meaningful involvement of teachers, principals and other staff members beginning in the planning year. Professional development will be provided for teachers and principals during the planning year to ensure their understanding of the elements of the PBCS and to gather input which will be included in the design of the plan as it is being developed. A variety of approaches will be used including surveys, questionnaires, meetings. (Pgs. 21 - 22). The applicant indicated that there is no existing union with collective bargaining authority. However, if there is a change in this situation, TEP staff will include the selected union in finalizing plans for the PBCS. (Pg.22). The proposed plan includes effective strategies to promote involvement in the development of the PBCS which will help to increase overall support and active participation.

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 meets the criteria for Core Element 3. Plans to implement a rigorous, transparent and fair evaluation system are clearly detailed. The applicant states that the system will differentiate levels of effectiveness using multiple rating categories based upon student achievement and value-added measures. Multiple classroom evaluations/observations will be conducted throughout the year. (Pg. 15). Four (4) evaluation/observations will be implemented annually for teachers and principals. Standards-based rubrics will be used to ensure a high degree of rater objectivity and reliability in the evaluation process. The applicant indicates that training will be

provided for teachers and principals on the rubrics to be used prior to the initiation of the evaluation process and raters will receive extensive training in the use of the rubrics to ensure transparency and fairness. (Pgs. 23-24). Standards-based rubrics to be used for teacher and principal evaluations are included in the plan (Pgs.25-26). The evaluation process will include student achievement data and value added measures. (Pg. 28). The applicant indicates that 50% of a teacher's payout will be based on student achievement (30% on individual student performance plus 20% on school wide student performance). The applicant indicates that evaluative criteria for principals is being developed and will be finalized during the planning process. At the present time, twenty-five percent (25%) of the principal's payout will be based on student achievement as measured by the AYP. (Pgs. 17-20).

**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 meets the criteria for Core Element 4. The proposal indicates that the applicant plans to contract for a data management system to link student achievement data to payroll and human resource systems. In addition, the system will manage teacher and principal evaluations and ensure that each teacher and principal receives an accurate PBCS award. A Systems Data Operations consultant will be hired to oversee and serve as contact person for all data systems. (Pg. 29 -30).

**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 meets the criteria for Core Element 5. The applicant indicates that it has plans to ensure that teachers and principals understand the specific measures of effectiveness and how to utilize data to improve practice. There will be four core processes which form the basis for the project. These include the differentiated performance based system, educator evaluations, professional development based on school needs and student data, and professional options for educators to enhance recruitment and retention. These processes will be included in the PBCS and will be finalized during the planning period. (Pg. 13).

**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:**

Reviewer Comment High Quality Professional Development:

The proposal indicates that detailed plans for quality professional development will be finalized during the planning period with input from principals and teachers. Professional development will be: designed to help principals and teachers improve student achievement; targeted to address site specific needs; designed to include all teachers and principals whether or not they receive a PBCS award; designed to address individual teacher and principal needs as identified in the evaluation process; and designed to be on-going throughout the school year. Professional development will be provided by trained expert instructors, consultants, contractors with expertise in areas identified as site-specific needs. Each school will have a leadership team composed of the principal, career teacher leaders, expert teacher leaders who will be trained to assume additional responsibilities and leadership roles and will provide training to teachers and principals on areas identified in the performance evaluation process. The plan will include campus-level teacher professional development academies to promote a shared vision, common language and common understanding among all teachers, many of whom are alternatively certified. (Pg. 32-33). Campus specific and school site-level trainings are delineated in a sample training plans included in the plan. (Pgs. 34-36). The proposal also includes plans for principals and teacher leaders to participate in training conducted by the Texas Effective Educator Institute with a focus on all core elements of the PBCS and promote continuous improvement. (Pg. 36)

**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 proposal presents a variety of demographic and other data which indicates that all schools in the consortium meet the TIF criteria for high needs schools including the average percentage of students who qualify for free and reduced lunch (83%) and the average percent of minority populations (92%). The average passing rate for students in math in the consortium is 13% compared to the state of Texas average of 82%. The average passing rate for students in science in the consortium is 23% compared to the state average of 80%. The applicant defined comparable schools as high needs schools in the state of Texas with similar Indicators that the consortium schools are hard to staff include data showing the disparity between the average consortium charter school teacher salary ( \$29,002) and the average teacher salary in the state of Texas (\$47,159); student passing rates in math and science. (Pgs. 1-9). This makes a convincing argument that it is difficult to recruit and retain teachers and principals. The applicant indicates that teachers regularly seek jobs in public school districts to secure higher pay which makes consortium schools hard to staff and plagued by high teacher turnover. The majority of students in consortium schools are taught by teachers who lack state certification (Pg. 32 -33)

#### Weaknesses:

The applicant referred to comparable "factors" including free/reduced meals; minority population and enrollment but did not provide comparative data for comparable "schools" such as public schools located within the same communities as consortium schools. Although the applicant indicated that the majority of teachers were alternatively certified, specific percentage data was not provided so the extent that this contributes to the consortium's ability to recruit and retain highly qualified teachers is hard to judge.

Reader's Score: 8

## Selection Criteria - Project Design

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

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

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

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

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

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

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

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

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

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

#### **Strengths:**

The proposal details extensive plans to use the PBCS to determine teacher and principal effectiveness; to provide substantial performance awards to teachers and principals that are of sufficient size to affect behaviors, and encourage effective personnel to remain in hard to staff schools. (Pg. 21) The proposal clearly explains plans for the involvement of teachers and principals and support of teachers and principals in the development of the PBCS. (Pgs. 21-22). The proposal provides plans for rigorous, transparent and fair evaluation of teachers and principals that differentiate levels of effectiveness using multiple rating categories with student achievement as a significant factor as well as multiple classroom observations. (Pgs. 23-28) Plans for a data management system consistent with the proposed PBCP that links student achievement to teacher and principal payroll are included (29-30 ). The proposal incorporates plans for high quality professional development designed to raise student achievement and directly links to specific measures of teacher and principal effectiveness in the PBCS. (Pgs. 32-36)

**Weaknesses:**

The percentage for teacher pay for student achievement is 30% and 20% for school wide achievement, but there was no justification as to why these percentages were selected. (Pg. 17).

Although incentive pay is tied to student achievement, it is not clear how student achievement will be measured. (Pg. 16). The plan does not clearly explain how evaluators will be trained.

**Reader's Score: 50**

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

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

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

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

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

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

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

**Strengths:**

The TEP Management Group composed of four qualified individuals representing four highly recognized organizations will provide management support for the project. (Pgs. 44-46). The applicant indicates that the management group will provide donations of space and time during the planning period and insure that the major goals of the project are achieved on time and within budget. (Pgs. 44, 52-53) The management plan includes clearly defined responsibilities, timelines and milestones (Pg. 46). 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. (Pgs. e0-e15).

**Weaknesses:**

The proposal states that by the fifth year, high needs schools will support the PBCS with 20% of non-TIF funds. Other funding sources to support the continuation of the project have not been identified. Therefore, it is questionable how the schools will fully sustain the PBCS at the end of the grant.

**Reader's Score: 20**

**Selection Criteria - Quality of Local Evaluation**

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

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

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

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

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

**Strengths:**

The applicant's evaluation plan includes preliminary strong and measurable performance objectives presented in matrix format which will produce quantitative and qualitative evaluation data. The applicant indicates that the matrix will be finalized during the planning process. Plans to ensure feedback and continuous improvement in the operation of the proposed project include the use of evaluative questionnaires, surveys and assessment used at every meeting and professional development session. Data from the feedback documents will be used to modify and improve plans for future meetings and professional development trainings. The final evaluation protocol will review teacher and principal performance standards. The applicant includes in table format some of the evaluation indicators that will be finalized during the planning process. (Pgs. 54-58).

**Weaknesses:**

The applicant did not provide ways that feedback will be used to enhance professional development in the plan. The performance objectives listed in the table on pages 54-57 were not measurable but rather posed questions. Therefore, it is not possible to assess whether or not the objectives are appropriate for the evaluation component of the plan.

**Reader's Score: 3**

**Priority Questions**

**Priority Preference - Competitive Preference Priority 1**

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

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

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

**Strengths:**

The applicant indicates that a value added model will be finalized and included in the plan for data analysis. The model will allow educators to follow the progress of individual students using all available assessment data and to target their instruction to the achievement level of each student. The data will be used to improve principal and teacher effectiveness in the process of improving student achievement.

**Weaknesses:**

The applicant did not include plans to familiarize teachers and principals with the value-added model to improve instructional practice.

**Reader's Score: 3**

**Priority Preference - Competitive Preference Priority 2****1. Competitive Preference Priority: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools. (Up to 5 points):**

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

**Strengths:**

The applicant indicates that during the planning period, the project director will lead the effort to finalize the training of high needs school principals and lead staff in the recruitment of and retention of effective teachers. Several available resources have been identified including a teacher response which will identify teachers who are more effective with diverse student populations in poverty schools. The proposal indicates that all teachers will be offered opportunities to demonstrate their effectiveness which will likely increase the retention rate of effective teachers.

**Weaknesses:**

The applicant did not include plans to: (1) implement strategies to recruit teachers for specific hard to staff subjects such as math, science, special education or language acquisition;  
(2) fill vacancies in those subjects or specialty areas who are effective or likely to be effective.  
(3) plans to advise teachers of the high-need school status and the subjects and specialty areas which are considered hard-to-staff.

**Reader's Score: 2**

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**Status:** Submitted  
**Last Updated:** 8/6/10 4:06 PM

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Last Updated: 8/6/10 4:06 PM

## Technical Review Coversheet

**Applicant:** Youth Empowerment Services, Inc. -- San Antonio Charter Schools, Teacher Effectiveness Process (TEP) (S385A100099)

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

**Points Possible    Points Scored**

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

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

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

##### Absolute Priority 3

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

##### Requirement

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

##### Core Element 1

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

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

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

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

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

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

##### Need for the Project

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

1.Project Design	60	55
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	18
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	3
<b>Sub Total</b>	<b>100</b>	<b>84</b>

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	4
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<b>Sub Total</b>	<b>10</b>	<b>8</b>
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<b>Total</b>	<b>110</b>	<b>92</b>
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## Technical Review Form

Panel #8 - Panel - 8: 84.385A

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

Applicant: Youth Empowerment Services, Inc. -- San Antonio Charter Schools, Teacher Effectiveness Process (TEP) (S385A100099)

### 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:

A consortium of ten high need charter schools proposes to develop and sustain a PBCS for teachers and principals to reform instruction to improve student achievement. The criteria for teachers to qualify for compensation is proposed to include 30 percent of student performance data, 20 percent of school wide data, and 50 percent of teacher evaluation/observation data (p. 16-17). A teacher could be compensated for achievement in one, two or three of the criteria. This means that if achievement is only demonstrated in criterion related to teacher evaluation/observation, the teacher does not have to evidence significant impact on student achievement in order to receive up to 50% of the maximum compensation (p. 18-20). The four criteria for compensation for principals each weigh 25% of the evaluation: teacher evaluations/observations, defined as the percentage of teachers from the school who score 3 or above, AYP, principal evaluative criteria which includes community leadership and instructional leadership, and school wide value added. Again, they could receive compensation for performance in a criterion that does not involve direct impact on student achievement. The fact that a teacher could receive compensation without necessarily having to demonstrate impact on student achievement is a

concern in terms of the effectiveness this will have on improving student achievement. No clear definition of what objective data on student performance was found, other than a mention that all testing data available on each student will be used for calculating value added (p. 28). It is indicated that the details for all criteria to determine the teacher and principals scores will be fully developed, documented, and presented to all high need school principals and teachers before the PBCS is implemented (p. 21), as part of the 10 month planning process.

At a minimum, an observation based evaluation is proposed that will include four observations of each new teacher and principal by trained evaluators every year, which include a post conference that focuses on the strengths and areas to improve (p. 23). On page 24, it is indicated that an instructional standards based rubric will be used, and teachers and principals will be trained in this rubric to make it a transparent process, and they will be provided opportunities to request a re-evaluation and work with the evaluator if the score needs to be adjusted. The rubrics being finalized will provide a quantitative, measurable report of the teacher's classroom effectiveness (p. 27). Later, on page 33, it is indicated that at least four standards based rubrics will be finalized- classroom instructional curriculum rubric, classroom accountability rubric, classroom planning rubric, and classroom management rubric. A sample rubric for teacher evaluation is presented on page 25, which although is evidence based, seems very outdated (1998) and does not reflect criteria based on recent research on teacher effectiveness. The rubric sample of one criterion for evaluation of principals seems more updated (p.26). The proposed evaluation system seems to be strong once the rubrics are fully developed and tried.

Teachers will be given opportunities and incentives for teachers to take on leadership roles as Career Teacher Leader and Expert Teacher Leader.

The amounts of differentiated pay based on performance proposed is up to \$8,000 per teacher and \$22,000 per principal, which is a highly substantial increase over present salary levels (p. 15), considering that average salary of teachers in the ten consortium schools is \$29,000 (p. 2). The specific amounts of payment will be prorated according to the level of student achievement. Such amounts will certainly be strong incentives to recruit and retain teachers and principals.

**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 successful implementation of the proposed TEP project will require substantial resources as evidenced in the projected costs presented in the budget narrative. The section on Sustainability-Cost Sharing (p. 52-53) states that during the planning period, TEP will finalize the commitment of each school in support of a minimum of 5 percent of the PBCS payout to teachers each year, to increase by 5 percent each year, for up to 20 percent during year 5. During year 2, the Executive Project Director will work with

schools to identify non TIF sources of funding to sustain the PBCS, which include partners of the consortium such as foundations. It seems that because of the low level of budget allocated by the consortium schools they will not be able to sustain the PBCS once TIF funds cease.

**Reader's Score: 0**

### **Evaluation Criteria - Absolute Priority 3**

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

Comment on how well the applicant demonstrates that - -

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

#### **General:**

The Teacher Effectiveness Process project proposes to develop PBCS based on the specific student achievement targets for each school along with a reformed evaluation process and a professional development program to enhance the instructional skills of teachers, and instructional leadership in principals (p. 30-40). It is explained that many of the teachers are not certified and therefore have a need for extensive training. On page 24 it is stated that teachers and principals will be encouraged to use their growth indicators from the evaluation process at their weekly professional development sessions to receive support and training on how to improve. Although it seems that the use of student data and evaluations will be used for professional development and retention, this is not made sufficiently clear in the description of these components. No mention is made of tenure decisions.

**Reader's Score: 0**

### **Requirement - Requirement**

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

#### **General:**

Teachers will have opportunities and incentives to develop as leaders to promote professional development of peers, and support instructional improvements. Teachers who are successful in becoming Career Teacher Leaders or Expert Teacher Leaders will be paid additional compensation through the PBCS (p. 42). This is a very good strategy to encourage teachers to continue and broaden their effectiveness and contribute to overall school improvement.

**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 first year of the project will consist of a planning phase that focuses on communication of the core elements of the TEP PBCS project to all stakeholders, including meetings with parents and community (p. 10, 22). Communication channels will include printed and online media, meetings, trainings, and focus groups to ensure that all staff have access to the TEP planned PBCS as it is developed and finalized. This plan seems very adequate to make sure that all participants are aware of the PBCS.

Reader's Score: 0

**Evaluation Criteria - Core Element 2**

**1. Core Element 2:**

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

**General:**

School level leadership teams comprised by the Principals, Career Teachers, and Expert Teachers will involve stakeholders in the planning and implementation of the project. It is indicated that the consortium schools presently have no teacher unions, but that if they arise they will be included as partner in the project (p. 22). On page 19, it is stated that during the planning period all targeted school administrators and teachers will be invited to share their input and provide suggestions to the plan. They also participated in the design of the application and will continue to provide input into the final design of the PBCS (p. 20). This process is very adequate to secure full involvement of all parties in the planning and implementation.

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:**

Each year, teachers and principals will be observed and evaluated four times by trained evaluators using evidence based rubrics aligned with instructional standards that will be

developed during the planning year (p. 23-27). Within 48 hours of the observation/evaluation, the evaluators will meet with the teacher or principal to review the evaluation and to plan improvements. Teachers and principals will be trained in the standards-based rubric used in the evaluation. Principals, Career Teacher Leaders and Expert Teacher Leaders will participate in multiple trainings to conduct the evaluations to ensure inter rater reliability (p.24-27). The proposed evaluation system to be developed seems to be well designed and fulfills criteria of transparency, rigor, and fairness. The only shortcoming is that no mention is made of incorporating additional forms of evidence as part of the evaluation.

**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:**

A data management system will be established during the planning year that will include a) a value added model that provides precise and reliable measures of student academic progress based on test data, b) data management to link student and teacher payroll and human resources systems, c) data on teacher and principal evaluations, and d) a systems data operations (pages 12 and 28-30). The description of the system and the process to develop it seem appropriate.

**Reader's Score: 0**

#### **Evaluation Criteria - Core Element 5**

##### **1. Core Element 5:**

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

##### **General:**

During the planning year, teachers and principals will be explained the specific measures of effectiveness to be included in the PBCS (p. 12). Data will be collected through the project evaluation to check the level of understanding of the PBCS by teachers and principals (p. 56). As part of the evaluation process, teachers and principals will also be explained these measures, and will have the opportunity to discuss them to ensure their understanding. Professional development for teachers and principals will be based on the individual school data, including teacher effectiveness data (p. 33). Furthermore it is stated on page 39, that teachers and principals will be required to participate in professional development training each year so that they can understand the specific measures of teacher and principal effectiveness included in the PBCS and receive professional development that enables them to use the data generated by the measures to improve their instructional practices in order to increase student achievement. The strategy for ensuring that teachers understand the specific measures of the PBCS seem to be appropriate.

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

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

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

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

(3) Provide --

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

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

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

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

**General:**

The professional development component described in pages 32-40 emphasizes training all teachers in effective instructional strategies according to needs based on student achievement. Principals and teacher leaders will participate in additional intensive training to support instructional improvement and evaluate teachers. The sample plans for professional development presented (p. 34-36) and the description of the leadership academy include an extensive list of topics that address the needs of teachers to improve their instructional practices. Teachers who are observed and deemed not to be proficient in the basic instructional skills will be assigned specific refresher sessions with additional observation and feedback (p. 35).

On page 39 it is stated that principal and teacher input will be gathered, reviewed, and assessed after each professional development session so that the next professional development can be improved through any necessary modifications. Yet, how the professional development program will be evaluated to determine its effectiveness in improving teacher performance is not mentioned.

On page 41, there is a description of how teachers who are deemed to be effective will be provided with tools and skills to continue to improve the effectiveness of their practices as they progress to higher levels of professional status.

It is not explained how professional development will be evaluated to determine its effectiveness in promoting teacher improvement in increasing student achievement

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 Teacher Effectiveness Process proposal identifies ten high need schools to work with in the development and implementation of the PBCS reform to recruit and retain high quality principals and teachers in areas that are hard to staff, specifically math and science. Academic achievement among these mostly minority, low income students in each of the ten schools lags significantly behind state levels as evidenced by the passing rates in math and science (p. 1-9).

##### Weaknesses:

The applicant did not provide a clear definition of what it considers comparable schools.

Reader's Score: 8

#### Selection Criteria - Project Design

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

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

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

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in

which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in the Federal Register notice);

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

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

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

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

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

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

#### **Strengths:**

The applicant seeks to plan and implement a PBCS based on the effectiveness of improvement of student achievement through the joint efforts of ten high need charter schools. The methodology proposed to determine student growth as part of the PBCS will use the EVAAS value added model (p. 28) developed by SAS, which provides precise and reliable measures of the impact of different variables on academic progress. The results of the value added model will be provided to teachers to plan their instructional interventions in order to improve their effectiveness. The PBCS to be developed will include effectiveness criteria for teachers to qualify for compensation, and 30 percent of these criteria are related to student performance data, while 20 percent relate to school wide student achievement data, and the remaining 50 percent will be based on teacher effectiveness through evaluation/observation data (p. 16-17). The criteria for compensation for principals includes four elements that each weigh 25% of the evaluation: teacher evaluations/observations, defined as the percentage of teachers from the school who score 3 or above, AYP, principal evaluative criteria which includes community leadership and instructional leadership, and school wide value added. Differentiated pay for performance will total up to \$8,000 per teacher, and \$22,000 per principal. The proposed amounts represent substantial increases over present salary levels (p. 15), as the average salary of teachers in the consortium schools is \$29,000 (p. 2). The specific amounts of compensation will be prorated according to the level of achievement. Such amounts seem to be strong incentives to recruit and retain teachers and principals

As stated on page 21, involvement of all stakeholders has been sought. All principals voted to participate in the development of the PBCS and 97 percent of teachers supported the project and provided input through a survey. Through school meetings and training all principals and teachers will continue to participate in the development of the project during the planning as well as implementation phases. It is indicated by the applicant that at present there are no unions with collective bargaining authority in the participating school, yet should this fact change, project staff will include the

selected unions to be involved in the planning and development of the project (p. 22). Evidence based rubrics aligned with teaching standards will be developed as instruments for evaluating teacher and principal effectiveness through observations that will take place during at least three to four times a year (p. 25). It is proposed that the instruments to be developed will be based on ten instructional indicators and an example of what the rubric would look like is provided on page 25, which seems appropriate. The scores that must be attained on the evaluation in order to qualify for compensation will be explained to all teachers and principals so that they understand what the scores mean and how to achieve them (p. 18-20).

A data management system will be developed to link student performance and human resource system (p 12, 28). This data system will be used by each school's leadership team in evaluating the teachers and principals. The applicant seems to be very aware of the need to develop a highly effective and reliable system, and will contract an experienced consultant to assist them.

The professional development component described on pages 32-40 emphasizes training all teachers in effective instructional strategies according to the specific needs identified in each school. Principals and leader teachers will participate in additional intensive training to support instructional improvement and evaluate teachers.

**Weaknesses:**

The measures of student achievement to be used for determining teacher and principal effectiveness are not well identified, except for saying that all test data available will be used.

**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 project brings together a diverse group of experts in the field who will make up the management team, which is adequately described in terms of responsibilities, time commitments, and experience (p. 44-45). The organization for implementing the project includes a central Executive Team, Project Director and staff, whose responsibilities are clearly delineated (p. 47, 49-50). At the school level, leadership teams will be established providing leadership opportunities for teachers. On pages 46 and 50, a well defined timeline for planning year activities is provided.

The budget request (p. 52-53) is closely aligned with the proposed activities, and seems

adequate to achieve project objectives during the five year grant period. During year 2, the Executive Project Director will start to work with schools to identify non TIF sources of funding to sustain the PBCS.

**Weaknesses:**

The level of local support to be provided by the consortium does not seem substantial. The section on Sustainability-Cost Sharing (p. 52-53) states that during the planning period, TEP will finalize the commitment of each school in support of a minimum of 5 percent of the PBCS payout to teachers each year, to increase by 5 percent each year, for up to 20 percent during year 5.

**Reader's Score: 18**

**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:**

A clearly formulated matrix presents project goals, and the data to be collected to determine the extent to which project goals have been met (p. 54-55). A second matrix (p. 56-57) addresses the evaluation of implementation specifically during the planning year. Both matrices include specific qualitative and quantitative measures that seem appropriate to document the achievement of project goals.

Various mechanisms, such as surveys and professional development evaluations, are mentioned to gather feedback information from stakeholders that will be used to enhance the project (p. 57)

**Weaknesses:**

The objectives/ benchmarks presented for the planning period on Table B do not match with the performance measures, so it is hard to determine how they will measure the achievement of the planning period (p. 56). No mechanisms are mentioned on how the results of the evaluation will be used as feedback to continuously improve the project.

**Reader's Score: 3**

## Priority Questions

### Priority Preference - Competitive Preference Priority 1

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

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

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

#### Strengths:

The applicant will plan to finalize the selection of a value added model to be used for data analysis to calculate the differentiated levels of compensation. They have reviewed the EVAAS value added model developed by SAS that provides precise and reliable measures of the influence of educational variables on the academic progress of students (p. 28). Teachers and principals will be trained in the use of the data management system for the value added model. A contractor will be used to develop the data management system to implement the value added model.

#### Weaknesses:

The data on student performance to be used in the value added model is not well explained.

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 consortium proposes to develop PBCSS for a ten high need schools to improve student achievement. The data that describes the schools and student achievement levels is indicative of their high need status (p. 1-9).

The design of the PBCS provides incentives for recruiting and retaining all teachers and principals based on their effectiveness in promoting student achievement. The low salary levels of the charter school teachers and principals in comparison to state averages indicates a strong need to provide incentives for recruitment and retention of highly qualified teachers. During the planning period, the TEP Project Director will lead the effort to finalize the training of high need school principals and lead staff in the recruitment and retention of effective teachers. They mention they will be using the Haberman Star Teacher Survey which uses teachers responses and compares them to those of star teachers who are effective in teaching diverse children in poverty schools. The results from these surveys can be used as a starting point towards recruiting effective teachers, and the schools can use results to help retain effective teachers.

**Weaknesses:**

Although the section on needs establishes special need to recruit math and science teachers, this is not elaborated further in the strategy.( P. 3). No mention is made of communication of hard to staff schools and areas to teachers.

**Reader's Score: 4**

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**Status:** Submitted

**Last Updated:** 8/6/10 4:06 PM

Status: Submitted

Last Updated: 8/6/10 4:06 PM

## Technical Review Coversheet

**Applicant:** Youth Empowerment Services, Inc. -- San Antonio Charter Schools, Teacher Effectiveness Process (TEP) (S385A100099)

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

**Points Possible    Points Scored**

### Questions

#### Evaluation Criteria

##### Absolute Priority 1

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

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

##### Absolute Priority 3

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

##### Requirement

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

##### Core Element 1

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

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

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

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

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

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

##### Need for the Project

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

1.Project Design	60	45
<b>Adequacy of Support for the Proposed Project</b>		
1.Adequacy of Support	25	18
<b>Quality of Local Evaluation</b>		
1.Quality of Local Eval.	5	3
<b>Sub Total</b>	100	74

**Priority Questions**

**Priority Preference**

**Competitive Preference Priority 1**

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

1.Competitive Priority 2	5	2
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<b>Sub Total</b>	10	5
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<b>Total</b>	110	79
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## Technical Review Form

Panel #8 - Panel - 8: 84.385A

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

**Applicant:** Youth Empowerment Services, Inc. -- San Antonio Charter Schools, Teacher Effectiveness Process (TEP) (S385A100099)

### 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 proposed a plan to implement performance-based incentives at differentiated levels for teachers and principals to improve academic achievement (pg. 16-18). The applicant states the plan provides significant weight to student achievement by designated a weight of 30% for student academic achievement and 20% school achievement to add up to 50% total of student performance in general (pg. 16). Under the proposed proportions, only 30% of teacher effectiveness is determined from the academic achievement students that the teacher actually teaches which does not represent significant weight. Although the applicant provides the designated proportions, justification as to why school performance was used at 20% instead of increasing the individual student academic achievement weight is needed. An appropriate plan is outlined for teachers and principals to be observed multiple times throughout the school year by a trained evaluator with an objective evidence-based rubric (pg. 23). An example of a draft of the evidence-based rubric was provided for the observations and was minimal but applicable (pg. 26). The applicant stated a minimum of 10-15 indicators will be used on the instructional rubric which is an appropriate for making reliable judgments. Each

school will develop a leadership team to conduct the evaluations (pg. 26). Instructional leadership learning session will take place to help instructional leaders to, "develop, articulate, implement, and evaluate programmatic & campus consistency with classroom teachers resulting in increased student achievement," (pg. 38). Additional types of leadership roles were not explicitly presented on in the proposal. The applicant adequately justified the amount of the differential compensation award by providing a large enough award to end the disparity between the charter school teacher pay and public school teacher pay (pg. 15). The payout of up to \$8,000 for teachers and \$22,000 for principals are convincing incentive payouts (pg. 15).

**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 provided an appropriate budget and budget narrative with projected costs associated with the project (appendix). The project costs provided in the budget and budget narrative demonstrate the applicant's plan for distributing money to successfully carry out the project. The applicant has committed to provide performance-based compensation to teachers and principals (pg. 52). The applicant stated the plan for providing non-TIF funds over the course of the five-year project, however the commitment will be 20% at the fifth year which does not appear to be enough to sustain the project at 100% funding the following year.

**Reader's Score: 0**

#### **Evaluation Criteria - Absolute Priority 3**

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

**Comment on how well the applicant demonstrates that - -**

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

#### **General:**

The focus on the PBCS is to increase student achievement and the applicant has provided a reasonable plan for strengthening the workforce to promote student growth (pg. 1, 11). Communication will be created during the planning year to ensure teachers and principals understand how to use the value-added data to make instructional decisions and improve learning (pg. 11). In the introduction to the proposal (pg. 0) the applicant re-states

the priority statement regarding retention and tenure, but the applicant does not reference tenure decisions later in the document creating inconsistency in the applicant. The applicant will use data and evaluations for plan professional development and retention which should increase teacher and principal effectiveness (pg. 30).

**Reader's Score: 0**

#### **Requirement - Requirement**

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

##### **General:**

The applicant identifies two leadership roles teachers can achieve: Expert Teacher Leaders and Career Teacher Leaders. The applicant stated both leadership positions will be required to take on additional leadership responsibilities (pg. 43, appendix pg. 9) such as a longer work year which may not be a good incentive if the teachers do not want to work a longer work year. Page 8 of the appendix stated the Expert Teacher Leaders will receive additional pay beyond the Career Teacher Leaders because they will be required to work a longer work year, but the extent to which the opportunity would be desirable cannot be determined (pg. 8 of appendix).

**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:**

A planning period is proposed to be used to develop communication to make sure teachers and principals understand the differentiated pay system (pg 18, 20, 53). A clear plan has not been established for the specific ways communication will take place. The instructional leadership professional learning session are planned to be used to communicate information to educators, however, the plan for communicating information to the community at-large was missing (pg. 38). The applicant met the criteria for Core Element 1, but the ways in which the communication plan will actually be carried out is unknown.

**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 conducted surveys to assess the extent to which teachers would like to be involved in the PBCS process and 97% of the teachers indicated they were interested in being involved in the process (pg. 22). The applicant proposes to include teachers and principals as part of leadership teams at each school, but the ways in which a teacher or principal can participate in the leadership team was not defined. The applicant stated that no educator unions are present in the current system but if unions to enter the system throughout the project period, the union(s) will be invited to take part in the planning and implementation process (pg. 22). The applicant met the criteria for Core Element 2.

**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 evaluation will include the use of rubrics to assess teacher effectiveness (pg. 24). A sample objective based rubric was provided, however, the content of the objective evidence-based rubrics was questionable because only one indicator was provided in the sample rubric (pg. 25). Teachers and principals will be observed multiple times throughout the school year which the applicant defined as a minimum of three times (pg. 19). For principals, three observations will be unannounced and one will be announced (pg. 24). The applicant's presentation of collecting and evaluating additional forms of evidence aside from student academic achievement scores and observation rubrics were limited (pg. 23). The applicant stated a high degree of inter-rater reliability will be obtained but a specific value or ways in which this would be obtained was not described. The applicant met the criteria for Core Element 3.

**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 provided a clear, consistent, and comprehensive plan to carry out a data-management system that will link student achievement data to teacher and principal payroll systems (pg. 14, 29). The applicant states that they will engage in a contract

to hire someone to link the student achievement data to a teacher payout report for human resources. The plan provided appropriate details as to the procedures the applicant will take to create and implement the system. The applicant met the criteria for Core Element 4.

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 is proposing a planning period to develop finalize the core elements, specifically for communicating the PBCS and ensuring teacher and principal understanding (pg. 10). Fifteen days a year will be used for professional development days, however, the applicant stated that the majority of the teachers are not state certified teachers and in some schools up to 50% of the teachers are alternatively certified. Because of this, some and some of the professional development time included in the 15 days each year is used to orient the teachers to general expectations of the job (pg. 12, 33). The extent to which the 15 professional development days will provide sufficient enough time to ensure teachers and principals understand the PBCS is questionable. Specific ways in which the applicant will ensure teachers and principals understand the specific measures of teacher and principal effectiveness were not clear (pg. 34). A pre- and post test will be used to assess professional development, but the applicant did not provide specific examples of the instruments or procedures they will use ensure understanding. The applicant did not provide clear evidence that specific professional development activities will enable teachers and principals to use data to improve their practice. The applicant met the criteria for Core Element 5.

Reader's Score: 0

#### Evaluation Criteria - High Quality Professional Development

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

Comment on the applicant's demonstration that ---

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

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

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

(3) Provide --

(a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and

skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and

(b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to

(1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);

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

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

**General:**

The professional development sessions will be targeted to meet the specific needs of the teachers at each school (pg. 21). The professional development will consist of training sessions to train staff on each core element of the plan (pg. 22). Input from the high-needs schools will be the basis for the development of the professional development activities. The ways in which the input from the high-needs schools will be collected was not provided. The applicant plans is to link the professional development activities to specific teacher and principal effectiveness measures, but limited information were provided as to how this will occur (pg. 32). The plan to use feedback and input from teachers to direct the professional development activities makes it difficult to determine the quality of the proposed activities. The applicant stated that feedback will be collected after each professional development session to improve future sessions, but the ways in which this will occur was missing (pg. 40). The applicant did not provide a plan for teachers who have not been identified as effective. Teachers who are making progress towards being effective will be able to "compete" for additional roles such as career teacher leader and expert teacher leader the ways in which the teachers compete was not provided (pg. 42). The applicant will provide professional development activities focusing on instructional practices to increase student achievement. The applicant did not provide specific evidence of assessing the effectiveness of the professional development activities in regards to improving teacher and principal effectiveness and student achievement.

**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:**

## STRENGTHS:

The schools selected for the project are all Title 1 schools, which provides evidence that the schools are high need (pg. 1). In addition the evidence was provided to demonstrate the disparity in teacher pay compared to other comparable schools. Surveys and questionnaires were used to determine the extent to which recruiting high quality teachers is difficult (pg. 3). Math and science teachers in particular are difficult to recruit and retain, because surrounding school districts provide incentives for math and science teachers ranging from hundreds to thousands of dollars. Overall the applicant provided clear evidence and support for the need for the project based on difficulty recruiting and retaining teachers, and increase achievement of high need students.

**Weaknesses:**

## WEAKNESSES:

A definition of comparable schools was not provided. A table was provided to compare the applicant to other schools but the appropriateness could not be determined because no definition of comparable schools was provided (pg. 1).

Reader's Score: 8

**Selection Criteria - Project Design****1.(B): Project design (60 points)**

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

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

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

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

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

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

(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in the Federal Register notice)

as a significant factor, as well as classroom observations conducted at least twice during the school year;

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

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

**Strengths:**

STRENGTHS:

The first year will be a planning period to finalize all five required core components before implementing the differentiation pay (pg. 9). The applicant has provided evidence of a commitment to increasing student achievement and provided adequate evidence to support this (pg. 13). Differential performance pay will be implemented after the first year of planning (pg. 14). Teachers will receive up to \$8,000 and principals can receive up to \$22,000 for incentive pay. A methodology for determining incentive pay was clearly provided and was reasonable. The clear description of the process for which teachers and principals will be determined effective was provided. The applicant provided a justification for the amount of the compensation incentive which was reasonable (pg. 16). Based on survey results, 97% of teachers indicated that wanted to support and be involved in the performance-based compensation process (pg. 22). No unions are part of the current education system, but in the applicant will include them in the process if that changes in the future (pg. 22). Four evaluations are planned for teachers and principals by trained evaluators to determine effectiveness (pg. 23). Ten to fifteen indicators are planned for the objective rubric (pg. 24). The applicant has explored value-added model programs and plans to use EVAAS by SAS (registered trademark name) (pg. 28). The applicant described the plan for putting together a comprehensive data management system (pg. 29-30). Professional development activities are focused on increasing educator's ability to increase student achievement specifically for on high needs students (pg. 31). The professional development activities will be targeted towards the needs of each school in the PBCS (pg. 32). The applicant plans to train teachers on using the data-management system (pg. 28). A clear plan was provided to link student achievement data and the human resource payroll system (pg. 14, 29).

**Weaknesses:**

WEAKNESSES:

The current plan for teacher payout uses value-added measures of student academic achievement at a weight of 30% and school wide achievement data at 20%. Although the two do add up to 50% of the weight, a justification as to why the percentages were selected is needed (pg. 17). Valid and reliable measures of the way the applicant will measure student growth were not mentioned. Value-added measures will be the main focus for determining incentive pay but within each component, the specific measures are not identified (e.g., the way student achievement will be measured/determined) (pg. 16). The applicant does not provide the ways in which evaluators will be trained or a level of inter-rater reliability to be achieved to consider the evaluation rigorous or high quality (pg. 24, 27).

**Reader's Score: 45**

**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:**

STRENGTHS:

A table was provided to give a comprehensive overview of the activities and the timeline which provides adequate evidence that the management plan is likely to achieve the project objectives (pg. 46). Key personnel were identified and justified with background and experience (pg. 44-45). The existing partnerships among key people and organizations provide support for the applicant's ability to implement the project effectively. Each campus will be required to put together a leadership team for the project (pg. 49). Time commitment from the project manager (100%) is appropriate and necessary (pg. 51). The applicant stated an agreement will be reached for local financial, non-federal and in-kind donations will support the goals and objective of the project (pg. 51). During years two through five the project director will work with each campus to identify non-Teacher Incentive Funds to sustain the program after the project ends (pg. 53). In general, based on the budget narrative, the amount of the funds request are sufficient to attain the project goals.

**Weaknesses:**

WEAKNESSES:

An agreement with local and non-federal financial consortium is planned but an agreement has not been finalized for financial commitments from the outside parties (pg 52). The contributions (percentages) from the campus schools throughout the project will be 20% by the fifth year. After the project ends, the probability that the campus schools will be able to increase to 100% funding does not seem likely.

**Reader's Score: 18**

**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:**

STRENGTHS:

The evaluation table provided on pg 54 and 55 provide an overview of the evaluation. The types of data to be collected for each goal were stated and examples of data sources were provided (pg. 54-55). Aside from the external evaluation, the applicant proposes conducting internal evaluation for continuous improvement. Quantitative and qualitative data will be collected via surveys, questionnaires and assessments at every meeting which will allow for data to be used for the continuous feedback the applicant states it will use (pg. 57). The applicant states that feedback will be used to make changes in future meetings and professional development (pg. 57).

**Weaknesses:**

WEAKNESSES:

The evaluation table provided on pg 54 and 55 poses questions to be answered by the data collected instead of providing strong measureable performance objectives. A draft of the objectives would help assess the appropriateness of the objectives to be determined. The procedures were not provided for the specific ways in which feedback will be used to make changes in future meetings and professional development.

**Reader's Score: 3**

**Priority Questions**

**Priority Preference - Competitive Preference Priority 1**

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

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

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

**Strengths:**

STRENGTHS:

The applicant has shown a commitment to developing value-added measures of student achievement (pg. 15, 28). The applicant has provided evidence of researching analysis systems to conduct the analyses necessary to measure value-added student achievement and selected an appropriate program to carry out the analysis providing support for the applicant's likelihood of carrying out the plan (pg. 28).

**Weaknesses:**

WEAKNESSES:

Specific examples of the ways the value-added model will be communicated to teachers and principals were not sufficient. It is unclear if teachers will be able to meaningfully use the data to improve classroom practices.

Reader's Score: 3

Priority Preference - Competitive Preference Priority 2

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

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

**Strengths:**

Strengths: The applicant provided evidence of high need students by indicating the schools are Title 1 (pg. 1). Evidence of difficulty retaining and recruiting teachers in hard to staff areas was clearly established (pg 2, 3, 4).

**Weaknesses:**

Weaknesses: Although the need section in the proposal indicates the applicant needs math and science teachers, the applicant did not provide a plan for recruiting in those areas (pg. 3). The proposal did not include information on the ways in which the applicant will determine if teacher filling a vacancy is effective or likely to be effective. The applicant did not provide a plan for communicating to teachers which subjects are high-need and which subjects are hard-to-staff.

Reader's Score: 2

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**Status:** Submitted

**Last Updated:** 8/6/10 4:06 PM