

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120062



Applicant Name: Alliance College Ready Public Schools, CA

Reviewer Code: 25A

**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(HCMS). (45 points)** We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

<i>Factor/Sub-criterion</i>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments:</p> <p>The application clearly describes how the HCMS aligns with the LEA's vision of instructional improvement. The current scope of the present HCMS system is workable, and the plans presented have the potential to recognize the improvement of strong teachers and leaders (e26-27).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	<b>35</b>	<b>30</b>
<p>Comments:</p>		

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- i. The application presents researched and documented strategies (e39) for successfully implementing a coherent and comprehensive Human Capital Management System (HCMS) for retaining highly effective teachers based on the educator evaluator system. A full range of HCMS decisions are identified as recruitment, retention, compensation, promotion, and counseling out (e32-33).
- ii. The applicant does not address the weight the educator evaluation system has on the HCMS decisions (e35-36).
- iii. Having piloted a data-driven evaluation system for teachers and principals, the applicant has demonstrated its prior experience using evaluative data to inform HCMS decisions. The piloted evaluation will further strengthen the described HCMS, giving highly effective teachers and principals career path and compensation options. (e37).
- iv. As demonstrated by the MOUs, the LEA leadership is committed to implementing the described HCMS, including all of its component parts (e37-38, 97-103).
- v. The applicants Educator Effectiveness system addresses both researched financial (compensation) and non-financial (career paths) strategies for attracting effective educators to work in high-need schools and retaining them in those schools (e38-39).

<b>TOTAL</b>	<b>45</b>	40
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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	1
<p>Comments:</p> <p>Although no rubric was attached to the application, the teacher evaluation described has been successfully piloted with five identified levels of teacher performance (entry, emerging, achieving, effective and highly effective [e31]). These levels will be used to identify teacher effectiveness in four areas: data-driven planning and assessment; classroom learning environment; instruction; professional responsibilities; and partnerships/family/community (e40).</p> <p>Although the principal's evaluation was mentioned, no levels were identified (e45).</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	4	4
<p>Comments:</p> <p>i. The application presents a clear rationale regarding assessing student growth based on the fact they are currently using student growth as part of their evaluations(e41-42).</p> <p>ii. The quality of the data will drive the quality of the evaluation results. For example, the "growth-to-standard model", developed by a third party working with the LEA, calculates the gap between the students' present abilities and college readiness. These results will be part of the teacher evaluation (e41). This model's use was justified through shareholder input and buy-in. Additionally, newly inducted Instructional Coaches will support the success of the</p>		

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evaluation system (e43).		
(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	<b>13</b>	<b>10</b>
<p>Comments:</p> <p>Some required components for both teacher and principal evaluations are discussed in the application (e43-45). Teachers are observed by the principal four (4) times a year using an established observation tool. Events to be observed include teacher lesson planning, classroom instruction, and assessment (e44). Principals are observed twice yearly by the Alliance Vice President (e45). No other information about the principal evaluation and observations is given.</p> <p>Procedures for ensuring a high degree of inter-rater reliability includes training for all observers by the same vendor on the same evaluation, calibrations twice a year, and annual certification of observers (e44).</p> <p>This application demonstrates a thorough, thoughtful guide for empowering teachers and principals to actively progress toward the highly effective level to positively impact student achievement (e44).</p> <p>Observation tool is named but not included (e44).</p>		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	<b>4</b>	<b>4</b>
<p>Comments:</p> <p>Each LEA has had experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems. The application describes how the LEA combines standardized test results with a student growth percentile to determine the student growth that can then be used for evaluating the effectiveness of teachers. Incorporating these percentages into the educator evaluations adds</p>		

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<p>a high level of educator accountability for working toward student success. Ultimately, this helps both the student and educators succeed (e46-49).</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>6</p>
<p>Comments:</p> <p>i. The application indicates that forty percent of the teacher evaluation is based on student growth, considered significant (e49). To the credit of this LEA, highly effective teachers are assigned to teach both regular and special needs students, strengthening the teaching skills of the teacher and the achievement of the student (e49).</p> <p>ii. Recognizing that teaching special needs students is different from teaching regular students, the LEA is developing an evaluation for assessing these differences (e49-51).</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal’s practice in--</p> <p>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>5</p>
<p>Comments:</p> <p>The application addresses the required listed components for principal evaluation: student growth, academic needs of special populations, and collaboration toward continuous improvement (e53). The evaluation weights student success/achievement, as well as, teacher growth. Although the assistant principal evaluation has not been developed, it will mirror that</p>		

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of the principal's (e51-53).		
The proposed principal evaluation plan does not address academic needs of special student populations or the school culture.		
<b>TOTAL</b>	<b>35</b>	<b>30</b>

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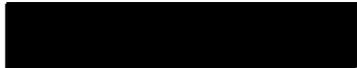
**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)**

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments:</p> <p>The application describes how results from the teacher evaluations, teacher portfolio, and student achievement in the classroom, along with input from Leadership Coaches, drive the professional development for both individual and groups of teachers (e54-55). Further professional development based on evaluation results is provided to principals and Leadership Coaches to strengthen them as they work in this high-need LEA (e55).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments:</p> <p>The application describes how educators are expected to take ownership of their own professional developments and seek out the immediate help they need which is available in the form of coaches and resources. The campus-wide professional development will focus on the teachers' needs as a school. Professional development is further enhanced by addressing principals' needs for growth (e55-56).</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments:</p>		

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<p>The application describes the teachers' job-embedded opportunities as career paths. This is significant as teachers develop and strengthen their educational and leadership skills (e56).</p> <p>Principals' career-path opportunities include using their skills to further the development of effective teachers in high-need schools (e52).</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p><b>20</b></p>	<p><b>20</b></p>
<p>Comments:</p> <p>This application describes strategic professional development (PD) for both teachers and principals. With both teachers and Alliance directors leading the PD, the needs of the educators can be effectively addressed so that, ultimately, skills are gained and strengthened (e57).</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>35</b></p>

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**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	<b>10</b>	<b>10</b>
<p>Comments:</p> <p>Described is a thorough process for including educators throughout the PBCS and evaluation process, inception to implementation. This lays the groundwork for establishing trust and success with future evaluations (e59).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>23</b>
<p>Comments:</p> <p>Results of surveys indicate superintendent and teacher buy-in to the elements of the PBCS and evaluation system. However, the principals' support for their own evaluations is unclear (e59-61).</p>		
<b>TOTAL</b>	<b>35</b>	<b>33</b>

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**SELECTION CRITERION (e) Project Management. (30 points)**

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	2
<p>Comments:</p> <p>The applicant identifies five (5) key personnel. However, the CEO's roles and responsibilities, as they pertain to this project, are unclear. Clearly describing each individual's roles and responsibilities addresses the quality assurance of the management plan (e62-63; 118-126, 130-132).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments:</p> <p>Not only are the key personnel identified, but there are opportunities for coaches and master teachers to participate and grow through this project. Sufficient human resources allows for completing both broad and specific tasks for the project, and for stakeholders to own some of the outcomes (e63).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	3
<p>Comments:</p> <p>This application includes objectives necessary for planning this project. However, no measures are identified which could compromise the success of this application (e63-65).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	1
<p>Comments:</p> <p>This application does not include a project evaluation plan to specifically address how the TIF 4 funds impact the HCMS, PDCS, evaluations, and student achievement. However, the applicant plans to use a third party to conduct the evaluation (e65-71).</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	4

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<p>Comments:</p> <p>Yearly timelines are given for implementing the components of this grant proposal. However, there is not enough time specificity to determine whether the timelines are realistic and achievable (e71-73).</p>		
<p>(5) Specifies realistic and achievable timelines for:                  (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>2</p>
<p>Comments:</p> <p>Yearly timelines are given for implementing the components of this grant proposal. However, monthly timelines would be more realistic for achieving the tasks and objectives (e71-73).</p>		
<p><b>TOTAL</b></p>	<p><b>30</b></p>	<p><b>17</b></p>

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**SELECTION CRITERION (f) Sustainability. (20 points)**

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments:</p> <p>This applicant has identified and committed sufficient non-TIF resources necessary for the success of this grant. The applicant has a proven track record of using outside funding sources , part of the reason this LEA has succeeded and grown and promises to grow in the future (e76).</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments:</p> <p>The applicant has a proven track record demonstrating commitment to creating successful educators and students. This successful track record, as documented in the application, further solidifies the continuation of these successes which are supported in the LEA’s vision statement (e77).</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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**Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)**

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	<b>20</b>	<b>20</b>
Comments:  Feasible plans are described for creating an educator salary structure based on evaluation ratings (e24-25). The budget specifies how the TIF funds will support the salary structure (e136-144). Stakeholder sessions confirmed support of the proposed LEA-level salary structure policies (e24-25).		
<b>TOTAL</b>	<b>20</b>	<b>20</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>195</b>

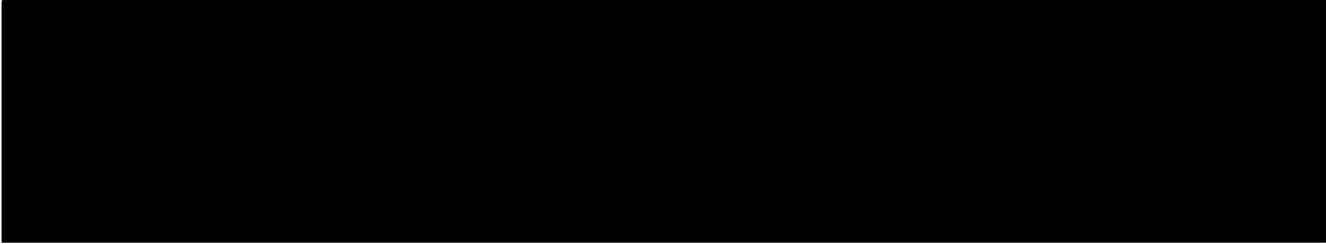
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Reviewer Code: 25B

**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(HCMS). (45 points)** We will consider the quality and comprehensiveness of each participating LEA’s HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comment</p> <p>The applicant’s HCMS is aligned with schools’ vision of instructional improvement because all sites are under the same charter management organization (abstract) and are operated and structured similarly, the teacher evaluation tool is based on the Charlotte Danielson Framework (p28) and the principal evaluation tool is based on the Vanderbilt Assessment of Leadership and the Interstate School Leaders Licensure Consortium Standards (p28). All of these evaluation models are aligned with the applicant’s intent to improve instruction. The abstract notes that Alliance, and its network schools, follow the same Vision of High Quality Charter Schools model (p e16).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including</p>	<b>35</b>	29

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the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

Comments

2i

The applicant clearly states that its HCMS will consider educator effectiveness in each of the following human capital decisions: recruitment, retention, compensation, promotion, and termination (p13-14). The existing HCMS is structured using a career path framework (p11-12). Teachers are provided supports and interventions based on level status. The likelihood that the proposed HCMS will increase the number of effective teachers is high because the path-structure makes terminal decisions at defined benchmarks (p 13-14). The intent to timely counsel underperforming teachers out of the school is notable (p14) and will increase the likelihood that only effective teachers remain.

2ii

The applicant does not clearly address how much weight will be allocated to educator effectiveness when making human capital decisions. It is clear from the narrative that an educator effectiveness rating will be considered in a HCMS. The inclusion of a numeric weight assigned to educator effectiveness rating may have provided clarity.

2iii

The applicant implemented the HCMS as a pilot with two network schools and has been involved in the work of developing a HCMS for seven-years with supports from a Gates Grant and a prior TIF grant (p3, 18). The system used evaluation data to inform recruitment, hiring/firing, compensation, career advancement and retention decisions. The current proposal seeks to scale up the HCMS to its remaining network schools. No impediments to implementation are noted (p18).

2iv

The narrative documents that each LEA is in support of the HCMS, as indicated by signatures on the MOU in the appendix. Commitment is also supported by each LEAs membership in the Alliance network of schools, with guidance provided by a central Superintendent (p e100-103).

2v

The level of bonus offered to teachers in year one is delineated on page two of the budget narrative,

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salary increases in year Two are estimated on page three of the narrative. Though bonuses and salary increases differ by tier, the plan is designed to offer an incentive and later a salary increase. Financial and non-financial supports offered through coaching, mentoring, training, and data are likely to increase educator effectiveness in target LEAs (p10).

	<i><b>TOTAL</b></i>	<i><b>45</b></i>	<i><b>39</b></i>
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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The target LEAs are Alliance Network schools and will use the evaluation rubric mandated by the network (appendix-MOU). The evaluation plan provides four levels of performance for teachers (p12). Levels of performance for principal evaluation will reflect the Vanderbilt Assessment of Leadership model which contains three levels (p29).</p>		
(2) Each participating LEA has presented (4 points)--  (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and  (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;	4	4
<p>Comments</p> <p>2i</p> <p>The LEAs included in the proposal have all agreed, via the MOU, to consider educator effectiveness in differentiating performance levels. The inclusion of student growth, as measured by performance on state assessments, clearly indicates the importance placed on student growth.</p> <p>2ii</p> <p>The applicant provides support for its choice of student growth model. The narrative notes that the value-added methodology used in the evaluation system is based on data from the California Standards Test (p22). The effectiveness of using a value-added model when examining teacher effectiveness is supported by educational research. The use of state</p>		

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<p>standardized tests is evidence of best practice and will likely ensure that assessments produce accurate, reliable data.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>10</b></p>
<p><b>Comments</b></p> <p>The applicant provides documentation that it has made substantial progress in developing a high-quality evaluation plan. While documentation is present to describe the teacher’s evaluation plan, some evidence to support the principal’s evaluation process is missing. Both teachers and principals are observed on multiple occasions. Principals conduct teacher observations and Alliance evaluators conduct principal evaluations (p25-26). Both evaluation systems use an established rubric. The narrative addresses types of teacher activities to be observed (p25), but does not clearly identify the types of principal activities that will be observed. Both principals and the Alliance evaluator (p26) are trained on evaluation rubrics and both frameworks offer either training or materials to calibrate scoring and ensure rigor. However, copies of referenced observation tools in TCRP Evaluation process guide are named but were not included in the proposal packet (p26, 28-29). Also, the qualifications for the Alliance evaluator were not clearly discussed.</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p><b>4</b></p>	<p><b>4</b></p>
<p><b>Comments</b></p> <p>The narrative states that all LEAs are Alliance members and must participate in the evaluation system (appendix-p e98). In that the evaluation system uses student learning growth as a component, each LEA has had experience measuring growth at the classroom level (p17). Each site has implemented all components of the evaluation system.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) — (i) Bases the overall evaluation rating for teachers, in significant part, on</p>	<p><b>6</b></p>	<p><b>6</b></p>

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<p>student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments</p> <p>5i</p> <p>The narrative notes that the teacher evaluation system allocates a 40% weight to student growth (p30). The weight indicates that student growth will be considered as a significant factor.</p> <p>5ii</p> <p>The applicant clearly discusses how the evaluation system will evaluate the practice of teachers and their ability to meet the needs of special population students. All general education teachers are required to teach high-need students and their ability to work with these students would be captured by the teacher evaluation tool (p31). The narrative also states that the project will develop evaluation rubrics for special education teachers which would likely capture non-general education teachers' ability to address the needs of special population students (p32).</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal's practice in--</p> <p style="padding-left: 40px;">(A) Focusing every teacher, and the school community generally, on student growth;</p> <p style="padding-left: 40px;">(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p style="padding-left: 40px;">(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>4</b></p>
<p>Comments</p> <p>6i</p> <p>The principal's evaluation process considers student growth as 40% of the overall principal effectiveness score. The weight clearly indicates significance. The components that make up</p>		

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the principal's effectiveness rating is further evidence of a focus on student growth: college student performance on standardized tests, progress made toward meeting AYP, and ELL student re-designation rate (p34).

6iiA

It is not clear if the principal evaluation captures data on the emphasizing student growth in the school. However, principals will execute the teacher evaluation tool and thereby center teacher focus on student growth during evaluation conferences. A copy of the principal evaluation tool would have provided supportive documentation.

6iiB

Without a copy of the evaluation tool it is difficult to determine if the evaluation captures a focus on culture. However, the list of student growth indicators on page 34 suggests that continuous improvement is captured by the evaluation tool.

6iiC

The narrative provides limited discussion (p34) regarding the inclusion of the needs of special populations in principal evaluation. More detail is needed.

<b>TOTAL</b>	<b>35</b>	<b>30</b>
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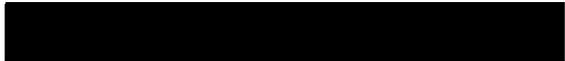
**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)**

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The intent to use findings from the evaluation system to highlight professional development needs and to create personal learning plans meets this criterion (p35-36). Feedback from assigned leadership and instructional coaches will also likely highlight individual professional development areas of focus.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The applicant meets this criterion. The use of individualized learning plans for educators and a constant focus on educator progress by assessing progress on the Alliance career path will likely highlight professional development needs. Supports offered by coaches will also likely focus immediate attention on professional development needs and decrease the time it takes to implement interventions to address challenges.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments</p> <p>The narrative notes that teachers have the opportunity to be classified as master teachers and demonstration teachers, and to offer their classroom for shadowing experiences as</p>		

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<p>opportunities to apply knowledge and skills in new ways (p37). These strategies noted are also evidence of best practice. In addition, principals have the opportunity to apply knowledge gained from training and coaching into practice working with teachers.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p><b>20</b></p>	<p><b>20</b></p>
<p>Comments</p> <p>The use of learning plans, site coaches, lab/demonstration classrooms and data-based feedback are strong indicators of a system designed to improve practice (p38). The connection of professional resources and structures is noteworthy.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>35</b></p>

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**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>The applicant meets this criterion. The list of interactions on page 40 provides clear documentation that educator input was sought during the PBCS and evaluation system design process. Most notably, more than 1000 participant hours were devoted to PBCS design and review. The applicant provides evidence that strategies are planned to continue educator involvement in project development and expansion, including focus groups and discussion panels (p40).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	23
<p>Comments</p> <p>The applicant partially meets this criterion. The strongest evidence of support is the Teacher Perspective Survey in the appendix. The use of teacher advisory panels, the Alliance website, and leadership team meetings to engage stakeholders is further evidence of an informed group of educators regarding PBCS. The narrative is not clear how feedback will be gathered from principals regarding the principal evaluation rubric.</p>		
<b>TOTAL</b>	<b>35</b>	<b>33</b>

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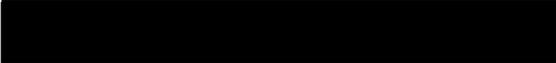
**SELECTION CRITERION (e) Project Management. (30 points)**

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	2
<p>Comments</p> <p>The applicant identifies roles and responsibilities for four key personnel involved in the grant. The narrative describes persons slated for implementation lead, counselor professional development, special education, and finance (p43-44). The applicant's inclusion of these descriptions will likely facilitate project implementation in that expectations are clearly defined. While a summary of experience for the Alliance CEO is provided, it is unclear what role she will assume under the project.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The combined skills and talents of highlighted staff (p43-44, appendix-resumes) provide evidence that appropriate resources have been allocated to the project. Target schools belong to the same network of schools and will likely be able to draw upon additional resources offered by the Alliance network.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	2
<p>Comments</p> <p>The applicant provides a list of project objectives that reflect major project components in the narrative (p45-46). The expressed objectives are not, however, measurable as stated. Quantifiable benchmarks should be considered to increase the likelihood that the LEA will be able to identify when objectives have been successfully met.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	2
<p>Comments</p> <p>The applicant does not clearly present an evaluation plan that uniquely addresses the proposed HCMS and evaluation models under the current TIF project. The applicant, however, presents an evaluation plan for a parallel project conducted by the Rand Corporation and the AIR Corporation that will investigate its HCMS. While the intended RAND Corporation and AIR Corporation research studies will</p>		

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investigate the school's HCMS, the applicant should conduct a separate evaluation of this project that addresses all components of the TIF grant as defined in the submitted application. While the applicant may use data from the larger RAND and AIR studies to inform the TIF evaluation, using the indicators, goals, activities and data derived from a separate study alone may not capture the applicant's progress in accomplishing what was promised in this grant.		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>5</b>
<p>Comments</p> <p>The applicant's timeline does not present enough specificity in time benchmarks (p54-66). Each activity is aligned with a program year, but more refined targets are needed to ensure efficient operation, timely execution, and evaluation of grant products. As displayed in the proposal, the timeline offers limited support for project staff.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>3</b>
<p>Comments</p> <p>While the applicant presents a timeline in the narrative (p32), it is difficult to determine if it is achievable because the time ranges noted are very broad. Also, the applicant does not, indicate persons or positions responsible for conducting activities or stop dates for nonrecurring activities. The absence of this information weakens the proposal. More detail is needed.</p>		
<b>TOTAL</b>	<b>30</b>	<b>19</b>

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**SELECTION CRITERION (f) Sustainability. (20 points)**

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The applicant provides evidence that multiple non-TIF financial grant sources have assisted in the development and implementation of project components (p57). The non-financial supports offered by the Alliance Network to member schools are also evidence that sufficient resources to support PBCS and evaluation systems are available to the project.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The full development of evaluation and HCMS frameworks, coupled with supports from the national Alliance Network, increase the likelihood that the project will be sustainable after funding cessation. The evaluation system has already been implemented in all target LEAs and the HCMS has been field tested in two Alliance schools . The presence of existing evaluation and PBCS template and processes is additional evidence of sustainability.</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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**Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)**

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	20
<p>Comments</p> <p>The applicant meets the intent of this priority in that evaluation ratings will be used to determine educator salaries (p5). Bonuses will be provided during year one of the project and a salary compensation scale will be used during subsequent years. TIF funds will be used to support the salary structure (p5, budget). The proposed implementation is feasible in that a pilot study was conducted and sites have agreed to implement as evidenced by signed MOUs.</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>196</b>

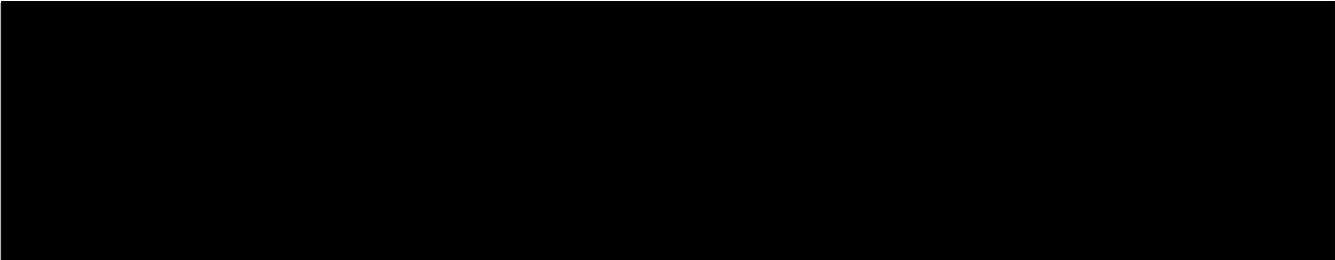
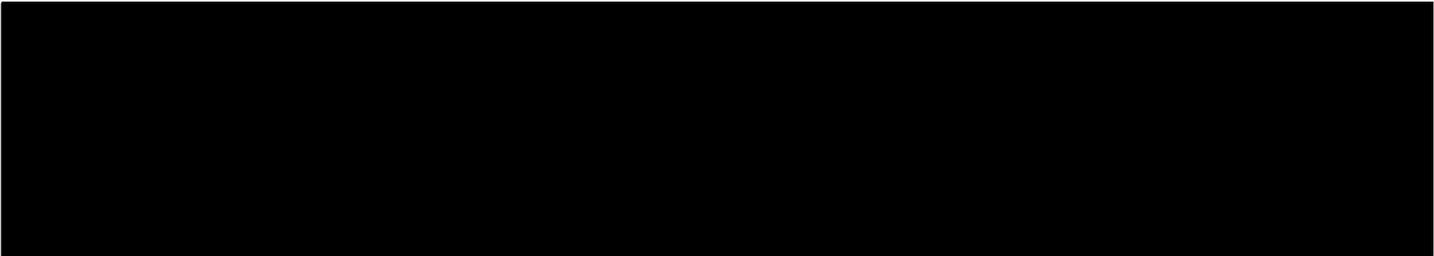
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(HCMS). (45 points)** We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments:</p> <p>The applicant provides a partial case for its vision of instructional improvement starting with its Vision of High Quality Charter Schools in which student success at the center of the work educators do (pgs. 1-2). However, the details of what will be valued indicators for effective teaching and leadership are not provided.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools</p>	<b>35</b>	<b>30</b>

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and retaining them in those schools.		
<p>Comments:</p> <ul style="list-style-type: none"> <li>i. The applicant shares intentions of implementing the range of human capital decisions (pgs. 11-15). It is unclear which initiatives are already in place, set to implement, and/or yet to be designed and how the educator evaluation will be used in human capital decisions.</li> <li>ii. The applicant does not address the weight educator effectiveness plays in human capital decision making (pgs. 16-18). Applicant titled the section correctly and addresses the value of having highly effective teachers and administrators, but does not share how the range of educator effectiveness rating will be used to make employment decisions. The application could be stronger by sharing current thinking about ways to utilize the effectiveness ratings in retention, promotion, or compensation or addressing next steps.</li> <li>iii. The proposed HCMS is feasible. While the applicant has had previous success in securing a TIF grant for two schools (pg. 18), the applicant could have described the current practices and projected changes needed by LEAs in order to put the comprehensive HCMS and PCBS in place in the future.</li> <li>iv. The applicant demonstrated commitment of leaders to the proposed HCMS and all of it's component parts (pgs. 18-19) The applicant submitted a MOU with signatures from superintendents of Alliance schools (MOUs). To strengthen application, the applicant could have submitted previous activities that make visible the commitment of leaders in designing, implementing, or communicating the evaluation system. Since the superintendent is the same for the Alliance, senior leadership commitment is assured (MOU,e100-103).</li> <li>v. (Page 19-20) The applicant has adequate financial and non-financial strategies and incentives, including the proposed PBCS, to attract and retain effective educators in high needs schools. The applicant submitted rationale for their incentives to attract highly effective educators to high needs schools (pg. 19-20). The rationale is based on research and utilizes experiences in two Alliance schools. As a result, the applicant is able to substantiate adequacy for their strategies regarding incentives.</li> </ul>		
	<b>TOTAL</b>	<b>45</b> <b>40</b>

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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments:</p> <p>The applicant utilizes the Danielson Framework for teachers and establishes four levels of performance (pg. 21). The principal’s rubric is the Principal Leadership Evaluation Summary, however, it is unclear how many performance levels are established (pg. 26, 29).</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	4	4
<p>Comments:</p> <p>i. The applicant has a clear rationale and it already embarked on tying educator evaluations to student growth by securing an outside provider, and using student achievement scores on standards-based assessments to calculate growth trends (pg. 22).</p> <p>ii. The applicant is already working on content area pre- and post-tests to be used by all stakeholders to drive decision-making (pg. 23). Steps taken ensure that the applicant is serious in commitment to establish rigor and comparability in student assessments and tying to educator evaluation.</p>		
(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for	13	9

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ensuring a high degree of inter-rater reliability (13 points);		
<p>Comments:</p> <p>The applicant has established a robust observation protocol that details activities that assures quality in training, qualifications, and accuracy of observers; sets expectations regarding the conditions for observations and focus for instructional improvement. The teacher observation cycle includes the specifications noted in the criteria – two observations minimum per semester, conducted by the principal, using the Framework for Effective Teaching. Principals will be trained and calibrated twice a year (pg. 25-26). Specific details are unclear regarding the principal rubric. The principals will be observed by the Alliance Vice President +2 times annually, using the Principal Leadership Evaluation Summary. The qualifications of and training/calibration for the vice-president were not shared. It is also not clear what events would be observed for a principal. The application could have been strengthened by sharing the TCRP Evaluation Process Guide and/or information that clarifies the training, process, and rubrics for principal evaluation.</p>		
(4)The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
<p>Comments:</p> <p>The applicant substantiated that each LEA has a current practice of using student growth as part of the evaluation process for both teachers and administrators (pgs.27-30). The applicant has already adopted a process for examining student growth on the California Content Standards Test and uses a statistical approach to report annual academic progress by students, classes, grades, and schools. The applicant will begin to use Common Core State Standards starting 2015.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education</p>	6	6

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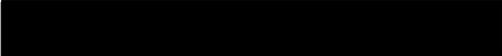
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<p>teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments:</p> <ul style="list-style-type: none"> <li>i. The applicant bases the overall evaluation ratings for teachers on student growth. A matrix highlighting the overall rating components and weights was provided by applicant. Student growth and achievement is at 40% thus establishing a significant weight.</li> <li>ii. The applicant proposes a system that evaluates the practice of general education teachers and teachers of special populations in meeting the needs of special student populations (pgs. 30-32). The applicant recognizes the challenges in securing qualified or certified teachers for special needs student populations. However, the applicant has articulated, given those challenges, ways to address support needs of the professionals as well as distribute effective educators to work with high needs students (pg. 31). As a result, the applicant is using the current evaluation system to identify the best resources within the organization to serve the students as well as provide collaboration opportunities between educators to increase knowledge and practice base for all educators to serve students well.</li> </ul>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)                  (i) Bases the overall evaluation rating on, in significant part, student growth; and                  (ii) Evaluates, among other factors, a principal's practice in--                      (A) Focusing every teacher, and the school community generally, on student growth;                      (B) Establishing a collaborative school culture focused on continuous improvement; and                      (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>5</b></p>
<p>Comments:</p> <ul style="list-style-type: none"> <li>i. The applicant evaluates principals using student growth data equaling 45% (pg. 34), therefore the weight of student growth is significant.</li> </ul>		

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<p>ii. The applicant articulates a support system for principals to develop their instructional leadership skills (pg. 32-34). The applicant recognizes the potential pool of future leaders are the assistant principals and are wisely investing in individuals who have already shown a commitment to serve in the context. The application could have been strengthened by sharing the rubric used to evaluate the principals and highlighting the indicators that align with the grant’s specifications.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>30</b></p>

**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)** We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual	8	8

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educators and schools (8 points);		
<p>Comments:</p> <p>The applicant utilizes the evaluation ratings to identify the professional learning needs of teachers annually and includes career pathways for highly effective teachers (pg. 35-36). The principal ratings will be used to align professional development (e.g., training, individual growth plans, principal meetings).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments:</p> <p>The applicant is able to provide accessible and timely professional development based on identified needs of professionals found in observations, examining student learning outcomes, or as a result of educator effectiveness evaluation (pg. 35). Leadership and Instructional coaches can provide on timely support for teachers and principals as needs are identified (pg. 35)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments:</p> <p>The applicant’s plan for school-based, job-embedded professional learning opportunities is clearly addressed for teachers (pg. 37). The applicant provides detailed descriptions on the use of instructional coaches, master teachers, coursework, etc. to provide targeted support in teacher’s areas of need.</p> <p>The applicant provides job-embedded professional learning opportunities for principals for evaluation procedures, using data, and improving teacher effectiveness. Individualized support is also provided through the Principal Residency Program and ongoing coaching for current principals (pgs. 37-38).</p>		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	20	15
<p>Comments:</p>		

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The applicant provides professional development that is likely to improve instructional and leadership practices and based on the needs of individual educators. The applicant shared a plan for professional development that centers on professional growth planning (pg. 38-39). To strengthen application, the applicant should consider methods to ensure progress for professional growth throughout the year, so that impact on student learning is probable. In addition, the applicant could set up evaluation protocols to assess the impact of professional development on student learning.

<b>TOTAL</b>	<b>35</b>	<b>30</b>
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**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments:</p> <p>The applicant has demonstrated educator involvement and influence in the design for the educator evaluation systems through sharing details of their communication process and opportunities (e.g., surveys, monthly panel discussions, focus groups) for educators to be involved (pg. 40). In addition, the applicant has demonstrated a commitment to keep all educators, not just those serving in high needs schools, informed about the HCMS and PBCS. Methods for communication will include meetings, use of intranet, and newsletters (pg. 40). To solicit feedback from the all educators, the applicant plans to use communication surveys (pg. 40).</p>		
3(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	23
<p>Comments:</p> <p>The applicant has shown due diligence in assessing the support by teachers for the efforts around educator evaluation systems (pgs. 41-42). Evidence includes results from a recent teacher survey that there is strong commitment/support for the proposed PBCS and evaluation system. It is not clear if the applicant assesses principals' support for their own evaluation system.</p> <p>The applicant should continue to survey educators to understand whether the support for their activities are trending up or decreasing over time. This will provide leaders with important knowledge to understand the levels of supports and design interventions as</p>		

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needed.		
Not clear about whether principals about their own evaluation.		
<b>TOTAL</b>	<b>35</b>	<b>33</b>

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**SELECTION CRITERION (e) Project Management. (30 points)**

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	2
<p>Comments:</p> <p>The applicant submitted partial information regarding the credentials and responsibilities of five key personnel, e.g., Implementation Lead, Rubric Development, budget manager (pgs. 43-44). Information is lacking on the grant responsibilities of the Chief Executive Officer.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments:</p> <p>The applicant allocates sufficient resources to complete project tasks by utilizing a combination of their human resources, other grant funding sources (e.g. TIF3, Gates Grant), and current infrastructure (pg. 44).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	2
<p>Comments:</p> <p>The applicant did not set measurable indicators for the project or qualify deliverables (pgs. 45-46). The application could have been strengthened by taking the described activities and creating measurable outcomes (deliverables, increases/decreases, impact) with collection methods (assessments, surveys, etc.).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	2
<p>Comments:</p> <p>An effective project evaluation plan is not articulated in this proposal (pg. 46-56). The RAND/AIR study will provide valuable data for the project evaluation plan, but the project leads should clearly evaluate the impact of TIF on their work around educator effectiveness.</p>		

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(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>5</b>
Comments:  It is unclear whether the applicant has a realistic and achievable timeline for implementing HCMS, PDCS, and educator evaluation (pg. 52-58). Based on previous work with pilot schools, the applicant has some of the components for the HCMS and PBCS already in place. However, the timeline is too broad to determine if it is achievable and realistic. The applicant uses years as benchmark and the tasks are Past experience should support applicant in designing a reasonable timeline for design work.		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>2</b>
Comments:  Based on the review of the grant and external partners, it is probable that the applicant will be able to achieve all timelines indicated in the grant related to evaluation of the project (pgs. 52-54). The applicant could provide a work breakdown structure that would assist in understanding the activities, dedicated time and resources, deliverables, etc. in order to establish whether the estimation of time is appropriate.		
<b>TOTAL</b>	<b>30</b>	<b>18</b>

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**SELECTION CRITERION (f) Sustainability.(20 points)**

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>10</b>
<p>Comments:</p> <p>The applicant identifies and commits sufficient non-TIF resources to support PBCS and educator evaluation systems during and after the grant period (pgs. 57-58). The applicant has other large grant funding sources to support similar work, such as TIF 3 and Gates Foundation. In addition, the application pursue complementary advocacy funding at the state level (pg. 57 ). The applicant is able to establish knowledge about school financing and sources of funding. The applicant’s history to supporting efforts to improve teacher effectiveness serves as justifiable rationale to believe the system will be sustained beyond the grant years.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	<b>10</b>	<b>10</b>
<p>Comments:</p> <p>The applicant is likely to implement a PBCS and educator evaluation system after the grant ends as it has already done substantial work towards developing and moving towards a performance based compensation teacher evaluation system(pg. 58). The applicant’s commitment to bring the HCMS and PBCS to scale for all its schools will result in sustainability for the organization beyond the grant years.</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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**Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)**

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	<b>20</b>	<b>20</b>
<p>Comments:</p> <ul style="list-style-type: none"> <li>a. The applicant provides assurances that all LEAs will use the proposed PBCS that relies on the effectiveness ratings for educators to determine salary increases and career steps starting SY2013 (pg. 5)</li> <li>b. The applicant provides how the TIF funds will be used for salaries, meetings regarding changes to the proposed salary structure, and rubric development (e136-e140).</li> <li>c. The proposed implementation is feasible as the consortium of charter schools are part of an Alliance, a unified system. The applicant’s efforts to update and provide feedback opportunities for educators, will assure support. (pg. 1-2)</li> </ul>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>191</b>

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