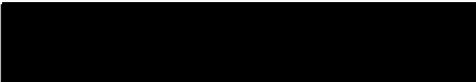


The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

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--

	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	6
<p>Comments</p> <p>The HCMS presented here is not as of yet, developed well enough to be considered coherent and comprehensive and this impacts the extent to which the plan is aligned with the vision of instructional improvement. For example, the application is missing critical details about how the system would support the stated vision of providing a “supportive, positive approach toward improving performance while it acknowledges competence and accomplishments” (p.2).</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>	35	25

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

Application Number S374A120101



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Comments

This proposal may be somewhat effective in increasing the number of effective educators in the LEA's schools, especially in high-need schools. In determining the likeliness of the overall HCMS, it was important to carefully and critically reflect upon the possible effects of the new Career Ladder structure and associated roles, training and proposed monetary and non-monetary incentives (prestige, new certification, access to resources...) and whether it has the power to result in net increases in the number of effective teachers present in high need schools. The district HCMS policies set forth in this application are predicated on the belief that the career ladder it will attract and retain effective teachers in high need schools. This is a definite possibility, but it should also be noted that the additional years of training and multiple required steps in the continuum (p.22) may also have a hindering effect on highly skilled and competent in-service and new educators, because progression through would tend to slow the career advancement of Highly Effective Educators, and therefore, be a demoting factor to some ambitious educators. Thus, the additional levels added as part of the teacher and Administrative Career Ladders could have an opposite effect and result in influencing some effective educators to choose another path, due to perceived obstacles. The district's rationale that this HCMS's addition of Career Ladders will result in attracting greater numbers of effective educators in the high need schools is not substantiated by evidence that this will be the net effect. It is possible some principals or mid-career teachers may opt to leave the system because of the introduction of the Career Ladder. The applicant has not addressed this possibility in any way.

This HCMS proposal includes a range of human capital decisions. The applicant states that educator evaluation significantly impacts personnel decisions made within the HCMS (p.9). It is explicitly stated that evaluative data is used in the Recruitment and Hiring processes. A recruitment strategy used by the district to assure effect teachers are staffing high need schools is the "Grow Your Own Teachers" program discussed on p. 10, in which the Urban Teacher Academy was established to attract bright high school students to the teaching profession and support their progression through college and equip them with the knowledge about the teaching skills required by the district teacher evaluation process. The applicant also discusses the use of evaluative data in the Hiring and Placement process via the vetting of new applicants to insure the best qualified applicants fill new positions, (p. 9-25). This is a strong and effective use of evaluative data within the HCMS, since thorough and valid evaluations based on effectiveness are certainly the best source of understanding a candidate's suitability for a new position.

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

Weight is given to educator effectiveness, through the Value Added Model (VAM) and the data collected via the iObservation system. These performance-based measures will be used in decisions (p.14) about promotion and retention.

The feasibility of the HCMS is addressed in the application through the discussion of the district's experience with using educator evaluative data. This district indicated it has some experience in using value added measures (VAM) in prior years, though this experience was acknowledged as being limited in time and scope. The application specifically mentioned use of the BRIDGES system (p.20) and the use of the Marzano Observation instruments to evaluate teachers based on their effectiveness in 2010-11. The evidence presented builds a convincing case for the capacity of the school system to implement the new HCMS program well.

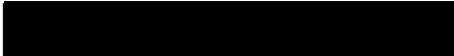
The applicant indicated that policies are in place at the local and state level to facilitate the implementation of this plan in Broward County Public Schools BCPS. Sections from Florida State Statute 1012.34 and BCSP are printed on p. 18 as evidence that policies facilitate the implementation of this system.

There is evidence of teacher and union engagement for this program, which could increase the likelihood of the HCMS's effectiveness. However, the application did not provide significant and persuasive evidence of a high level of commitment of LEA leaders to implement this HCMS. While a statement appears on page 17 indicating that "principals and assistant principals report the system is fair and effective", this is insufficient evidence of leadership commitment to implementation of the proposed HCMS.

Financial incentives for educators are addressed in the application on p.24, which outlines the magnitude of salary increases for effective teachers and principals and transfer bonuses under the new plan. The statement is made that "The annually salary adjustment under the performance salary schedule for an employee rated as Highly Effective will be greater than the annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district." This statement seems to indicate that adequate amounts of financial resources will be devoted to the HCMS to make the performance based compensation a powerful attractor for educators to work in the district, since this system will ultimately apply to educators district-wide. However, this is not compelling evidence that it will result in greater numbers of effective teachers in high need schools. To accomplish this goal, the HCMS is relying on the implementation of the Career Ladder in high need schools. (Refer to discussion of Career Ladders and possible effects of this system in the opening comments for this section). Thus evidence for adequate the fiscal resources support the HCMS system as

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

a whole, is stronger that the evidence presented that the HCMS policies will result in greater concentrations of effective educators in high need schools.

The non-financial incentives built into the system, such as use of the Marzano framework and the iObservation, may be effective in drawing effective teachers to the district, but if these resources are used throughout the district, their power to draw effective educators into high need schools will be minimized.

TOTAL	45	31
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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>A finalized four point rubric (meeting TIF standards for three or more performance levels) was presented and has been piloted in the district. (p.14) The rubric is supported by recent FL state legislation and is based on the Marzano Causal Teacher Evaluation Model (p.4) which is a credible framework that is strongly research based. The Marzano framework is being employed by many other school systems around the country to evaluate teacher effectiveness. These factors indicate that the rubric is of high quality.</p>		
(2) Each participating LEA has presented (4 points)--	4	4
<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>		
<p>Comments</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

The district based their rationale for the use of a value-added model on the research of Marzano in the field of evaluating the effectiveness of instructional behavior. The Marzano framework is one of the most researched and data driven models of teacher evaluation available, so this is indicative of a strong well-informed rationale under pinning the district's choice of teacher evaluation models to be used in conjunction with a value-added performance evaluation system based on student growth. This is indicative that teacher performance evaluations based on this model are rigorous and comparable to teacher evaluation models used around the U.S.

Administrator performance evaluations are based largely on the work of Douglass Reeves, a well known researcher in the field of principal effectiveness and several other researchers including John Hattie, Vivian Robinson, and Robert Marzano. The instrument used to conduct administrator performance evaluations is the Broward Assessment for School Administrators (BASA) , a document the district modified from the Florida School Leadership Assessment (FSLA), which is the administrator evaluation system recommended by the state (p.34). The application states that the document upon which the BASA is based on contemporary research on educational leadership behaviors that are associated with positive growth in student and faculty learning (p.34). The application stated that the BASA is fully aligned with Florida Principal Leadership Standards, which sets state expectations for principal performance (p.35). The evaluation is based both on observed classroom behavior and leadership behaviors. In SY2012-13 40% of a administrator's evaluation will also be based on student growth measures aggregated at the school level. This standard for use of student growth data (VAM) in administrator evaluation increases to 50% in SY2013-14. Administrator performance is ranked using a four point scale (Highly Effective, Effective, Needs Improvement, or Unsatisfactory). No indication is given as to what standards were used to set cut-off points, nor how much weight should be given to VAM. The evidence presented lends itself to the conclusion that administrator evaluations in this district are rigorous and comparable to those used in other places. This determination is based in large part on the credibility of the professional organization and statutory recommendations of the foundational document (e.g. the FSLA). Such recommendations and statutes tend to be well vetted in the professional community.

The district relied heavily on consultation with AIR in the development of the student growth calculations built into their student growth plan. Page 28 addresses the calculation of

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

<p>performance evaluations. The district is using the BriDGES evaluation procedure to assess teachers. The rigor and comparability of assessments within this process are not specifically addressed, but the implicit rationale behind contracting with one of the nation’s top research institutions (AIR) is to draw upon current research and best practice in statistical modeling in order to create valid value-added measurements of student growth. Therefore, while strong evidence is not presented in the application regarding the rigor and comparability of the psychometrics involved in student growth measures, it is reasonable to assume that the processes employed by AIR, a leading U.S. institution involved in statistical analyses, would inherently be both rigorous and comparable by industry standards both in the U.S. and worldwide.</p> <p>The primary rationale for employing a value added model is based on the March 2011 Florida legislation requiring an educator assessment that is based on performance and provides monitoring, consistent criteria, for meaningful feedback and places 50% of the assessment on the state’s value added model. (p.4)</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>13</p>	<p>8</p>
<p>Comments</p> <p>The plan for developing a system of multiple teacher and principal observations is embedded throughout multiple places in the application in a loose fashion. It was not well developed or of high quality. The applicant introduced the plan with a series of generic ideas (for example, p. 4 “inspect what you expect”; p. 5 “enterprise accountability”) containing terms that are inadequately defined and not specifically tied to the plan for observations. The quotes from research literature that were included (p. 2 ; p.41-2)spoke more to broad principles than to the rationale behind the plan or the details contained in the plan to be used to guide teacher and principal observations.</p> <p>The application specified that instructional performance accounts for 50 % of the teacher’s summative evaluation score (p.31), and that teachers are to be observed three times a year, receiving one formal, one informal and one snap-shot observation. The application also stated</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

that administrators should record a minimum of 45 “datamarks” across all domains, however did not clarify what this means. The domains in the approved observation tool include: Classroom Strategies and Behaviors, Planning and Preparation, Reflection on Teaching, and Collegiality and Professionalism. This tool is based on the research of Robert Marzano.

An annual orientation is held for both school leaders and those that observe them to address inter-rater reliability. An annual training is also held for training teachers, school leaders, union representatives and administrators in the use of the Marzano Observation protocol and the iObservation management platform (p. 26). The applicant identifies the roles of evaluators, but nothing is said of qualifications other than that they attend training.

The proposed plan lacked meaningful descriptions of the specific observation methods and processes to be employed, but referred to techniques that are poorly defined. (For example, what are “data chats” and why are they used as a strategy? p.4) It would have been helpful to streamline the discussion and to more fully explain important concepts integral to the implementation and operation of the proposed performance observation plan. The proposal seemed to have some good ideas, and utilized a number of credible resources, but central ideas were not well developed.

The observational plan presented in the application was vague and did not contain concrete details organized in a meaningful and comprehensive manner. This is indicative that while some progress has been made toward the development of a high quality plan for multiple observations, this district still has a substantial amount of work ahead of them. The application also contains inconsistencies or phrasing that needs clarification. Page 31 states that three observations will occur annually, but page 28 states that regular teachers are evaluated once annually. Instructional Practice and Deliberate Practice scores obtained through observation are integral in the evaluation (p. 28). The application provides a graphic depicting the weighting of these components of the observational plan. The definitions of some terms used in the observational plan remain unclear.

Descriptions of the role/position/responsibilities, as well as the procedures employed by persons performing observations are also vague. A good graphic of the newly created career ladder positions is provided (p.22), but detailed descriptions of roles and responsibilities are lacking.

The observation tool itself, The Art and Science of Teaching by Robert Marzano, is a well

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

Application Number S374A120101



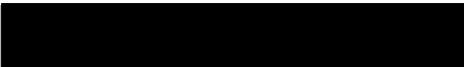
Applicant Name: Broward County Public Schools

Reviewer Code: 23A

<p>researched externally developed framework based on solid research in the field of instructional effectiveness. The plan detailing the methods and procedures for using the instrument in the district is not well developed. Insufficient evidence is presented to assure training of assessors results in a high degree of inter-rater reliability (p. 20).</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>4</p>	<p>3</p>
<p>Comments</p> <p>The BrIDGES model as presented on p. 28 includes value-added calculations. Evidence was presented that the district has already been piloting measurement of student growth at the classroom level by means of calculating a value-added score in 9 SIG schools (p. 19; p.29). Some components of the proposed observation plan have already been implemented via the state systems in place and current grants, but it is unclear from the application which aspects of the value-added student growth model have been previously piloted in the district.</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>A significant part (50%) of the rating of teachers is based on student growth (p.28).</p> <p>The Marzano framework, guiding classroom observations, contains specific teacher behaviors that are associated with success of special population learners, such as English Learners or students with Disabilities (p.33). The application states that the Marzano observation tool is used to observe "classroom teachers". This implies, but does not specifically state, that all teachers including those of special populations, such as students with disabilities and English learners, will be supported and assessed with regard to the practices and strategies used to meet the needs of special student populations.</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

<p>Use of the Marzano observational tool as a part of the teacher evaluations means that the practice of teachers regarding meeting the needs of special student populations, including students with disabilities and English learners is evaluated.</p>		
<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>6</p>	<p>5</p>
<p>Comments The tool the district uses to evaluate principals is the BASA; a copy of is document is provided in the appendix (160). BASA is a very well developed observational data collection and feedback protocol that is used to evaluate principal effectiveness in a number of domains. The tool includes a rubric for ranking principal effectiveness on a four point scale on each domain. A significant part (50%) of the administrator evaluation is based on gains in student achievement (p.33). The processes and procedures the district uses when observing principals with the BASA was vague and non-specific which makes it difficult to determine whether the BASA is used in a manner that allows for establishing a collaborative school culture focused on continuous improvement (pp.34-36). Within the BASA indicator 2.2 (p.e170) addresses the actions of the principal in establishing a collaborative school culture. When used with fidelity, the BASA evaluates the extent to which the principal is employing strategies that focus every teacher, and the school community generally, on student growth. BASA (p. e172) indicator 3.3 is used to evaluate principal behavior with regard to meeting the needs of special learners, which includes students with disabilities and English learners.</p>		
<p>TOTAL</p>	<p>35</p>	<p>28</p>

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

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	6
<p>Comments</p> <p>The application indicates that teacher evaluation data will be used to inform professional development needs of teachers (p.40). The iObservation system used by the district allows teachers and administrators to track teachers’ instructional performance (p.49). Teachers and administrators use the iObservation platform (similar to a database) to track data obtained in classroom observations and diagnose individual professional development needs of teachers. The iObservation system is capable of generating disaggregated reports, but the application gave no indication as to whether this functionality is utilized by staff.</p> <p>iObservation also provides teachers with continuous access to online training, which means teachers can guide their own professional growth by participating in online professional development tailored to their particular needs. It was only stated that the district has this software and that it contains these capabilities. No mention was made as to the extent to which teachers and principals are using the technology in effective ways. It is unclear whether any other methods are used to generate disaggregated observational data to identify professional development needs for teachers and principals.</p> <p>The application stated that school and district professional development needs will be guided by observational data disaggregated at the appropriate organizational level (ex. Teacher, school, district, teacher sub-group, school sub-group, principals, etc...). No mention was made of if, or how, disaggregated reports are generated within iObservation.</p> <p>The applicant stated that district professional development is still delivered in more traditional</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

<p>modes, which are not specific to the needs of individual teachers and principals. Clarification as to HOW the professional development of teachers would occur would be helpful. BASA observational data are used to guide principal professional development (p.50). It is not clear whether principal observational data, gathered with the BASA tool, is managed in a system like iObservation. Nor was it explicitly stated whether disaggregated data reports are provided for principals (or are self-generated in iObservation) enabling them to guide their professional learning based on their documented needs, and the needs of the school faculty (as determined by disaggregated data revealing group trends).</p> <p>The district has the capability through iObservation to generate and use disaggregated data reports to identify the professional development needs of individual teachers, principals, and schools. However, it is unknown how well the iObservation data management tool is actually being utilized for this purpose. It is also unclear from the application whether or not any training has been provided to build the capacity of educators to use disaggregated data effectively to guide teacher and principal professional development.</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>It is stated that schools allot 27 hours of work time to professional development (p.48). It is not clear that this is spread out into periodic segments, so it is difficult to understand the timeliness of professional development opportunities.</p> <p>The application does not address the timeliness of professional development offerings. The performance-based observation plan calls for use of the iObservation platform. Although iObservation allows for ongoing teacher reflection on classroom practice, which is certainly a timely way to provide profession development, it is not clear from the applicant that they are using the tool in this manner. The district is prepared to be responsive to emerging needs and trends because it has a policy that allows for “Special Event PD” (p. 47), but the element of timeliness in professional development is not explicitly addressed in the application.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	2

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

<p>Comments</p> <p>Evidence indicates that school-based, job-embedded professional development opportunities are provided for teachers and principals in this district. “Schools are allocated 27 hours per year for PD during paid school hours” (p.48). The applicant does not, however, speak to the issue of whether or not the professional development teachers participate in during these 27 hours is of a type that facilitates the transfer of new knowledge into instructional and leadership practices. Research has informed us that the likelihood of this occurring is not high in more traditional types of professional development do not include participant engagement, or application in real-world settings. Therefore, the type of opportunities provided to teachers is germane to the issue of transference of knowledge into instructional or leadership skill. The application did not provide enough information about the type of professional development activities of teachers to assess whether participation will likely result in transference.</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>20</p>	<p>18</p>
<p>Comments</p> <p>The district expressed a commitment to providing professional development as a strategy to improve instructional and leadership practices of individual teachers and principals. The district conducts needs assessments to determine professional development needs of individual teachers and principals (p.45). The content of the needs assessment was not explained in the application. Current thinking on best practice in educator professional development supports the use of needs assessments based on observational data or formative student assessments. However, needs assessments based on perceptual data are less helpful in guiding professional development needs. Without further clarification, it is difficult to determine the whether the district professional development practices will be likely to improve instructional and leadership practices.</p> <p>The district implemented the BCPS Teacher Leadership Career Continuum, a resource for teachers wishing to advance their professional learning and knowledge (p. 54).</p> <p>The use of the Marzano framework and the iObservation tool imply that educator needs-based professional development is likely to occur. The district provides several resources for teachers</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

that will likely impact instructional practices followed by gains in student learning.

Insufficient detail is provided in the application as to how professional development processes such as Professional Learning Communities (PLC)s will work, or what type of training occurs in the effective use of them (p.48). Further detail is needed in order to evaluate the effectiveness of PLCs as a professional development process. Well done PLCs are known to have improved instructional leadership practices, but poorly done PLCs are not likely to provide powerful enough learning experiences to make a difference. PLC groups trained in the use of data to collaboratively plan instruction, based on learner needs, will improve both classroom instruction and leadership skills. However, the application does not provide enough detail to evaluate norms regarding PLC operations.

References are made in the application to electronic or online resources such as a “best practices repository”, and interactive and non-interactive archives of instructor lessons tied to the Marzano framework, but little insight is provided as to how these resources are leveraged and used in constructive ways to improve instruction and leadership practices of teachers and administrators.

TOTAL	35	27
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The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

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	6
<p>Comments</p> <p>The application describes discussions with Broward Teachers Union (BTU) (p.63) and the existence of multiple educator input structures such as surveys, focus groups, work groups, task forces etc. (p. 57 – 64). The existence of these structures for providing input provide compelling evidence that the district has a strong tradition of educator input into the development of new programs, like the PBCS and the educator evaluation systems. Although this is the case, the application did not clarify specific input sought or feedback received with regard to implementing the PBCS and the educator evaluation systems.</p> <p>The applicant made a strong case for an extensive network of methods utilized to solicit stakeholder input into past educational decisions. However, the application did not specify that the district sought teacher and principal involvement in the design of the PBCS and evaluation systems.</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	22
<p>Comments</p> <p>It is unclear whether there is significant educator buy-in to the proposed PBCS model, which is still very much under development (evidenced by on-going discussions with BTU to finalize changes to compensation structures based on performance).</p> <p>Multiple stakeholder groups are in place to provide input on district issues, including the move to this PBCS. However evidence is not provided in the application that these groups support the PBCS model.</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

<p>A letter of support is presented from the principal association, BPAA (e119) as evidence of administrator support for the BPCS and the evaluation system.</p> <p>The letter of support provided by the BTU (p.e120) states that the timeline for this grant submission did not allow the union to give this proposal “the full consideration that it requires”. Nevertheless, the BTU states that they support the basic idea of tying “professional development and monetary rewards to teacher evaluations.”</p>		
TOTAL	35	28

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	3
<p>Comments</p> <p>Roles and responsibilities of key personnel are well defined on pp. 74-77. Descriptions of the roles of Chief Human Resources Officer and Project Director, an Employee Evaluator, a Chief Talent Development Officer, and a Project Coordinator are provided in the application. Descriptions of newly proposed career ladder positions and associated roles and responsibilities are provided by the applicant, including a graphic (p. 51) displaying the career paths and hierarchical relationships(p.50-55).</p>		
(2 The district allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant allocates sufficient human resources to complete project tasks. The organizational charts, with the positions denoted, appears on p. 50-55, indicating adequate allocation of human resources to</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

accomplish stated goals.		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>The plan includes measurable project objectives and performance measures, stated on p. p. 66 -72. An example of a project objective:</p> <p style="padding-left: 40px;">Strategy 4: To provide comprehensive professional development for teachers and administrators based on needs identified through the performance evaluation system (p.66)</p> <p style="padding-left: 40px;">Objective 4.2 - 100% of educators in high need schools work with a coach or peer reviewer</p> <p>These strategies and objectives are presented on a table that also identifies the years in which performance measures will be taken for each objective, an evaluation question, data sources, and completion dates.</p> <p>A table is also provided (p.e256-8) that summarizes a set of project objectives specific to the human resources department. The objectives are stated in clear concrete language that will be easy to measure. For example:</p> <p style="padding-left: 40px;">1. Launch administrator evaluation system districtwide.</p> <p>The table is easy to read and identifies the “owner” of each objective as well as the month it is to be implemented. The only real issue with the objectives in the table is that they are focused on administrative tasks associated with the project implementation, rather than on project outcomes.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The applicant provides an effective project evaluation plan.</p> <p>Page 65 -73 contains an extensive project evaluation plan. An external evaluator will be employed to evaluate the program (p. 73). The plan denotes project goals, objectives, performance measures, evaluation questions, data sources, instrumentation/methodology, and anticipated completion dates. The strategies and objectives are comprehensive. This is a powerful plan for effectively guiding the project evaluation throughout each implementation year and summatively. Following this plan will provide the district and its stakeholders with a wealth of information regarding the effectiveness of the components of the HCMS, PBCS, and educator evaluation systems.</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

(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	8
<p>Comments</p> <p>Realistic and achievable timelines are provided for implementing the components of the HCMS, PBCS, and educator evaluation systems on pp.66-72. These appear attainable unless situations beyond district control, such as additional time being required for union negotiation and approval. There is a three year phase-in plan for schools and educators for the scheduled implementation and completion of the HCMS, PBCS, and educator evaluation systems (p.p. 76-77). This is much a much more reasonable approach that trying to do too many things all at once.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
<p>Comments</p> <p>The applicant specifies realistic and achievable timelines for successfully completing project tasks and achieving objectives. The project timeline is provided in the form of the aforementioned table, which also contains the project objectives (pp.66-72.) Completion dates are identified for each project objective (p.p.76-77). The plan appears sufficient to guide the implementation. Activities appear to be well sequenced. The timeline clearly identifies the project phases, which staggers the tasks to avoid overwhelming staff by implementing too many project tasks at one time.</p>		
TOTAL	30	29

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	8
<p>Comments</p> <p>It is likely that present funds would be sufficient for early implementation, based on the</p>		

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A

<p>amounts indicated in the project budget (p.e259 – e328). Many funding sources were listed that could be leveraged to sustain the PBCS and educator evaluation systems, such as federal sources of funds, a state grant and several foundation grants (p.78-83). These financial resources should be sufficient to continue the program in the identified high need schools. However, it is stated that this program is intended to be a pilot for scaling up performance-based compensation to the entire district by the end of the grant period. It is possible the resources listed would not be sufficient to cover the cost of a districtwide scale-up because some of the non-TIF funding sources are based on sources that may not be reliably available for an extended beyond the grant period. These resources include grants from federal, state and private funds, like Race to the Top, Propel state grant, and Magnet Schools Assistance Grant (p.78-79). If funds were insufficient to sustain PBCS and educator evaluation systems after the grant period ends the district might have to divert or generate additional funds in order to sustain the programs. No indication is given as to whether nonfinancial support was provided for the PBCS and educator evaluation systems.</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	8
<p>Comments</p> <p>The applicant expresses confidence that the district will be able to sustain the PBCS and educator evaluation systems after the grant period ends. The applicant discusses that TIF funds were being sought as start-up monies to assists with the costs of implementing the PBCS and educator evaluation systems. The policy climate in the state supports the continuation of the PBCS and educator evaluation systems due to changes in state laws requiring performance based evaluation of educators and student growth (p.81). The district has already begun using evaluator observation instruments and has purchased the iObservation system to manage teacher observational and assist with diagnosing individual professional development needs. There is ample evidence that once these programs are implemented they will be sustained beyond the grant period.</p>		
TOTAL	20	16

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

Application Number S374A120101



Applicant Name: Broward County Public Schools

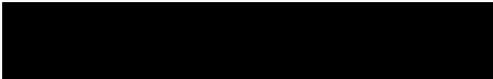
Reviewer Code: 23A

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

	Total Possible	Assigned Score
<p>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--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(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</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	18
<p>Comments</p> <p>The applicant plans to use overall evaluations to determine educator salary, as evidenced by the implementation of a career continuum (p.22) and explanation of salary inducements linked to performance on p.24.</p> <p>The application states that the district plans to use TIF funds primarily to implement the new positions, which are only offered to with Effective or Highly Effective performance ratings.</p> <p>It is likely that the proposal will be able to garner sufficient stakeholder support and will be to be integrated into existing district policies, there is not a wealth of evidence to support that this has already occurred, but there are numerous vehicles in place to facilitate communication with multiple stakeholder groups.</p>		
TOTAL	20	18
GRAND TOTAL	220	177

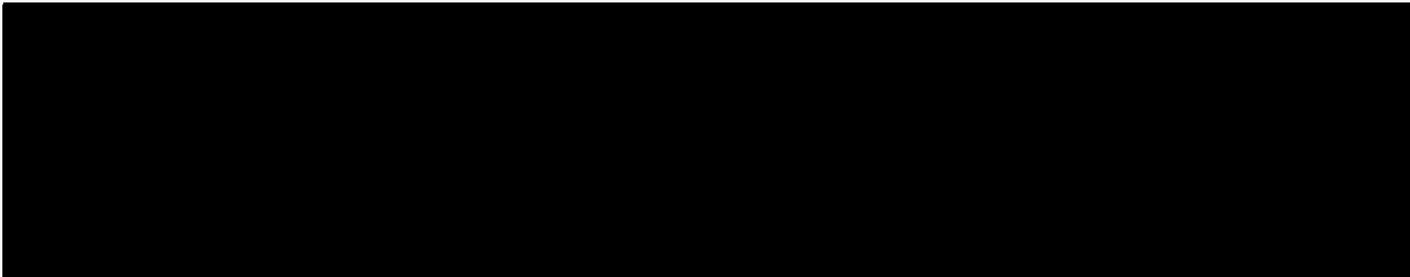
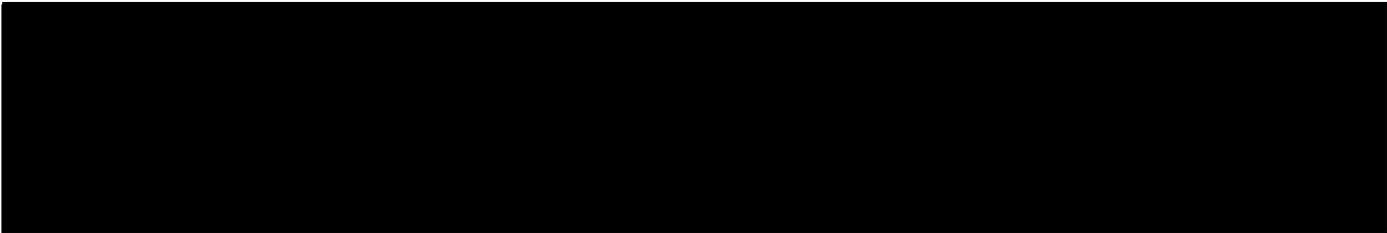
The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120101



Applicant Name: Broward County Public Schools

Reviewer Code: 23A



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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

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--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	9
<p>Comments: The applicant indicated the belief that teachers are the most influential in-school variable related to student achievement (pg. 2). The applicant supported this claim with a quote from Jordan, Mendro, and Weerasinghe, 1997 publication as well as one from Goldhaber, 2009. The Brown County Public Schools (BCPS) stated beliefs about competent professionals, support, performance, and recognition (pg. 3). The applicant indicated that Leading Excellence and Achievement in Performance (LEAP) project seeks to retain high quality educators, formatively evaluate educators, utilize a performance-based compensation system, and provide a professional development system (pg. 3). The applicant indicated a Senate Bill 736 – Student Success Act which focuses on school district evaluation and compensation systems. Bill 736 requires school districts to implement a research-based performance evaluation system for instructional staff and school-based administrators that includes four ratings (pg. 3). The evaluation would also include student achievement component through the State’s Value-Added Model (VAM). The District adopted Marzano Causal Teacher Evaluation Model as the basis for the LEA-wide teacher evaluation (pg. 4). The applicant did not indicate details to the overall vision for the instructional improvement; even though, a general vision is provided. It appears to be that the ownership of the vision has been adopted verses developed with the LEA’s specific needs in mind. However, the adopted vision of instructional improvement is aligned with the HCMS.</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</p>	35	28

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

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;

(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and

(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.

Comments: The applicant identified the range of human capital decisions with strong evidence on recruitment and hiring. It was shared that hiring and recruitment practices for high-need School Improvement Grant (SIG) schools is aligned with the vision for instructional improvement (pg. 9). The applicant shared that TIF funds will allow hiring and recruitment practices to expand to other high-need schools identified (pg. 10). The applicant has demonstrated some ability to increase the number of effective educators in the LEA’s schools, especially in high-need schools which cover 26 high-need schools. The applicant has identified 26 high-need schools that will benefit from proposed funding through the TIF, including 17 elementary schools, 7 middle schools, and 2 high schools (pg. 8). The applicant indicated between 77% and 99.4% of students at these schools are eligible for Free and Reduced Lunch status (pg. 8). Further, the applicant shared data that over half of the 26 schools received an overall rating of D or F (pg. 8).

The applicant shared the weight given to teachers’ effectiveness through promotional opportunities that may provide additional compensation (pg. 14). The applicant indicated Broward Instructional Development and Growth Evaluation System (BrIDGES) as the new evaluation system (pg. 11). The applicant mentioned that teachers that either have received a Needs Improvement or Unsatisfactory evaluation and/or have three years of student achievement results below the school’s average are identified, and BCPS works with Broward Teachers Union (BTU) to make staff changes (pg. 11). However, a teacher who is rated Effective or Highly Effective on evaluations will have the opportunity to pursue teacher leadership career path in a variety of ways (pg. 14). In regards to principals, the applicant indicated through LEAP, BCPS proposed to develop a Principal Leadership Career Continuum for those experienced, Highly Effective principals (pg. 14). The applicant indicated struggling principals and assistant principals who have not demonstrated sufficient improvement are demoted or terminated (pg. 17). Based on this evidence the weight is given to educator effectiveness within human capital

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

decisions.

The applicant demonstrated feasibility of the HCMS through prior experience using information implemented through LEAP in 2011-12. The use of value added modeling (VAM) was indicated by the applicant (pg. 20). The applicant indicated BCPS policies support the development and implementation of Leading Excellence in Achievement and Performance (LEAP) which will enhance LEA-wide evaluation system, the HCMS, and the proposed PBCS (pg. 19). The applicant indicated both teachers and principals will be involved with facilitating modifications needed to use educator effectiveness as a factor in human capital decisions. The applicant's experience implementing the new teacher evaluation system, BRIDGES, in 2011-12 demonstrates evidence of prior experience using information from the educator evaluation systems (pg. 19).

Although, the applicant included a statement, "Principals and assistant principals report that the system is fair and effective." The applicant did not demonstrate significant commitment of the LEA's leadership (principals) to implementing the described HCMS (pg. 17).

The applicant shared financial incentives in the proposed PBCS described on pages 22 through 25. The applicant indicated dollar amounts associated with the salary schedule, salary supplement and transfer bonuses for all educators (pg. 24). The applicant indicated that career ladder positions will provide additional compensation and leadership experiences (pg. 25). However, the applicant did not include a clear career ladder specifically for principals. Additionally, teachers will have the opportunity to be selected for instructional and school leader development programs (pg. 25) which represents a non-financial support.

TOTAL	45	37
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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

Comments: The applicant has demonstrated a high-quality evaluation rubric with four

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

<p>performance levels. The applicant indicated proficiency levels using Florida's 4-point rubric (pg. 26). Marzano's research is the base for Florida's 4-point rubric. The applicant indicated specific formative performance indicator scores and annual summative evaluation scores using the following rubric: highly effective, effective, needs improvement, and unsatisfactory (pg. 27).</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>	<p>4</p>	<p>4</p>
<p>Comments: The LEA has a clear rationale for levels of student growth and differentiated performance levels. The applicant indicated that experienced teachers identified as struggling via the BRIDGES evaluation and iObservation are notified in writing and provided peer assistance 2-3 times per week (pg.15). The applicant indicated that student growth, calculated through a Value-Added Measure, and Instructional Practice scores make up two equally weighted portions of the evaluation (pg. 28).</p> <p>The applicant shares that teachers and administrators selection for promotion are based on BRIDGES, BASA leadership performance evaluation, interview, credentials, professional references, and a writing sample (pg. 15). The applicant indicated, in March 2011, the Florida State Legislature passed educational reform legislation, Senate Bill 736. The Senate Bill 736 reform based 50% of teacher evaluations and initially 40% of principal evaluations on student achievement using the State's VAM (pg. 28 and 35). The applicant indicated that the percent of principal evaluations will increase to 50% in year two (pg. 35). The applicant utilized research-based Marzano Causal Teacher Evaluation Model that reflects teachers' observed performance of competencies and skills shown to correlate with enhanced student outcomes (pg. 4). The LEA has demonstrated evidence supporting its choice of student growth models through research-based philosophies.</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</p>	<p>13</p>	<p>9</p>

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

ensuring a high degree of inter-rater reliability (13 points);		
<p>Comments: The LEA indicated a high quality plan for multiple educator evaluations. The applicant indicated that teachers are observed a minimum of 3 times each year, receiving 1 formal, 1 informal, and 1 snap-shot observation spread over both semesters, yearly (pg. 31). However, the principal’s observational tool was not described nor the events to be observed. The applicant points to Marzano Art and Science of Teaching Framework as a whole body of work and describes observations, observation tools, and accuracy of raters and/or procedures for ensuring a high degree of inter-rater reliability. The applicant indicated administrators began observing teachers using iObservation tool management system for collecting, monitoring, and analyzing teacher performance data (pg. 19). The applicant indicated that administrators received evaluator training to increase inter-rater reliability and practiced observing in a non-threatening environment (pg.20). The applicant indicated evaluations using the Marzano Protocol show increase inter-rater reliability to between 50% and 70% agreement (pg. 26). While it was indicated that several stakeholders would be trained, the applicant did not indicate specific personnel evaluating specific educators. The applicant indicated BASA includes annual orientation training for both school leaders and their evaluators to ensure inter-rater reliability (pg. 37).</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: The LEA shared experience measuring student growth at the classroom level through a statistical model of student growth that was approved by the FLDOE Commissioner for implementation in the 2011-12 school year (pg. 29). The applicant included that Florida’s Value Added Model included various starting levels among students which involved English Language Learner and Students with Disabilities (pg. 29). The applicant indicated that PBCS, which is a subset of the evaluation instrument, was implemented in 9 SIG schools in 2011-12 with teachers and principals (pg. 20). The applicant demonstrated the implementation in SIG schools with the Student Success Act of 2011 (pg. 27). The applicant indicated that BRIDGES evaluated teachers implemented student growth calculations indicated using the Value-Added Measure (VAM) system (pg.28).</p>		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —	6	6

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

<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>Comments: Teacher evaluations have a significant percentage connected to student growth, 50%. The applicant indicated formative performance indicator scores and annual summative evaluation scores in accordance with the Student Success Act of 2011 (pg. 27). The applicant indicated that BRIDGES evaluated teachers' student growth which was calculated through Value-Added Measure (VAM) (pg.28). Non-classroom teachers were evaluated on the following ratio, Instructional Practice at 60% and Student Growth at 40% (pg. 28). The general education teacher evaluation ratio, Instructional Practice at 50% and Student Growth at 50% (pg. 33). The applicant indicated indicators in Domain 1 and Domain 2 direct raters' attention to teacher' use of specific strategies that are a benefit to special student populations (pg. 34). The applicant indicated one of the purposes for using VAM in assessing student growth to evaluate teacher performance to isolate and subtract factors in student achievement exam scores which are outside the teacher's control such as English Language Learner and Students with Disabilities status (pg. 29). The applicant evaluated the practice of teachers using the BCPS' Observation Protocol domains that are a component of Marzano Model, but does not focus on student growth (pg. 32). However, the Instructional Practice score correlates specific educator behaviors with increased student achievement (pg.33). The applicant demonstrated the evaluation practice of teachers of special student populations into their instructional repertoire through Marzano's Domain 1 and Domain 2 (pg. 34).</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</p>	<p>6</p>	<p>6</p>

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

research-based intervention services, or similar activities.		
<p>Comments: Principal evaluations have a significant percentage connected to student growth, 40% in the first and 50% in the second. The applicant based a significant portion of the overall evaluation rating of the administrator evaluation on student growth. The applicant stated that student growth measures is worth 40% of a school leader’s annual evaluation score for 2012-13, and 50% beginning in 2013-2014 (pg. 35). The principal’s evaluation described indicated three processes; self-reflection, feedback, and annual summative evaluation (pg. 35). The applicant indicated that school administrator evaluations were calculated using the school-wide VAM (pg. 35). The Leadership Practice Score covers four domains for research-based leadership behaviors, including student achievement (pg. 36). The Deliberate Practice Score is a subset of the Leadership Practice Score worth 5%; however, this does not include student performance data (pg. 36). The applicant stated that BASA is designed to promote effective strategies that have been shown to increase success with special populations of students (pg. 37). The applicant indicated that Broward Assessment for School Administrators (BASA) implemented correctly and in appropriate circumstances, have a positive impact on student learning and faculty development (pg. 34). Principal evaluation tool supports principals’ efforts in focusing teachers on student learning results within the Student Achievement Domain (pg. e160). The applicant indicated principals are evaluated through BASA, indicator 2.2 – School Climate which demonstrated a measurement for effectiveness on a collaborative school culture focused on continuous improvement (pg. e170). The applicant indicated support for academic needs of special student populations, which are reflected in BASA indicators. The applicant stated BASA is designed to promote effective strategies to increase success with special populations of students, including ELL and Students with Disabilities (pg. 37). BASA Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students, general and special population (pg. e172).</p>		
TOTAL	35	31

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

Application Number S374A120101



Applicant Name: School Board of Broward County

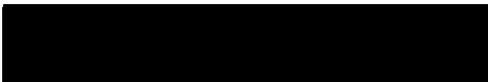
Reviewer Code: 23B

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	7
<p>Comments: The applicant indicated several research sources for the need for quality professional development, on pages 40 to 42, that supports the need to analyze disaggregated information for educator evaluations. The applicant indicated that needs assessments involved collection, analysis, and review of data that include the following: disaggregated student achievement scores from a variety of quality resources (pg. 45) used in the proposed educator evaluation system. However, the applicant did not clarify what types of PD would be suggested at the school level related to specific components of educators' evaluation. It was evident that the applicant stated that education leaders will use supportive communication techniques, expert content and pedagogical knowledge, and formative evaluation to provide in-school differentiated PD to teachers and administrators. It is determined that disaggregated information generated by teachers and principals evaluations identify the professional development needs of individual educators and schools.</p>		
(2) Provide professional development in a timely way (2 points);	2	1

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

<p>Comments: The applicant indicated school leaders participate in regular group and collaborative PD through Summer Leadership Professional Development, monthly principal meetings, monthly assistant principal meetings, and special event PD (pg. 47). The applicant indicated that schools are allocated 27 hours per year for PD during instructional hours (pg. 48). Professional Development System aids the formation of Professional Learning Communities, but it was not clear when PLC collaboration will take place (pg. 48). It will be critical that professional development include three different components for successful PD, knowledge, implementation, and analysis in order to assure full completion of PD in a timely manner.</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	<p>5</p>	<p>3</p>
<p>Comments: The applicant indicated a commitment to developing research-based, job-embedded PD programs with the goal of developing effective, high-performing teachers and principals (pg. 43). The applicant has had previous success in providing opportunities in transferring new knowledge demonstrated through recognition at the state and college level. This is supported by Broward’s Professional Development System receiving a rank of 3.6 on FLDOE’s 4 point scale as well as receiving accolades through the Southern Associations of Colleges and Schools (pg. 43). The applicant did not indicate how new knowledge will transfer into instructional and leadership practices. The applicant indicated that teachers and principals were awarded opportunities to transfer new knowledge through the allocation of 27 hours per year for PD during instructional hours (pg. 48), but does not indicate expectations of implementation or accountability measures to assure implementation.</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>20</p>	<p>20</p>
<p>Comments: The applicant indicated that all professional development in Broward County Schools is organized into two models: 1) District Level Model, and 2) School Level Model (pg. 44). The school level model is realized through site-based Professional Learning Communities aligned to the SIP (pg. 44). The applicant indicated that needs assessments are used to research and evaluate professional development needs (pg. 45). The needs assessments involve collection, analysis, and review of data that include the following: disaggregated</p>		

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

student achievement scores, Benchmark Assessment Test, and mini-BAT; learning gains reports; AYP reports, teacher performance evaluation reports; principal performance evaluation reports; iObservation data; school discipline data; parent survey data; school climate surveys; graduation rates; and input from teachers and union representatives (pg. 45). The applicant demonstrated PD that is likely to improve instructional and leadership practices at the school level evident by the facts stated above. It is also evident that professional development needs of individual educators are being met.

The applicant indicated at the district level, PD includes face-to-face workshops, interactive online courses, non-interactive online courses, and an array of online resources (pg.46). The applicant indicated the iObservation software allows instructors to track their own performance indicator rankings over time (pg. 49). The applicant indicated BCPS' Teacher Leadership Career Continuum is a professional development program for teachers who desire to increase their professional learning (pg. 54). The applicant indicated administrators create Individual Leadership Development Plans to structure their professional development around the areas of need in Leadership Practice identified through BASA (pg. 49). The applicant demonstrated PD that is likely to improve instructional and leadership practices at the district level evident by the facts stated above. It is also evident that professional development needs of individual educators are being met.

TOTAL	35	31
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The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

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: The applicant indicated that educators were involved in the development of Leading Excellence and Achievement in Performance (LEAP) project, which includes their PBCS and educator evaluation system. LEAP demonstrated research-based and carefully designed human capital systems providing the necessary leverage to achieve results (pg. 2). The applicant indicated several collaborative processes and structures used in developing and implementing LEAP, which contains the design of PBCS. Examples of collaborative groups that involve educators are Student Growth Implementation Committee (SGIC), Teacher and Principal Appraisal Committee, and Empowering Effective Teacher Task Force (pgs. 57 to 59). The applicant indicated that the State of Florida developed a component of educator evaluation measures with involvement from principals and teachers (pg. 58). The applicant indicated that Broward County stakeholders developed a Student Growth Implementation Committee (SGIC) (pg.58). The applicant indicated that SGIC members were a combination of teachers, school administrators, district administrators, postsecondary teacher educators, business community, and parents (pg. 58). The applicant indicated in 2010, stakeholder committees were created to address evaluation, pay for performance, Race to the Top (RTTT) requirements, and School Improvement Grants (Teacher and Principal Appraisal Committee) (pg. 58). The applicant indicated that common school stakeholders were involved as well as BTU and BPAA. In 2011, the applicant indicated that a sub-committee was formed comprised of teacher’s union representative and district evaluation coordinator (pg. 58). It is evident that collaborative efforts from educators has been and will continue to be a part of designing and implementing PBCS and the educator evaluation systems.</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	22

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

Comments: The Empowering Effective Teachers Task Force was to develop an advocacy agenda to promote effective teaching, including preparation, evaluation, development, and compensation (pg. 59). The Task Force members included BCPS district personnel, teachers, BTU representatives, other school stakeholders (pg. 59). Stakeholders from the SGIC as well as Charter Schools USA, United Way, IHE, legislators, and business were involved in the Task Force (pg. 59). The report from the Task Force was utilized during the development of LEAP (pg. 59). The applicant added the engagement of stakeholders through Joint Labor-Management Evaluation Committee, Compensation Workgroup, BRIDGES Workgroup, and Administrative Work Group (pgs. 61 and 62). The applicant indicated that an Oversight Committee keeps the school district leaders and the union informed about the progress of the implementation of the compensation and evaluation systems (pg. 62). The applicant stated that letters of support have been provided from BTU and BPAA verifying their cooperation in the TIF proposal, which included proposed PBCS and evaluation system (pg. 63). The applicant noted that no "special" groups were convened because of the current structure of stakeholders within BCPS operations (pg. 63). The applicant indicated, through a letter from BTU, support for the general idea PBCS, but has not made any commitment or support of a specific plan (pg. 120). However, BPAA provided a strong letter of support (pg. 119). While there is evidence that educators support the elements of the proposed PBCS and the educator evaluation systems, the details and the extent of the support has not been finalized.

TOTAL	35	32
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The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

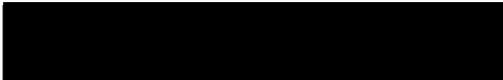
SELECTION CRITERION (e) Project Management. (30 points)

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	3
<p>Comments: The applicant defined a partnership with an external evaluator to obtain a high-quality evaluation based on clear impact and implementation data (pg. 73). A Project Management Team consisting of the following individuals: Project Director, Project Coordinator, Chief Human Resources Officer, Director of Employee Evaluations, Chief Talent Development Officer, BTU Representative, BPAA Representative, and external evaluator will oversee the HCMS, PBCS and evaluation system (pgs. 73 to 76). BCPS indicated several stages of implementation that defines roles and responsibilities. Within stage 1, TIF will support a dedicated position to serve as a liaison between Human Resources and Broward Teacher Union (BTU) (pg. 64). The applicant in strategy 2 will develop the base for Educator Evaluation System through the development of pilots within BASA (pg. 64).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments: The applicant indicated that Broward County Public Schools (BCPS) will partner with a qualified external evaluator experienced in education evaluation, quantitative analysis, and qualitative research (pg. 73). The applicant indicated that a Project Management Team would oversee the TIF grant which involved groups from administration and teachers (pg. 73). The applicant shared specific personnel, positions, and responsibilities in pages 74 and 75. This demonstrated sufficient human resources to assure that the allocation of personnel would be enough to complete the project tasks.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments: The applicant demonstrated measurable project objectives and performance measures within the four strategies to accomplish the goal (increase student achievement in high-need schools) (pgs. 66 to 72). For example in strategy 1, BCPS will develop an LEA-wide HCMS with a Educator Evaluation System (absolute priority 1). In strategy 2: BCPS will develop an LEA-wide Educator Evaluation Systems based on student growth (absolute priority 2) as well as the piloting of BASA. In strategy 3: BCPS will implement an Educator Performance Salary Structure based on effectiveness (competitive priority preference 5). In</p>		

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

<p>strategy 4: BCPS will provide comprehensive PD for teachers and administrators based on needs identified through the performance evaluation system (pg. 65). The applicant set benchmarks for the development of evaluation systems, but not the analysis.</p>		
<p>(4) Includes an effective project evaluation plan (5 points);</p>	<p>5</p>	<p>5</p>
<p>Comments: The applicant stated an impact evaluation and implementation study will be conducted to serve the various purposes of the project (pg. 65). The Impact Evaluation and Impact Study will examine a variety of data, collected through observations, interviews, and focus groups (pg. 65). The applicant stated regular reports presented to the Project Management Team will demonstrate findings related to project objectives (pg. 65), as well as within the tables on pages 66 to 72, evaluation questions are presented to help with the development. The combination of analysis, communication, and strategic planning will allow for an effective project evaluation plan.</p>		
<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).</p>	<p>8</p>	<p>8</p>
<p>Comments: The applicant indicated a realistic and achievable timeline to implement a three phase system. The applicant indicated year 1 as the development year for teacher evaluation. In year 2, the administration evaluation will be piloted (pg. 76), which reflects the development of the HCMS. The applicant indicated that the performance salary scale will be fully designed and negotiated for piloting in TIF schools (pg. 76), which reflects the development of the PBCS as well as the educator evaluation systems. The applicant stated phase 2 would be the roll-out in TIF schools throughout years 2 and 3 which included the beginning of mentor, coaching, and peer reviewer programs (pg. 77). Phase 3 is a full roll-out in years 4 and 5, which would involve performance salary structure in place at a 100% for teachers and administration. Career Continuum will be phased in during phase 3 (pg. 77). BCPS has developed a strategic plan for implementing the components of the HCMS, PBCS, and educator evaluation.</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>4</p>
<p>Comments: The applicant described in a three phase system the implementation of the Absolute Priorities in conjunction with a well thought out project timeline that is realistic and achievable. The applicant has a vision for utilizing an existing LEAP program to be expanded by</p>		

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

the TIF grant to develop the required priorities that has been denoted on pages 66 through 72. The dates for completion of strategies and objectives are included within the charts on pages 66 through 72. The applicant indicated the completion of project tasks and achieving objectives on page 72, which is realistic and achievable.

TOTAL	30	30
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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	9
<p>Comments: The applicant indicated that financial and nonfinancial resources are already in place for the HMCS, evaluation systems and tools, differentiated pay programs for SIG schools, and PD (pg. 77). The applicant described leverage TIF funds with the following, ESEA Title II, RTTT, SIG, PROPEL State grant, and Magnet Schools Assistance Program Grant (pgs. 78 and 79). ESEA Title II will be used to provide professional development for educators (HCMS). RTTT will be used to support ongoing development of the teacher and administrator evaluation, which includes a compensation component (HCMS and PBCS). School Improvement Grant (SIG) will fund instructional coaches to work with teachers and for the differentiated pay and pay for performance (HCMS and PBCS). PROPEL State grant will fund development of career ladders (HCMS). A Magnet Schools Assistance Program grant will support training for teacher and administrators (HCMS) (pgs. 78 and 79). The applicant indicated that several existing positions are supported or partially supported by non-TIF funding (pg. 80). The applicant indicated that</p>		

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

<p>base salary for Principal Mentors and Principal Coaches would continue beyond the grant, but a reallocation or increase in school funding would be needed to support this belief (pg. 80). It was not clear what, if any, nonfinancial support was in place for PBCS.</p>		
<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).</p>	<p>10</p>	<p>10</p>
<p>Comments: The applicant indicated the Florida passed Senate Bill 736 that requires school districts to instate educator evaluation systems using student growth measures as well as a component of performance compensation (pg. 81). The applicant stated that BRIDGES and BASA evaluations are aligned with BCPS’s vision for instructional improvement and are being used in decision-making regarding educator support and dismissal (pg. 82). The applicant pointed out that Florida Statute 1012.22 forced BCPS to restructure the current compensation system that would include performance pay based on evaluation. The applicant indicated that following the TIF grant period, BCPS will sustain the HCMS, educator evaluation systems, and PBCS. For example, technology warehouses for student and educator data will be maintained and augmented as needed and iObservation Suite and its integrated PD resources will be continued (pg. 80). Another example, the PBCS will continue to be funded through a restructuring of the current compensation system, reallocating funding for step and column increases to a salary structure (pg. 81). The applicant has identified a strategic plan to continue the sustainability of PBCS and educator evaluation systems after the grant period.</p>		
<p>TOTAL</p>	<p>20</p>	<p>19</p>

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

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B

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

	Total Possible	Assigned Score
<p>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--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(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</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	15
<p>Comments: The applicant utilized LEAP implementation to provide an opportunity for a phase-in-chart for the implementation of the salary structure for teachers and principals, which indicates complete implementation in year 5 (pg. 256). The applicant indicated that they will recognize and reward professional excellence for effective and highly effective teachers and principals. The applicant specifies that awards will be provided to those educators that work at TIF schools, transfer to high-need schools or take a career ladder position at a TIF school; for example, Teacher/Principal mentors: \$2,000, Teacher/Principal coaches: \$3,500, Teacher/Principal Peer Reviewers: \$5,000 (pg. 24 and 25). The support of the local unions, state and local policies, and a district wide vision, which was evident within the application and support letters indicate a favorable chance for success.</p>		
TOTAL	20	15
GRAND TOTAL	220	195

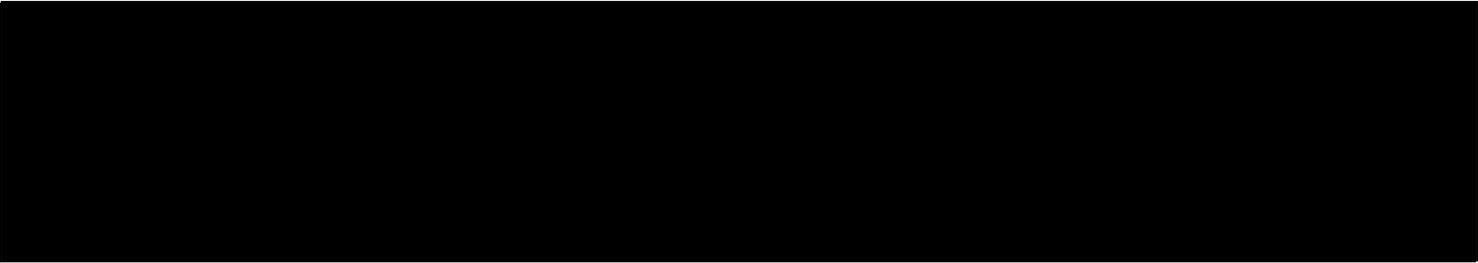
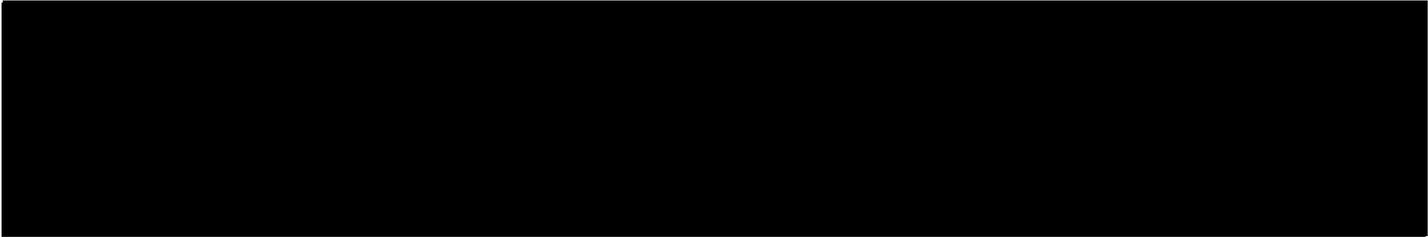
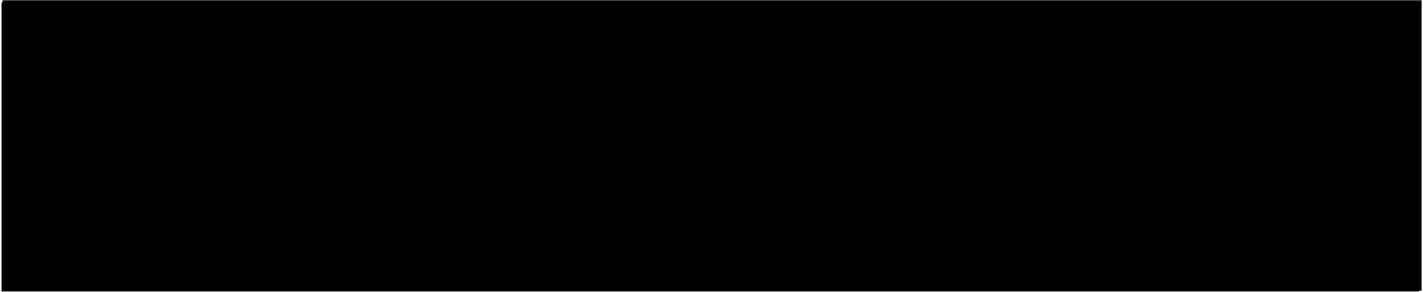
The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120101



Applicant Name: School Board of Broward County

Reviewer Code: 23B



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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

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--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	9
<p>Comments: The applicant defines their vision for instructional improvement with the assertion that there is a direct cause and effect relationship between effective teaching and student performance. The applicant references their teacher evaluation model as containing indicators and competencies of performance. There is a notation of those competencies in Domains 1-4 included in their teacher evaluation model. (supplementary documents) The applicant notes that educators can improve their competencies with appropriate assistance and training. Details were lacking as to what specifically this assistance and training would look like. One example of assistance noted were ‘data chats’ with administrators for the purpose of using data to drive decision making. (pages 2-4) The applicant provided supporting comments to show evidence that their vision was aligned with their HCMS. For example, the applicant notes their proposed Leading Excellence and Achievement in Performance (LEAP) project would show that their researched based and carefully designed HCMS would provide the necessary leverage to achieve dramatic results. (page 2)</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)--	35	28
<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>		

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

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|--|--|--|
| <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> | | |

Comments:

There is some evidence that the applicant has developed a plan which will increase the likelihood of effective teachers and principals in the high need schools through the educator evaluation systems in their Human Capital Management System.

The applicants provided some details as to the range of human capital decisions that would be made regarding educator effectiveness. The focus most noted was on the recruitment and placement of the best teachers and principals to staff the highest needs schools. The applicant references three practices that they implement to include the vetting of applicants to SIG schools, the recruitment to the Urban Teacher Academy Program, and the sharing of key competencies with local post secondary schools. Within these processes, the applicant refers to the review of evaluation data when making those decisions.(pages 9-11)

The applicant outlines the process for using human capital decisions to increase the effectiveness in high need schools as measured through evaluation. Specifically, the applicant notes that educators in SIG schools that perform at the Needs Improvement or Unsatisfactory level or show a decrease in student achievement scores may be placed on a development plan or involuntarily transferred. (page 17)

Additionally, the application mentioned some details regarding the weight given to educator effectiveness when human capital decisions are being made. The applicant notes that teachers who rate effective or highly effective will have an opportunity to pursue a teacher leadership career path. (page 14) The applicant also explained the process for teachers that are not performing at an acceptable level would be placed on a development plan and if identified deficiencies were not mastered; the teacher would be put on notice for termination. (page 16) Additionally, the applicant notes that principals who have not demonstrated sufficient improvement on their evaluation instrument are demoted or terminated. (page 17) It is evident that weight is given to principal and teacher effectiveness based on the fact that human capital decisions are made based on this information.

The applicant showed limited evidence as to the feasibility of the HCMS to inform human capital

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

decisions. There is no evidence of LEA-level policies that would inhibit them from using educator effectiveness as a factor in human capital decisions, as the applicant states they have policies in place to support the development and implementation of the Leading Excellence and Achievement in Performance (LEAP) project. (page 19) The applicant references the use of the observation and feedback protocol the previous school year.

However, there is no evidence of a commitment of the LEA’s leadership to implement the HCMS. Although the applicant notes that the principals and assistant principals have reported that the system is fair and effective this does not sufficiently show evidence of a commitment. (page 17) Therefore, the applicant falls short in providing evidence of the commitment of the LEA’s leadership to implementing the described HCMS.

The applicant documented incentives that were provided to teachers and principals to work in high need schools. These included recruitment bonuses, individual professional development budgets, (page 17) and a Performance Based Compensation System that was implemented in 9 SIG schools the previous school year. (page 20/21) The PBCS provides financial incentives such as a salary increase for Effective or higher ratings, increases for teachers that take on career ladder assignments, compensation for teachers in critical shortage areas, and transfer bonuses. (pages 21-23) Some non-financial incentives noted were selection of teachers for school leadership development programs. (page 25)

TOTAL	45	37
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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: The applicant provided evidence of an evaluation rubric for all educators which included four performance levels: Highly Effective, Effective, Needs Improvement, and Unsatisfactory. The summative evaluation scores were related to the level of collected evidence. The quality of the rubric is high as the rubrics used in the evaluation instrument was developed using current research on both</p>		

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

Application Number S374A120101

Reviewer Name: [REDACTED]

Applicant Name: The School Board of Broward County

Reviewer Code: 23C

effective instructional practice and school leadership. (page 27)		
(2) Each participating LEA has presented (4 points)--	4	3
(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;		
<p>Comments: The rationale for the utilization of a student growth measures was mandated by the Florida State Legislature as noted in the application. (page 3) The applicant specifies that student growth would be calculated through Value Added Measures and would constitute 50% of a classroom teacher's evaluation and 40% of a non-classroom teacher's evaluation. (page 28) Student Growth Measures will be utilized to provide a summative evaluation score for principals; constituting 40% of the evaluation school next year and 50% the following year. (page 35) The applicant states that the Value Added Model (VAM) was developed by statistical consultants from the American Institute of Research. The use of VAM allows for the isolation and subtraction of factors that are out of the teacher's control. This analysis of student data in a teacher's and principals' performance evaluation system is not limited to a single year of student scores. (page 29) Additional research done by Marzano supporting the use of a value added model in an evaluation system was noted in the application. (pages 3-4)</p> <p>The applicant does not demonstrate the rigor and comparability of assessments.</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);	13	8
<p>Comments: The applicant describes the teacher observation process and the frequency of observations. Teachers are observed a minimum of 3 times each year with one informal, one formal and one snapshot observation spread over both semesters. The observation tool utilizes the Robert Marzano model which divides the observed instructional practices into four domains with a number of key strategies in each. (page 31 and supplemental documentation)</p> <p>The applicant explains that a key component of the evaluation programs included annual training for teachers, schools leaders, administrators, supporting teachers, and teachers' union representatives in</p>		

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

the Marzano Observation Protocol, iObservations, and all evaluation procedures. (page 26) However, there is inadequate evidence provided as to who specifically will conduct the observations for all educators nor do they speak to the qualifications of the evaluators. Additionally, for school leaders, the applicant mentions that observation would be one factor on which to base the evaluation of school leaders. However, there is no evidence of the observation tool, the events to be observed, or an identification of who would conduct observations for school leaders. Therefore, there are no procedures outlined to ensure accuracy or inter-rater reliability for school leader evaluation.

The application specifies procedures that would be utilized to ensure a high degree of inter-rater reliability. The applicant notes an annual orientation training for school leaders and evaluators to ensure inter-rater reliability. (page 37) The applicant referenced the fact that the use of the Marzano Protocol in evaluations demonstrates an increase in inter-rater reliability; between a 50% and 70% agreement. (page 26)

(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
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Comments: As evidence that they have had experience measuring student growth at the classroom level, the applicant references that the approval of the statistical model for student growth was approved for implementation in 2011-2012. (page 29) Additionally, the applicant notes the implementation of the evaluation systems for principals and teachers in 9 SIG schools during that same school year. (page 20) There was evidence that the applicant has implemented some components of the proposed teacher evaluation system. For example, the observation protocol covering Domain #1 was utilized in 2011-2012. (page 32)

(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 student growth; (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;	6	6
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Comments: Student growth is a significant factor in the evaluation of the teacher; being worth 50% of their overall evaluation. (page 33) Specific indicators in Marzano's strategies are utilized to ensure that all teachers are incorporating the needs of special student populations. The applicant explains that

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

<p>Domains 1 and 2 direct a rater’s attention to the teachers’ use of specific strategies to support special student populations. Specifically, the applicant notes that the indicators from the Planning Domain evaluate teachers on their level of effectiveness in preparing for the particular educational needs of students with disabilities and English language learners. (page 33/34)</p>		
<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>6</p>	<p>6</p>
<p>Comments: The annual summative evaluation score for principals includes Student Growth Measures which would constitute 40% of the school leader’s evaluation next year and then 50% in all subsequent years. This is a significant portion of the principals’ overall evaluation. (page 35)</p> <p>Principal performance scores cover four domains of research-based leadership behaviors: student achievement, instructional leadership, operational leadership, and professional and ethical behaviors. (page 36) The Leadership Practice score focuses on the administrators’ effectiveness in achieving personal goals or school goals. The Student Achievement Domain within the principal evaluation tool supports the principals’ efforts in focusing teachers on student learning results. (Proficiency Area 1 page e160)</p> <p>Within the evaluation tool, there is evidence that school leaders are evaluated on their ability to establish a collaborative school culture focused on continuous improvement. (Indicator 2.2 page e170)</p> <p>The applicant describes the Leadership category where administrators are rated on their ability to develop and maintain a school atmosphere conducive to learning and achievement for all students. (Indicator 2.3 page e172) These performance indicators were noted as evidence of the promotion of success with special populations. (page 37) Additionally, the principal evaluation instrument is designed to promote effective strategies that have been shown to increase success with special populations of students, including those with disabilities and English Language Learners. (page 37)</p>		
<p>TOTAL</p>	<p>35</p>	<p>29</p>

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

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	7
<p>Comments: The applicant provides evidence that they will disaggregate information generated by the evaluation results for teacher and some evidence for principals. The applicant makes a note of their dedication to providing professional development that is guided by both data and evaluation. (page 40) The applicant also notes that an assessment utilized to evaluate professional development needs includes the review of educator performance evaluation reports. (page 45) The applicant provides details as to how the results of an educator’s evaluation would directly address the professional development needs of teachers and principals. The professional development need will be based on data gathered from a performance evaluation and would result in goal setting for the coming school year. (page 49) Additionally, the applicant specifies the characteristics of the iObservation tool which include the ability of teachers to monitor their progress and then be directed towards professional development opportunities. However, the application lacks specificity as to how the results of the evaluation system of principals and teachers would support the school as whole.</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments: The applicant notes that schools are allocated 27 hours per year for professional development during school hours. (page 48) The application lacks additional details as to the timely delivery of professional development.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	3

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

Comments: The applicant addresses its commitment to developing research based, job-embedded professional development. (page 43) The Professional Development Support office aides in the formation of Professional Learning Communities at the school level. The applicant also references that teachers are provided with job-embedded opportunities to implement new knowledge and skills for instructional practices. Examples include aligning curriculum, developing common lessons and common assessments, and monitoring the implementation of new learning through the work of Professional Learning Communities. (page 48)

However, the applicant did not specify school based, job-embedded opportunities for the transfer of new knowledge into leadership practices for principals.

(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	20
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Comments: The applicant lists a number of delivery methods the district will utilize to provide professional development to its educators that will improve instruction and leadership practices. They include face-to-face workshops, online courses, and online resources. The applicant references a portal application that provides teachers and administrators with a resource of high quality tools and content for improving instruction and leadership based on best practices. (page 46) The applicant notes the district's implementation of personalized professional development. Additionally school administrators structure their professional development plans around leadership practices and the needs that were noted on their Individual Leadership Development Plan. (page 49) The applicant also provides evidence of a robust Teacher Leadership Career Continuum for teachers who desire to increase their professional learning. (page 54)

TOTAL	35	31
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The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

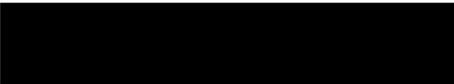
ELECTION CRITERION (d) Involvement of Educators. (35 points)

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: The applicant lists a variety of methods utilized to involve a number of different stakeholders, to include teachers and principals, in the district decision making around the PBCS and the educator evaluation systems. These include focus groups, surveys, evaluations, and work groups. (page 57) Specific to the design of the PBCS, the applicant notes the utilization of a Student Growth Implementation Committee who was tasked with developing the Value Added Model. The applicant also instigated a Teacher and Principal Appraisal Committee and a subsequent sub-committee comprised of teacher’s union representatives. Additionally, an Empowering Effective Teacher Task Force was developed to create a call to action to promote effective teaching including ways in which teachers were evaluated. (page 58-59)</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	22
<p>Comments: The applicant has provided letters of support verifying the cooperation of the local teachers’ union and the administrator association. (pages e119-e120) However, the letter from the Broward Teachers Union gives limited support given the timeline. The letter clearly states that the ‘timeline for submission of the grant did not allow for the full consideration it required’. This indicates a cursory level of support, but does not constitute full support since they did not have ample time to review the components. Established work groups and survey data from stakeholders were also noted as evidence of educator support in the elements of the PBCS. The applicant documented that no new special groups were utilized specifically for the development of the PBCS, but that the utilization of such groups was common practice within their organization. (page 63 and supplemental material)</p>		
TOTAL	35	32

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

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	3
<p>Comments: The applicant denotes that the project will be managed by a Project Management Team. For each member of the team, the applicant defines the roles and responsibilities of the members that have yet to be hired. Members of the Project Management Team include the Project Director, Project Coordinator, Chief Human Resources Officer, Director of Employee Evaluations, Chief Talent Development Officer, Representatives from the local teacher and principal union and a Project Evaluator. (page 74) The applicant also defines specific responsibilities for each of the members of the Project Management Team. For example, the Project Coordinator will be tasked with handling grant reporting and recordkeeping and coordinating the involvement of stakeholders in the workgroups. (page 75)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments: The human resources named by the applicant are sufficient because their defined roles indicate they will be adequately able to complete the project tasks. The project will employ a Project Coordinator would will be hired to handle grant reporting and recordkeeping. Additional support for the project will be provided by members of the Office of Talent Development and the Office of Human Resources. These human resources will be sufficient to support the work of those hired specifically to oversee the project and complete project tasks. (page 74)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments: The applicant outlined four measurable strategies that would be developed throughout the project activities and employed to achieve the goal of increasing student achievement in high need schools by improving the effectiveness of teachers and leaders. The strategies focused on the Absolute Priorities of the grant and the Competitive Priority Preference. (page 64) The applicant provides a detailed chart which outlines measurable project objectives, performance measures, evaluation questions, data sources, methodology, and completion dates. (pages 66-72)</p>		

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments: The applicant identifies an effective project evaluation plan that is both valid and reliable. To evaluate the project the applicant will use an Impact Evaluation process and an implementation study. The Impact Evaluation will provide feedback to direct continuous improvement. The implementation study will monitor the timeline and the budget. Additionally, the applicant notes the utilization of a qualified external evaluator. (pages 65- 73)</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	8
<p>Comments: The applicant outlines a realistic and achievable timeline with three phases of implementation. Phase 1 is year one of the project and is called the Development Phase. During Phase 1, the teacher evaluation instrument will be implemented for the second year and the administrator evaluation will be piloted. A component of the HCMS, referred to as the Teacher and Principal Mentor and Coach programs, will be planned. Additionally the PBCS will be designed and negotiated. (page 76)</p> <p>Phase 2 will span 2 years and will be the Roll-Out to TIF Schools. During these years the evaluation systems will be refined and the PBCS performance salary scale will be piloted in the TIF schools.</p> <p>Phase 3 occur in years 4-5 of the project and will be the Full Roll-Out year. During this final phase, the PBCS performance salary scale will be available to 100% of the teachers and principals district wide.</p> <p>The phases outlined are reasonable in their effort to fully see the project through. The applicant specifies a plan, over a two year period, to phase in schools beginning with the TIF schools and then full implementation in all schools in the district. Additionally, the Career Continuum will be phased in during Phase Three which is the Full Roll-Out year. (page 76-77)</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
<p>Comments: The applicant presents a thorough and well thought out project timeline that is realistic and achievable. On the chart provided, (page 66-72), the applicant clearly denotes the dates as to when the strategies and corresponding objectives will be completed. Within a five year period, the applicant shows all project tasks and objectives have been completed. (page</p>		

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

Application Number S374A120100



Applicant Name: Excel Academy Public Charter School

Reviewer Code: 11-B

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	2
<p>Comments</p> <p>The applicant indicated in its application that it was applying for this competitive preference. The budget narrative details a proposed performance-based compensation plan for effective teachers and principals, and also mentions a salary augmentation for part-time mentor teachers and other teachers who take on leadership roles. However, little evidence was provided to determine how TIF funds will be used to support salary structures based on effectiveness in the high-needs schools. Without evidence of what the salary structure looks like and how it was, or will be developed it is not clear how TIF funds will be used. Although the applicant has demonstrated it has stakeholder support (see letters in Attachment), without the applicant addressing specific requirements, it is not clear if an educator salary structure will be in effect by 2015.</p> <p>Budget narrative, clear stakeholder support</p>		
TOTAL	20	2
GRAND TOTAL	220	74

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

required to implement components of the project regardless of the funding. For example, current state statute requires the use of student growth measures as a component of an educator’s evaluation. (page 81)

The applicant references current positions that will work with the grant and/or be supported by the grant that will continue to be in place at the end of the funding. Some costs of support structures of the grant including the technology warehouse and the observation tool used in the evaluation system will continue to be funding through district funds. The applicant also notes that the PBCS will continue to be funded through a restructuring of the current compensation system. (page 80/81)

TOTAL	20	19
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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

<p>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--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(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</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	Total Possible	Assigned Score
	20	16

Comments: The applicant provided a phase-in chart for the implementation of the salary structure for teachers and principals. (page e256) The timeline indicates that the PBCS will be completely implemented at the end of Phase 3 in Year 5. Specifically, beginning in Phase 2 in Year 3, the applicant will offer the performance salary option throughout the district and make it required for new hires. However, the chart does not clearly define how the applicant will use the overall evaluation ratings to determine educators’ salaries.

The applicant notes that they will use TIF funds to support the salary structure by recognizing

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

Application Number S374A120101



Applicant Name: The School Board of Broward County

Reviewer Code: 23C

and rewarding professional excellence for effective and highly effective teachers and administrators. However, there is no clarity as to if the salary structure would be different for effective or highly effective. The applicant specifies that awards will be provided to those educators that work at TIF schools (noted as high need schools), transfers to TIF schools, or take a career ladder position at a TIF school. (page 25)

The applicant notes that they are well positioned for success with the support of the local unions, state and local policies, and a district wide vision.

TOTAL	20	16
GRAND TOTAL	220	194

