

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

Application Number S374A120073



Applicant Name: Center for Educational Innovation

Reviewer Code: 20-A

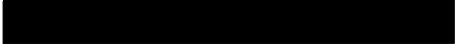
SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(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	10
<p>Comments</p> <p>Each Local Education Agency (LEA) is committed to improving the practice of educators for the purpose of improving student learning. (P. e22) Evaluation models integrate checks to ensure that teacher practices align with student outcomes. (P. e23) All LEA's share the vision outlined in the Human Capital Management System (HCMS) plan that has 7 components tied to professional practice and student learning outcomes. (Pp. e22; e25; e26) The applicant clearly articulates how the HCMS plan will encourage each teacher to progress through the levels from "Aspiring Teacher" to "Teacher Leader". The applicant also correlates the progression directly to the proficiency exhibited by the educator based upon the evaluation system.</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>	35	30

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(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

(i) The applicant's Human Capital Management System (HCMS) has 7 components tied to professional practice and student learning outcomes. (Pp. e25; e26) These components cover a broad range of capital decisions tied to the educator evaluation system. The applicant plans to create the position of "Aspiring Teacher" to develop pre-service educators and develop a base from which to recruit "Novice Teachers". (p. e26) The evaluation system for Aspiring Teachers is aligned with the evaluation tool for all educators in the Local Education Agency (LEA) and is a key benchmark for determining whether the aspiring teacher will be eligible for a full-time position within the LEA. (P. e26)

(ii) In addition to the aspiring teacher process mentioned above, LEAs will use differentiated hiring plans to recruit effective teachers into subject areas/grade levels that have traditionally been difficult to staff (i.e. math, science, special education). (P. e27) As part of the planning process for the grant, each LEA will develop specific performance standards that must be demonstrated by candidates in order to be eligible for the position. These criteria will also be used for ongoing compensation decisions related to promotion and retention of teachers. The exact criteria will be developed by each LEA, but will be specifically linked to the evaluation model and will have provisions for terminating ineffective educators. (P. e27)

The applicant outlines a plan for mentoring teachers and has clearly defined criteria for selecting and compensating "Master" and "Mentor" Teachers. (P. e28) Evaluation is a central focus of all decisions within the HCMS. (P. e29) Each of the 7 components of the applicant's HCMS plan clearly aligns with research-based practices of evaluation and provides defined growth opportunities for all educators. A system of support and incentives is in place to encourage the growth of all educators within the system.

The applicant outlines a specific plan of growth for principals within the HCMS system. This plan includes evaluation as a key decision making factor for the performance-based compensation of principals. (P. e33)

(iii) The lead applicant has extensive experience in implementing a HCMS. (P. e34) They have also conducted a gap analysis to identify each LEAs readiness to implement the HCMS. All LEAs have some form of evaluation in place as required under each LEAs charter. (P. e35) The LEAs use one of two different frameworks (Danielson or Marzano) for evaluating teachers, but the current systems at each

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<p>LEA do not have a systematic way of using the evaluations to inform management decisions (P. e35).</p> <p>(iv) A common theme of the gap analysis was that all LEAs desire a clearly defined process of professional growth for educators. (P. e36). All primary stakeholders have been involved in the development process which increases the likelihood of success in implementing a HCMS. A representative from each LEA school board as well as each LEA's principal signed a Memorandum of Understanding (MOU) verifying their support for implementing an HCMS.</p> <p>(v) The applicant states that the financial and non-financial strategies are research-based. (P. e36) The lead applicant cites some examples of how their HCMS has improved teacher practice based on evaluation. (Pp. e58-e59) However, there is no specific evidence of how the incentives will lead to attracting and retaining effective educators in high need schools.</p>		
TOTAL	45	40

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>Each Local Education Agency (LEA) will be using a research-based model to evaluate teachers. Each model has four performance levels. The four performance levels are clearly delineated for both principals and teachers (P. e38)</p>		
(2) Each participating LEA has presented (4 points)--	4	4
(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		

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choice of student growth models and demonstrating the rigor and comparability of assessments;		
<p>Comments</p> <p>The lead applicant has experience in utilizing student growth in differentiated performance levels. Evidence is cited by the work done previously with the Teacher Incentive Fund (TIF). (P. e39) The assessments used for student growth measures have defined criteria and are external assessments. They are not specific to any of the Local Education Agencies (LEAs). (P. e40)</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	13
<p>Comments</p> <p>The lead applicant's plan articulates the method for evaluating teachers and principals. The primary tools for evaluation are research-based (Danielson and Val-ED), and there is a plan for allowing for LEAs using the Marzano framework to adapt that framework to be consistent with the work being done by the other LEAs. (P. e44) For teachers, there is a specific plan on converting the Danielson rating to a numerical value that can be used for evaluation. (P. e45) For principals a similar model is in place for converting Val-ED scores. (P. e46)</p> <p>The applicant clearly states who will be conducting the evaluations and the number and type of observations that will take place. The lead applicant will facilitate an 8-week training program for evaluators. (P. e48) The implementation of this process will start with those who will conduct formal observations, and will later include those who will be in the role of Mentor Teacher. (P. e48) In addition to the initial training, ongoing evaluations by external reviewers trained on the assessment tool will be used to ensure inter-rater reliability. (P. e48) The plan for the observation of principals includes the use of external experts for evaluation. It also calls for the external expert to work with a local supervisor to conduct observations and formulate a summative assessment. (P. e49)</p>		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed	4	2

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educator evaluation systems (4 points);		
<p>Comments</p> <p>As previously mentioned, the lead applicant has extensive experience measuring student growth at the classroom level. Some of the Local Education Agencies (LEAs) have used student growth measures for purposes of performance based compensation. (P. e50) However, none of the LEAs mentioned in the application have implemented a student growth element directly into their evaluation systems. (P. e49) Furthermore, four of the LEAs had no formal evaluation program for educators. (P. e49)</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>	6	4
<p>Comments</p> <p>(i) The applicant clearly defines how student growth will contribute to the teacher evaluation method (figure 5 P. e41) For example, a teacher who has between 95 and 100% of students meet their individual growth target will receive 40 out of 40 points on their evaluation in the area of student growth.</p> <p>(ii) The applicant addresses how measures will be used in general education courses. (P. e41) It is unclear how the model will be applied at the secondary level where individual students may have multiple teachers working with them over the course of an academic year in an individual content area. Special subject areas (such as art and music) are addressed. (P. e42) The method for evaluating teachers working with special education students who are serviced by Individualized Education Plans (IEPs) is clear (P. e42), but there is no mention of how English Language Learner (ELL) student growth will be measured.</p>		
(6) In the case of principal evaluations, the proposed evaluation system (6 points)	6	5

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<p>(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>Comments</p> <p>(i) The student growth component of the principal's evaluation is specifically outlined. (P. e43) For example, principals who have between 95 and 100% of students meet their individual growth target will receive 40 out of 40 points on their evaluation in the area of student growth.</p> <p>(ii)The principal's performance is directly tied to their teachers' effectiveness in helping students meet their individual learning objectives. This provides significant incentive for the principal to create a collaborative school culture focused on improvement. However, it is unclear how the principal will provide the support system mentioned in requirement b6iiC.</p>		
<p>TOTAL</p>	<p>35</p>	<p>30</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The applicant has built into the evaluation process an avenue by which the principal and teacher can develop a growth plan for each individual teacher. (P. e51) This growth plan will be part of the ongoing discussion throughout the following school year to guide discussion and monitor teacher progress. The disaggregated information will also be used to guide the professional development needs of the schools.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The Local Education Agencies (LEAs) will use a system of Professional Learning Communities (PLCs) to facilitate ongoing support for educators in a timely fashion. The PLC process will allow for a systematic way for educators to collaborate and achieve personal and school-wide goals. (P. e52)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments</p> <p>Professional Learning Communities (PLCs) will be the avenue through which educators are given time to collaborate and implement a continuous cycle of improvement. The applicant has listed ways in which the collaboration time will be embedded into the school year. (P. e52) For example, PLCs could be arranged around common preparation times. The applicant also</p>		

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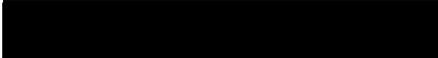
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provides for resources aimed at helping principals grow in their professional knowledge by helping principals develop distributed leadership models in their schools. (P. e57)		
(4) Provide professional development that is likely to improve instructional 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	17
<p>Comments</p> <p>The lead applicant has had extensive experience with providing data-driven professional development through previous grant processes. (P. e53) This has created a wealth of educator resources to which the Local Education Agencies (LEAs) will have access. The lead applicant will provide data tools, such as curriculum mapping software, which will allow educators to efficiently process student assessment data to identify areas of improvement. (P. e54) A network of online resources will allow educators to individualize their professional development needs based upon their personal evaluations. An example of one of these resources is a social networking site that provides assistance to educators in areas related to building data cultures and implementing the common core standards. (P. e54)</p> <p>In addition to providing the tools for professional development, the lead applicant will provide training on how to use the tools effectively. (P. e55) This plan involves increasing each teacher’s capacity for using data to guide instruction so that they can effectively map curriculum, integrate formative assessments and create individualized learning plans. (P. e56) The lead applicant has experience in working with Teacher Incentive Fund (TIF) and has data to show the effectiveness of their professional development practices for educators who have used their system.</p> <p>The resources mentioned in the narrative are primarily focused on content, so it is unclear how teachers will receive professional development in areas related to motivating the unmotivated student, effective classroom management practices, and working with parents.</p>		
TOTAL	35	32

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

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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	8
<p>Comments</p> <p>The lead applicant conducted webinars throughout the grant writing process to educate and involve stakeholders. (P. e60). A gap analysis survey was conducted at each Local Education Agency (LEA) to more accurately assess educator needs and ensure that the Human Capital Management System (HCMS) framework would be feasible in each LEA. (P. e61) There is insufficient evidence demonstrated in the application to show involvement from the teachers in the LEAs in the design and development of the models that were presented by the lead applicant.</p> <p>In terms of ongoing involvement from educators, each LEA will have a committee to ensure involvement from all stakeholders. (P. e61) All LEA governance groups have agreed to have the process be an agenda item for regular board meetings. In addition, each LEA will have representation on a Program Advisory Team which will enable greater coordination and support throughout the grant process.</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	18
<p>Comments</p> <p>Each Local Education Agency (LEA) had representatives actively participating in the webinars mentioned previously. LEAs had the time necessary to discuss with all their stakeholders what the commitment to this process would involve. They also had discussions with the lead applicant to address specific concerns they may have with aspects of the project. (P. e62) Each LEA Board of Trustees has signed off on the process and has had representatives actively involved throughout the process. (P. e62) In addition, each LEA principal has provided continual support including providing webinar feedback, signing off with their respective Board</p>		

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<p>of Trustees members on the Memorandum of Understanding outlining their school's commitment to the process, and supporting the gap analysis survey to better assess the needs of their teachers. (P. e63)</p> <p>None of the LEAs involved in the process have union representation, so there do not appear to be conflicts with collective bargaining agreements as it relates to implementing Human Capital Management Systems (HCMS) and Performance Based Compensation Systems (PBCS). However, there is not clear supporting evidence of the extent of teacher support for the project (i.e. letters of support from teachers).</p>		
TOTAL	35	26

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The roles and responsibilities of key personnel are clearly defined. (P. e64) For example, the finance assistant will provide support in managing financial and accounting aspects of the project. The lead applicant has extensive experience with the TIF process. Both the Project Director and the Deputy Director have demonstrated proficiency with implementing a TIF grant.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The lead applicant has experience with allocating resources at both the project level and the individual LEA level. (P. e66) Considerations have been given to providing support to each school as well as to coordination between schools. The roles of the needed specialists have been clearly identified. (P. e67) For example, the data warehouse coordinator will support stakeholders at each school in using the data warehouse.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant clearly defines five goals of the project and breaks each of those overriding goals into specific objectives that provide the framework necessary to reach each goal. (Pp. e68-e71) The applicant defines performance targets to specifically quantify each goal. For example, the goal to "Create a comprehensive HCMS emphasizing effective evaluation at each consortium school" has four objectives that break the larger goal into "develop", "establish", "implement", and "integrate". This is followed by specific performance targets such as "All school leaders and at least one teacher will engage in project planning as members of the PAT". (P. e68)</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5

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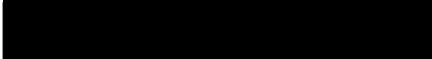
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<p>Comments</p> <p>The lead applicant proposes to contract with an external evaluator to provide ongoing feedback on the project's goals. (P. e71) The evaluator will monitor each Local Education Agency's (LEA's) progress so that the lead applicant's staff can best identify areas where additional support is needed. (P. e72)</p> <p>In addition to the external evaluation, each site-based specialist will implement a process to allow each LEA to assess its own progress toward reaching its goals. (P. e72)</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</p> <p>The implementation timeline is articulated on pages e73 and e74. It addresses specific targets for implementing the Human Capital Management System (HCMS) framework in year 1, such as each school working with its board to establish policies and practices to support the HCMS, as well as the necessary professional development for implementing the framework. (P. e73) The focus of year 2 is on implementing the evaluation system. A plan is also defined for implementing a Performance Based Compensation System (PBCS) by year 3. Throughout the timeline, checkpoints are in place to identify when different components will be phased into the process.</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</p> <p>The lead applicant has experience with Teacher Incentive Fund (TIF) projects and has outlined an appropriate timeline for assembling necessary staff. For example, the plan calls for hiring project staff within the first 60 days. (P. e74) The support structure is clearly defined with realistic timelines in mind.</p>		
<p>TOTAL</p>	<p>30</p>	<p>30</p>

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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The lead applicant has worked with the Teacher Incentive Fund (TIF) process since 2007 and has outlined a budget appropriate for the Local Education Agencies (LEAs) with which they are working based upon that experience. (P. e75) They have built into their process appropriate budget allocations that have considered expected growth, expansion of opportunities for leadership, necessary assessments to monitor student growth, site-based support, and evaluation specialists. (P. e76) The applicant also has a plan to phase out the system’s reliance on TIF resources for sustainability. Beginning in year 3 of the grant process, each LEA will take over a portion of the funding for the Performance Based Compensation System (PBCS) so that by year 6 it will be 100% funded at the local level. (P. e77)</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The lead applicant engaged in a “rigorous pre-proposal” process that sought to eliminate those schools least likely to implement the changes necessary for the implementation of this Performance Based Compensation System (PBCS). As a result, only 5 of the 20 schools initially indicating interest are still involved in the process. (P. e77) Also, the lead applicant has demonstrated the ability to transition Local Education Agency’s (LEA’s) to a completely locally funded PBCS. (P. e79)</p>		

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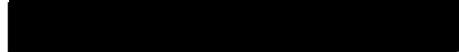
TOTAL	20	20
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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

<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	17
<p>Comments</p> <p>The applicant proposes using the evaluation process to establish criteria that will be used to implement a Performance Based Compensation System (PBCS) salary structure. (P. e16; e21) The applicant outlines a sample plan for how evaluation scores will directly relate to bonuses for teachers (figure 1 P. e32) and principals. (P. e34) The lead applicant cites examples of their experience in implementing sustainable Performance Based Compensation System (PBCS) throughout the application. The application does not have enough specific evidence of teacher support (i.e. a letter of teacher support) for a PBCS which could affect the feasibility of implementing the system.</p>		
TOTAL	20	17
GRAND TOTAL	220	195

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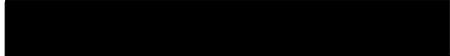


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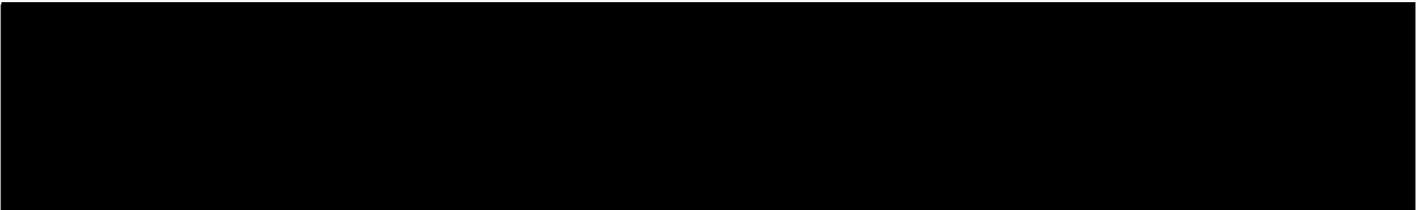
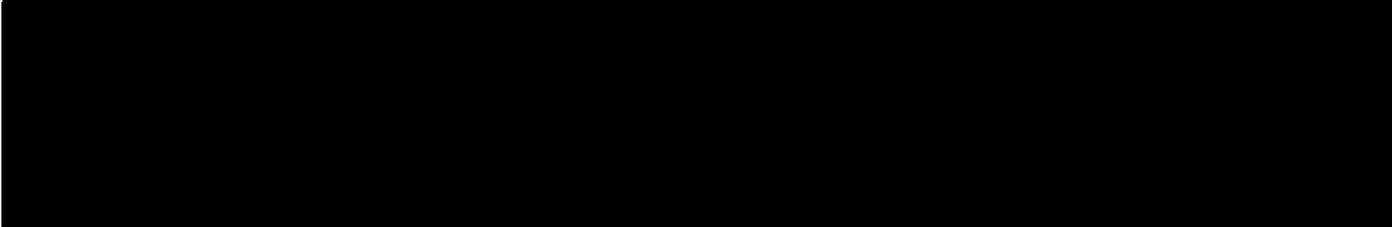
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Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and Comments The applicant provides evidence that the Human Capital Management System (HCMS) is aligned with the vision of instructional improvement for each participating Local Education Agency (LEA). Each school has agreed that the proposed project is supportive of its mission and vision (P. e21). The HCMS is described by the applicant as a manifestation of the consortium schools’ shared vision for instructional improvement (P. e22).	10	10
(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)-- (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. (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made; (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; (iv) The commitment of the LEA’s leadership to implementing the described	35	30

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<p>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>		
<p>Comments</p> <p>Generally, the application has described high-quality and comprehensive Human Capital Management System (HCMS) for each participating Local Education Agency (LEA).</p> <ul style="list-style-type: none"> i. The applicant states that each school has agreed that the proposed project is aligned with its mission and vision (P. e21). The Memoranda of Understanding provided in the application (Pp. e159-172) serve as support for the statement that all schools share a common vision of a HCMS (P. e23). The HCMS is referred to as a “manifestation of the consortium schools’ shared vision for instructional improvement” (P. e22). ii. The project appears likely to increase the number of effective teachers given the range of human capital decisions for which the applicant proposes to consider educator effectiveness, which includes preparation for Aspiring Teachers (P. e26), recruitment, promotion, compensation, retention (P. e27), and dismissal (P. e28). The proposed project also bases at least one human capital decision regarding principals on their effectiveness. Specifically, the application states that principals will be awarded up to \$7,000 annual raises based on evaluation ratings (P. e34). The applicant plans to evaluate Aspiring Teachers and only those scoring effective or higher will be eligible for full-time positions (P. e26). Teachers deemed ineffective for 2 consecutive years will be terminated (P. e28), and schools will use annual evaluation data to determine level of compensation (P. e31). The weight given to effectiveness in each human capital decision is described (Pp. e26-33). For example, Aspiring Teachers must have scored at effective or higher to be considered eligible for a full-time position (P. e26). Thus, effectiveness is the only consideration in human capital decisions regarding which Aspiring Teachers are eligible for full-time positions. iii. While none of the LEAs have performance-based salary systems or differentiated teacher rank systems (P. e35), the HCMS appears feasible given the lead applicant’s prior experience with educator evaluation systems and Performance Based Compensation Systems (PBCSs) (P. e34). The planning year allows time for the schools to request modifications to their charters as needed to implement the policies that allow a differentiated teaching level system (P. 		

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<p>e23).</p> <p>iv. The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts, is evidenced by the Memoranda of Understanding included in the appendix (P. e159-172). The Memoranda of Understanding delineate the LEA's responsibilities, which include implementing the HCMS (P. e160) and participating fully in planning related to the development and implementation of the HCMS (P. e161). These Memoranda of Understanding are signed by both the school leader and a board representative (e.g. P. e166).</p> <p>v. The financial and nonfinancial strategies and incentives, including the proposed PBCS, may be adequate for novice teachers used to a lower average salary, but it is questionable whether \$2,000-\$4,000 (P. e 32) is sufficient to retain more experienced, highly effective teachers in high-need schools. That is, perceptions of the award as "adequate" may be relative to the base salary an educator could earn in another district. For veteran teachers, the same amount constitutes a smaller proportion of overall salary, and therefore may be inadequate to entice veteran teachers to transfer to or remain in a district where they incur a risk of dismissal for ineffective performance. Nonfinancial strategies such as opportunities for leadership without increasing workload (by accompany leadership roles with reduced direct instruction) (see Pp. e24-25) have the potential to foster retention.</p>	TOTAL	45	40
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The applicant's evaluation component consists of 4 performance levels: highly effective, effective, developing, and ineffective (P. e36). The points to be awarded for various</p>		

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subcategories, for both teachers and principals, are delineated (P. e38). For both teachers and principals, 40 points are awarded based on student growth and 60 points are awarded based on professional measures (P. e38). It would be helpful to provide the actual Danielson Framework for Teaching rubric in the appendix.

<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>3</p>
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Comments

- i. The applicant provides details on the level of student growth achieved in differentiating performance levels (P. e41). For example, to be highly effective at least 86% of students must have met their growth target (P. e41). However, the applicant does not provide a rationale to support these designations.
- ii. The applicant provides options regarding student growth models (P. e42). However, the application does not include evidence, such as current research or best practices, to support the student growth models available to Local Education Agencies (LEAs). The applicant indicates that student growth must be state assessments, third-party commercial assessments, or Partnership for Innovation in Compensation for Charter Schools common assessments (P. e40). Although the applicant does not explicitly state that it will screen for the rigor and comparability of assessments, it does indicate that common assessments will be reviewed and approved by national assessment experts prior to implementation (P. e40).

<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>13</p>
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Comments

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The lead applicant has made substantial progress in developing a high-quality plan for multiple teacher (P. e44) and principal observations for each participating Local Education Agency (LEA) (P. e45-46).

The applicant indicates that a trained evaluator who will be conducting the teacher observations (P. e44) and a trained, independent observer will conduct principal observations (P. e46). The training of evaluators is described on P. e48, where the applicant also notes that 2 of the 3 principal observations are to be conducted by the Center for Educational Innovation expert in principal evaluation. The application includes the resume indicating qualifications (Pp. e175-176).

The observation tools for teachers and principals are clearly identified (P. e44 & P. e46). For example, the teacher observation tool is the Danielson Framework for Teaching (P. e44). Two tools are used for the principal evaluation of professional practice (P. e45). These are rubrics for in-school observations (P. e45) and the Vanderbilt Assessment of Leadership in Education (P. e46).

The events to be observed for teachers are classroom observations (P. e44). For principals, one observation focuses on implementation of the Danielson Framework for Teaching and the other focuses on leadership at a group meeting (P. e46).

The applicant provides information regarding how the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability are assured (P. e48). To be specific, these processes include an 8-week training program, site visits from a nationally-certified Danielson trainer and training in the Vanderbilt Assessment of Leadership in Education (P. e48).

(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	2
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Comments

Some, but not all, of the participating LEAs have implemented components of the proposed educator evaluation systems. Specifically, some of the LEAs are using the Danielson Framework for Teaching (P. e49). However, the application indicates that four of the five participating schools report *no* formal evaluation program (P. e49). Furthermore, only three of the five participating Local Education Agencies (LEAs) have experience measuring student

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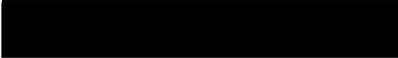
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growth at the classroom level (P. e50).		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice 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	5
<p>Comments</p> <ul style="list-style-type: none"> i. The proposed evaluation system bases the overall evaluation rating for teachers, in significant part, on student growth, as evidenced by Figure 3 (P. e38). Figure 3 demonstrates that 40% of the overall rating is based on student growth (P. e38). This should be sufficient to ensure that the overall rating is significantly based on student growth. ii. The proposed system evaluates the practice of teachers in meeting the needs of special student populations by having teachers work with supervisors to establish growth targets (P. e40, e50). Special education teachers will be tied to students served for the student growth component, assuring that teachers will be evaluated on meeting the needs of these students (P. e42). Furthermore, the applicant notes that the Danielson Framework for Teaching emphasizes differentiated instruction to meet the needs of all students (P. e51). However, English learners are not explicitly mentioned. This is a weakness of the application, since there is no evidence that teachers will be evaluated in meeting the needs of English learners. 		
(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	6	5

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creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.		
<p>Comments</p> <ul style="list-style-type: none"> i. The proposed evaluation system bases the overall evaluation rating for principals, in significant part, on student growth, as evidenced by Figure 3 (P. e38). Figure 3 demonstrates that 40% of the overall rating is based on student growth. This should be sufficient to ensure that the overall rating is significantly based on student growth. ii. The Vanderbilt Assessment of Leadership in Education focuses on principal's effectiveness in establishing and fostering a collaborative school culture focused on continuous improvement. However, it is not clear whether the principal will be evaluated specifically on his or her support of academic needs of special student populations. (P. e51). 		
TOTAL	35	30

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

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

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<p>The applicant notes that following annual evaluations, teachers and principals work with their supervisors to establish a growth plan which sets specific professional growth targets (P. e51). In addition, the plans are to commit necessary resources to helping educators meet these targets (P. e51). As described, the growth plans appear to meet the criteria using disaggregated information to identify professional development needs.</p>		
<p>(2) Provide professional development in a timely way (2 points);</p>	<p>2</p>	<p>2</p>
<p>Comments</p> <p>A Professional Learning Communities (PLC) approach is proposed for professional development (P. e52). The applicant indicates that school leaders will work with the PLC coordinator to develop strategies to ensure sufficient time for teacher collaboration (e.g. common preparation time, in-service meetings) (P. e52).</p> <p>The applicant also proposes extensive professional development to help collaborative teams learn how to implement the data approach (Pp. e55-57), intended to promote active learning and meaningful analysis of teaching and learning.</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>5</p>
<p>Comments</p> <p>The applicant proposes a variety of school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices. For example, teachers can participate in a peer review process in which they document and share instructional units across participating schools (P. e56). Under Design Model 1 (P. e20), the applicant also proposes to allow effective teachers to become master teachers and take on one-year appointments as Professional Learning Communities (PLC) coaches, data coordinators, or mentor teachers (p. e25). Those demonstrating effectiveness as master teachers can become teacher leaders, who provide leadership through a variety of mechanisms, such as directing curriculum and instruction initiatives, or by guiding charter renewal applications (P. e25).</p>		

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<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>15</p>
<p>Comments</p> <p>The professional development described is likely to improve instructional practices. To be specific, the applicant cites Odden’s review of effective professional development (P. e53), and proposes professional development aimed at building data cultures to improve student learning (P. e55). This professional development is tied to the Partnership for Innovation in Compensation for Charter Schools Data Warehouse already in place. The warehouse includes data tracking, analysis and reporting tools; curriculum development and formative assessment tools and an online learning environment that has various “learning paths” regarding evaluations and building data culture, among other topics (Pp. e53-54). Educators can monitor progress, develop individualized learning plans for students, and share instructional units (P. e56). Furthermore, the applicant provides evidence of success of past professional development efforts (Pp. e58-59). For example, the percentage of teachers reporting that Partnership for Innovation in Compensation for Charter Schools professional development filled a gap in their knowledge of teaching methods increased from 49% in 2009 to 86% by 2012 (P. e58).</p> <p>The applicant notes that following annual evaluations, teachers and principals work with their supervisors to establish a growth plan which sets specific professional growth targets and commits necessary resources to helping educators meet these targets (P. e51). Since much of the professional development described does not appear to be based on disaggregated information from the evaluation system, it is difficult to determine how specific weaknesses might be addressed. The applicant proposes to use Professional Learning Communities (PLCs) approach for professional development, which allows members to work to achieve common school-wide goals (e52). However, the applicant does not explicitly link these PLCs to the evaluation system or teachers’ individual targets.</p> <p>Professional development to improve leadership practices is predominantly targeted at helping school leaders revise staffing structures, resource and time management (P. e57) to increase the amount of time school leaders spend on instructional leadership as opposed to management (Pp. e57-58). Support is to be provided on conducting effective observations, holding pre- and post-observation conferences, setting growth targets and helping</p>		

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collaborative teams with the data use approach (P. e58). Although the applicant notes that following annual evaluations, principals work with their supervisors to establish a growth plan which sets specific professional growth targets and commits necessary resources to helping educators meet these targets, the described professional development efforts are not explicitly linked to the principal evaluation (P. e51).

TOTAL	35	30
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SELECTION CRITERION (d) Involvement of Educators. (35 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	7
<p>Comments</p> <p>The application indicates that educators <i>will be</i> involved in some aspects of the design. The proposed project includes a planning year during which schools will establish committees to ensure the involvement of school stakeholders in project planning. At least two people from each school will be members of the Program Advisory Team, which will meet monthly (P. e61). One of their tasks is to discuss issues regarding project implementation (P. e61).</p> <p>The application does not indicate that educators have been involved in the design of the Performance Based Compensation System (PBCS) up to this point. Rather, it appears that the broad parameters of the design were presented to educators (P. e59). For example, the application states that Center for Educational Innovation staff “held a series of information sessions” (P. e59) and “facilitated a series of eight three-hour interactive webinars” regarding “elements of the proposed initiative.” (P. e6Q) The application mentions conducting a gap analysis and post-webinar surveys, and states the input from the surveys was critical in designing the proposed Human Capital Management System (HCMS) (P. e60). As the application does not mention what proportion of educators were represented in the post-webinar surveys, or to what extent survey feedback shaped the HCMS, it is difficult to determine whether this could be considered extensive involvement.</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	17
<p>Comments</p>		

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The application contains evidence that school leaders support the elements of the proposed Performance Based Compensation Systems (PBCS) and the educator evaluation systems described in the application. Specifically, signed Memoranda of Understanding (MOUs) outlining the proposed systems are included (Pp. e159-172). As noted in the application (Pp. e62-63), MOUs were signed by a Trustee of each school as the board representative and the school leader.

The application indicates that teachers were presented information regarding the proposed program and that “an early indicator of educator support was the positive response and continued participation by school leaders, trustees and teachers in the above-described webinars.” (Pp. e61-62). Much of the work of this proposal is to be carried out by teachers, who are expected to take on a variety of leadership roles and administrative tasks to allow the principal to serve as an instructional leader. While the applicant states that “survey responses...indicated that teachers were supportive” (P. e64), the applicant did not include specific details regarding teachers’ support. For example, it would be helpful to see the number and percentage of teachers who participated in the webinars, and to see an analysis of the survey responses regarding whether teachers indicated that the information covered in the webinar would be useful in their school (P. e61).

TOTAL	35	24
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SELECTION CRITERION (e) Project Management. (30 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant delineates 5 key members of the Project Management Team (P. e64) and defines the roles and responsibilities of each (Pp. e64-66). For example, the Operations, Finance, and Performance Based Compensation (PBCS) Specialist will be responsible for financial oversight of the project (P. e65). This includes consultation regarding design of each school's PBCS, review and verification of evaluation results and PBCS compensation calculations, interaction with data engineers and distribution of grant funds to schools for use as performance-based compensation (P. e65).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>Given the small size of the 5 Local Education Agencies (LEAs) that make up the group, and the experience of the lead applicant in designing and implementing PBCS and educator evaluation systems, the applicant appears to have allocated sufficient human resources to complete project tasks. As noted, there are 5 key members of the Project Management Team (P. e64). Six additional project-affiliated and school-based human resource positions are described, including site-based specialists, educator evaluation specialists, data warehouse and data use coordinators, a professional learning communities coach, and a social learning specialist (P. e66-67). These positions support overall implementation, evaluation, data warehousing and use, and professional development.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant includes measurable project objectives and performance measures (Pp. e67-71)</p>		

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– 5 goals, each with 3 to 4 objectives. For example, Goal 1 is to create a comprehensive Human Capital Management System (HCMS), and the four objectives are 1) develop a comprehensive HCMS for each school; 2) establish and implement effective teacher and school leader evaluation systems at each school; 3) implement the HCMS; and 4) integrate the HCMS into the structure and culture of each school (P. e68). Measurable project objectives and measures are consistent with design and implementation of the project described in the application. For example, objectives and targets under Goal 2 are related to the establishment of a Performance Based Compensation System based on educator evaluation (P. e69).

Measures are consistent with the intended outcomes of objectives. For example, Goal 4, objective 1 is to provide professional development tailored to address school leader needs (P. e70). Performance measures include “at least 60% of principals rated “ineffective” or “developing” in any given year will be rated “effective” or “highly effective in the subsequent year’s evaluation.” (Pp. e70-71).

(4) Includes an effective project evaluation plan (5 points);	5	4
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Comments

The project evaluation plan includes comprehensive research approaches (both qualitative and quantitative) and data sources (e.g. document review as well as site visits, interviews and surveys) (P. e72). The applicant proposes the use of both formative and summative evaluations, and includes the site-based specialist in providing formative feedback (P. e72).

Listed research questions address the impact of professional development on teacher and school leader use of effective practices. However, given the web of reforms embedded in the proposed project, it is not clear how the evaluation would distinguish the impact of professional development from the other components of the Human Capital Management System and Performance Based Compensation System.

(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
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Comments

i. The planning year allows the Local Education Agencies (LEAs) time to finalize the

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<p>Performance Based Compensation System (PBCS) and to make adjustments to their charters as needed (P. e73). It also provides an opportunity to identify site-based human resources such as Professional Learning Communities (PLC) and data coaches, and train those who will carry out the evaluations (P. e73). The “mock” PBCS in year 2 provides an opportunity for the LEAs to check for errors before finalizing the system (P. e74).</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</p> <p>ii. The application establishes realistic and achievable timelines. The planning year (year 1) is a critical element of the timeline (P. e74). The applicant recognizes that in order to successfully complete tasks and objectives in subsequent years, staff will need to be hired and trained as quickly as possible. Participation is to begin in the first 90 days (P. e74). Evaluation systems will be developed in year 1 (P. e75), allowing time for educators to become familiar with the system prior to implementation as the basis for compensation decisions in year 3.</p>		
<p>TOTAL</p>	<p>30</p>	<p>29</p>

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
<p>(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);</p>	<p>10</p>	<p>10</p>

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Comments

The applicant describes how schools will take over the costs of the Performance Based Compensation System (PBCS) during the grant period (P. e77). Although no non-Teacher Incentive Fund (TIF) financial resources are used to support the project in years 1 and 2 (P. e199), non-federal funds will be used to support the program in years 3 through 5 (P. e199). The amount of non-federal funds increases from \$102,400 in year 3 to \$542,000 in year 5 (P. e199).

The proposal indicates that non-financial resources will support the program during the grant period. The time allocations of school-based staff, such as the principal and some teachers, will shift to enable those individuals to support the PBCS and educator evaluation systems during the grant period (see, for example, the performance targets under Goal 4 on P. e70).

The Memoranda of Understanding (MOUs) with trustees and school leaders states that “each PBCS...will be sustained beyond the term of the TIF grant” (P. e162).

(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

9

Comments

The proposed project is likely to be implemented. The lead applicant has experience with implementing similar systems (P. e75) and used a gap analysis in guiding the allocation of resources (P. e76). The lead applicant’s pre-proposal process involved informing potential partners of the requirements for implementation. The initial pool of 20 schools was narrowed down to 9 after the initial information session; subsequently, schools that could not secure support from their board left the consortium (P. e77). By informing partners of the requirements and securing formal support from key stakeholders, the lead applicant increased the likelihood of implementing the Performance Based Compensation System (PBCS) and evaluation systems in the partner schools.

The applicant indicates that the Local Education Agencies (LEAs) will take over the direct costs of the PBCS (P. e77). The applicant did not include information regarding how LEAs will do so, such as how they LEAs might balance staff between less-costly Aspiring Teachers and more expensive Teacher Leaders (P. e25).

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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>	<p>Total Possible</p>	<p>Assigned Score</p>
	<p>20</p>	<p>17</p>

Comments

The applicant clearly describes the extent to which and how each Local Education Agency (LEA) will use overall evaluation ratings to determine educator salaries in Figure 1 (P. e32). Evaluation data will be used to inform all career ladder opportunities (P. e33). For example, to become a master teacher, the teacher must have demonstrated effectiveness based upon three years of evaluations at the associate teacher level (P. e25).

Each of the LEAs is a high-need school. In every school, over 50% of the students are eligible for free or reduced-price lunch (P. e97). The project will implement a salary-structured Performance Based Compensation System (PBCS) (P. e16). Thus, all funds from the Teacher Incentive Fund to support the salary structure based on effectiveness would go to educators in high-need schools.

The proposed implementation is feasible in light of the Memoranda of Understanding (MOUs), which indicate support from school leaders and representatives of the school boards (Pp. e159-172). The planning year built into the timeline allows for LEAs to adjust their charters as needed to accommodate the finalized PBCS (P. e23). However, the success of implementation relies heavily on stakeholder support from teachers in the schools. While the applicant states that “survey responses...indicated that teachers were supportive” (P. e64), the applicant did not include specific details regarding teachers’ support. For example, the number and

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percentage of teachers who participated in the webinars were not provided, nor was an analysis of the survey responses regarding whether teachers indicated that the information covered in the webinar would be useful in their school (P. e61).

TOTAL	20	17
GRAND TOTAL	220	189

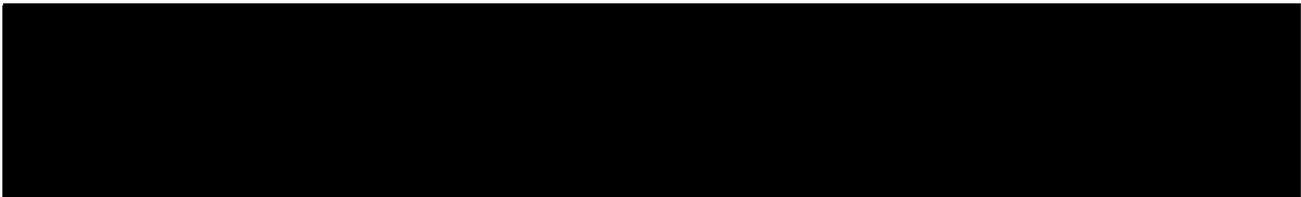
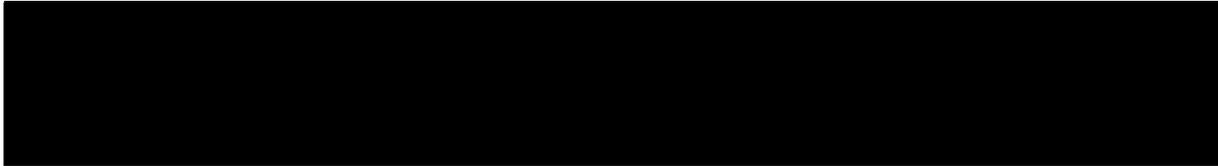
The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120073



Applicant Name: Center for Educational Innovation

Reviewer Code: 20-B



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

Application Number S374A120073



Applicant Name: Center for Education Innovation – Public Ed, NY

Reviewer Code: 20C

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

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

<i>Factor/Sub-criterion</i>	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The proposed Human Capital Management System (HCMS), as outlined in the application, is a high quality, comprehensive system. The vision of instructional improvement is strongly aligned with that HCMS.</p> <p>The application indicates that the 5 participating Local Education Agencies (LEAs) have adopted the same shared vision for instructional improvement which is based on the approach described by Heneman and Milanowski as “strategic management of human capital” and described by Odden in <i>Strategic Management of Human Capital in Education</i>. (P. e22)</p> <p>The lead applicant’s Human Capital Management System is described in detail in the application. (P. e20 – e36)</p> <p>Each Local Education Agencies acceptance of this shared vision is documented in the Memorandum of Understanding. (e160)</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	30
<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</p>		

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<p>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>		
<p>Comments</p> <p>Generally, the proposed Human Capital Management System will increase the number of effective educators in the participating Local Education Agencies.</p> <ul style="list-style-type: none">i. The application clearly states how the information generated by the evaluation system will inform key human capital decisions. The Human Capital Management System describes seven components – teacher pre-service, recruitment & hiring, mentoring & induction, evaluation, professional growth & professional development, performance management and retention, and career ladders. The goal is to establish schools with high numbers of teachers at the effective and highly effective levels. (Pp. e25 – e33)ii. Educator effectiveness is a key component in making human capital decisions. For example, any teacher who scores at the ineffective level for two consecutive years will be terminated. Also teachers are eligible for annual salary increases based on the outcome of their annual evaluation. (Pp. e27-28)iii. The lead applicant has experience implementing several components of the HCMS with multiple other schools. A gap analysis with the five participating schools has also been completed. This provides information which will be refined by school visits and staff interviews during the first months of the project. This gap analysis indicates that the Local Education Agencies have limited experience using the education evaluation systems as described in Human Capital Management System. (page e34-e36)iv. The application suggests a strong commitment by the leadership (School Leader and Board Representative) at the five participating schools as indicated by the signed Memorandum of Understanding (MOU) (Pp. e159-e172). However, there is no evidence of teacher support.		

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v. The strategies proposed in the Human Capital Management System are aligned with research based practices to attract and retain effective educators in high-need schools. The proposed approach, “strategic management of human capital”, is based on work by Heneman and Milanowski. It is also further described by Alan Odden in his 2011 book <i>Strategic Management of Human Capital in Education</i> . (P. e22)			
	TOTAL	45	40

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The educator evaluation system to be implemented has four performance levels – highly effective, effective, developing, and ineffective. The application has provided specific details as to what differentiates each level of performance. (page e37 – e39) An educator must receive an overall composite score of 91 – 100 to be considered highly effective, 75 – 90 to be considered effective, 65 – 74 to be considered developing, or 0 – 64 to be considered ineffective. (Figure 2: Highly Effective, Effective, Developing, Ineffective (HEDI) Composite Rating & Score Chart, P. e37)</p> <p>The proposed rubric is a high-quality rubric that will aid educators in assessing their weaknesses and strengths enabling them to pursue effective professional development.</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> <p>i. The application has provided a clear explanation of the method and weight of student growth as presented in Figure 5: Student Growth Rating and Scoring Chart. (page e41) Teachers will work with their supervisors to establish growth targets as measured on pre-tests and post-tests. The percent of students within the teacher’s assigned classroom that meet their growth target is assigned 0 – 40 score on the</p>		

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<p>HEDI scale which corresponds to one of four categories: highly effective, effective, developing, ineffective. (P. 21)</p> <p>ii. All assessments used must meet specific criteria including state assessments, commercial assessments, or a common assessment that has been reviewed and approved by national assessment experts. No assessment can be developed and used by an individual school. (Pp. e40) The effectiveness of these assessments has been documented through previous Teacher Incentive Fund programs.</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>13</p>
<p>Comments</p> <p>The application states that teachers and principals will have multiple observations. (e44, e46) These observations will be conducted by trained evaluators. For teachers, the evaluator will be their supervisor. Evaluators for principals will be a trained, independent observer as well as a trained board member. The observation tool for teachers has been identified as the Danielson Framework for Teaching which details the events to be observed. (P. e44) Principal evaluations will use two sets of tools including rubrics that focus on aspects of leadership and the Vanderbilt Assessment of Leadership in Education. (Pp. e45 – e46)</p> <p>The evaluator training and follow-up visits by nationally-certified Danielson trainers, will provide accuracy of raters. (Pp. e48-e49)</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>2</p>
<p>Comments</p> <p>The lead applicant has demonstrated experience in implementing similar systems. However, all of the participating Local Education Agencies do not have that experience. Four of the participating schools have reported that no formal evaluation programs for educators are being implemented in their schools. None of the evaluation systems being used in the</p>		

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<p>participating schools integrate student growth data as described in the proposed evaluation program. (Pp. e49 – e50)</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --- (i) Bases the overall evaluation rating for teachers, in significant part, on 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;</p>	<p>6</p>	<p>5</p>
<p>Comments</p> <p>i. Figure 3 Teacher Evaluation Sub-Component Point Assignments / Weights (P. e38) and Figure 5 Student Growth Rating & Scoring Chart (Pp. e41) provide evidence of the role student growth plays in the evaluation system. These tables indicate that 40 percent of total points on a teacher’s evaluation will reflect student growth in their classroom / cohort. This is an appropriate and significant percentage to apply in the teacher evaluation.</p> <p>ii. The application states that teachers will be evaluated for their ability to help each student meet his/her individual growth target. Training will be provided for setting appropriate “student learning outcomes” or growth targets. However, meeting the needs of English language learners is not addressed. (page e50)</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>

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Comments

- i. Figure 4: The Principal Evaluation Sub-Component Point Assignments (page e38) demonstrates the role that student growth plays in principal evaluations. 40 percent of the total points will reflect school-wide student growth. The Vanderbilt Assessment of Leadership in Education will generate data to demonstrate the effectiveness of the principal. (page e46)

- ii. A, B. The professional practice portion of the principal evaluation uses measures established by the Vanderbilt Assessment of Leadership in Education. (P.e46) This focuses on the effectiveness of the school leader to establish and foster a collaborative school culture. This collaborative school culture will include continuous improvement and student growth. (P.e51)

C. The application indicates that principals are focused on every teacher, student growth, and supporting needs of all students because these factors play a significant role in their evaluation as well. However, English language learner needs are not addressed. (P. e51)

TOTAL	35	31
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SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The application discusses establishing a growth plan for the teachers and school leaders for the coming year following their annual evaluation. All necessary professional development, resources and training to support the educator in meeting their growth targets are noted in the growth plan. This growth plan is re-visited and revisions are made when needed during the following school year. (Pp. 51-52)</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The Professional Learning Communities (PLC) approach will provide professional development in a timely way. The PLC approach, as defined by DuFour, DuFour, Eaker, and Many is “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve”. To ensure the effectiveness of the approach, PLC coaches will work with school leaders to ensure sufficient time for collaboration is provided. (P. e52)</p> <p>Principals and teachers can effectively achieve school-wide goals in a systematic way through the PLC process.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5

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<p>Comments</p> <p>Professional development will be content focused which will allow teachers to work on the curriculum they teach. A comprehensive data warehouse has been established through prior Teacher Incentive Fund grants. This data warehouse includes the following tools: data tracking, analysis, reporting tools; curriculum development and formative assessment tools; communication and management tools; and resources to better understand the key aspects of the Human Capital Management System. (P. e53)</p> <p>Resources are also provided for principals to grow in their professional knowledge by helping to develop leadership roles for other educators within their school. (P.e57)</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 application indicates that effective professional development will be provided through using the Professional Learning Community (PLC) approach and the established Data Warehouse. Principals will also be involved in PLCs and the Data Warehouse. A detailed description of both tools has been included. (Pp. e52; e53 – e57) However, the professional development does not appear to be fully individualized to meet each educator’s needs.</p> <p>The application has also included positive results from an external evaluation of the effectiveness of the Professional Development model that was implemented in 23 charter schools. This external evaluation shows that teachers found the professional development was valuable to their teaching. One example showed that 89 percent of the teachers felt that the professional development provided them with new techniques for teaching. (Pp. e58 –e59)</p>		
<p>TOTAL</p>	<p>35</p>	<p>33</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	9
<p>Comments</p> <p>The following steps were taken to ensure educator involvement in the Performance Based Compensation System and the evaluation system: A series of informational sessions to discuss The Teacher Incentive Fund Grant and the recommended approach to designing an effective Human Capital Management System was held; interested participants were also invited to eight three-hour interactive webinars with an overview of the Teacher Incentive Fund Grant and the proposed Human Capital Management System model; post webinar surveys provided feedback as well as a confirmation of understanding; and the gap analysis survey provided valuable information about the schools' current status. This helped to frame future discussions. (Pp. e59 – e60)</p> <p>The application has included a plan to ensure continued input and participation by all local education agencies. (P. e61) Teachers, principals, and other stakeholders will be involved through a comprehensive communications program as well as committees and advisory teams.</p> <p>The application is unclear on the extent of the involvement of teachers in the design of the proposed Performance Based Compensation System or the evaluation system.</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	18
<p>Comments</p> <p>Evidence of support is indicated by the Memorandum of Understanding signed by all five participating schools by the school leader and a board representative. (Pp. e166 – e172)</p> <p>Although teachers participated in presentations, webinars, and surveys, evidence of</p>		

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widespread teacher support is not provided particularly, in the target schools. (Pp. e63 – e64)

TOTAL	35	27
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SELECTION CRITERION (e) Project Management. (30 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>All key personnel roles and responsibilities were clearly defined. The project management team will consist of a Project Director, a Deputy Director, an Operations, Finance and Performance Based Compensation System Specialist, a Finance Assistant and a Program Assistant. The duties and responsibilities of each team member, as well as who they will report to, were clearly described. (Pp.e64 – e66)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The application indicates that specialists and coordinators will be provided to ensure effective implementation of the project. There is evidence that support will be provided to school leaders, teachers, and other stakeholders in areas in which the participating local education agencies have limited experience. The site-based specialist will be especially helpful in building project awareness and engagement. (Pp. e66-e67)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The application establishes specific objectives and performance targets. Performance targets include establishing the Human Capital Management System at all participating schools, establishing salary-based Performance Based Compensation Systems based on effective evaluations, improving teacher effectiveness, improving school leader effectiveness, and improving student performance and growth outcomes. (Pp. e67 – e71)</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The proposed project evaluation plan is appropriate and will be effective in assessing the</p>		

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<p>program.</p> <p>The application indicates that an independent third- party will design and conduct the project evaluation. In addition, a self-assessment tool will be developed to be used at each school to identify strengths and weaknesses and provide feedback. These tools will provide effective evaluation. (Pp.e71 –e73)</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</p> <p>A detailed plan for Years 1 through 5 is outlined in the application. The timeline appears to be realistic and achievable. The plan proposes that generally year one will be a year to build understanding, year two will be initial implementation, and year three to five will include implementing and refining. (Pp. e 73 – e74),</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</p> <p>The timeline is achievable and realistic.</p> <p>The application provides a detailed plan for Years 1 through 5 that includes how project tasks will be successfully completed. The hiring and training of project staff will be essential in ensuring that the timeline remains achievable in Year 1. Continued training of data and Professional Learning Community Coaches during Year 2 will also add to the effectiveness of the program by providing on-going data for continuous improvement and support for staff. (Pp.e74 – e75)</p>		
<p>TOTAL</p>	<p>30</p>	<p>30</p>

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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The application provides a detailed plan to guide resource allocation. This plan has been based primarily on the experience gained from experience in previous programs funded by the Teacher Incentive Fund in other independent charter schools. The following information was used to guide resource allocations: the number of staff eligible for the Performance Based Compensation System for all five years; new school staff positions to support the Human Capital Management System; per-pupil allocations for new assessments; school-based specialists for implementation; and consultations of national experts. The plan prepares schools to assume 100% of the costs of the PBCS by Year 6. (Pp. 75 – 77)</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The application indicates that the lead applicant was diligent in describing the requirements of implementing the proposed program. Information sessions, webinars, and surveys were detailed in focus groups and presentations before LEAs signed the Memorandum of Understanding. (P.e59)</p> <p>Each participating school’s progress of implementation will also be tracked with a “balanced scorecard” ensuring that any gaps or weaknesses can be addressed . (P.e72)</p> <p>As evidenced by other Teacher Incentive Funded programs led by the lead applicant, the probable sustainability of the program is good. The application indicates that all schools in the prior Teacher Incentive Fund project that started in 2007, have Performance Based</p>		

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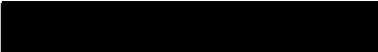
Compensation Systems in place that are locally funded. (P. e79)

There is also evidence that funds from other sources will help to sustain the program over time. The budget narrative indicates that schools take over the costs related to the Performance Based Compensation System (PBCS) during the grant period so that by the sixth year they are prepared to assume 100 percent of the costs of sustaining the system. (P.e77)

TOTAL	20	20
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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>	<p>Total Possible</p>	<p>Assigned Score</p>
	<p>20</p>	<p>17</p>

Comments

The applicant purposes a salary structure based on effectiveness of educators (teachers and principals) that will be implemented no later than year 2 the growth project period.

The evaluation plan proposed will use an evaluation process to establish criteria for performance based compensation. (P. e2) Evaluation scores will relate directly to teacher (P.e32) and principal (.e34) compensation.

The application states that during Year 1, all schools will use an outlined framework to set policies and practices for a differentiated system which is based on teacher and principal effectiveness. (Pp. e23 – e25) Also during Year 1, schools will establish a policy that states that a score of “ineffective” for two consecutive years will result in termination. (Pp. e27 – e28) During Year 2, guidelines will be issued for performance based salary increases that can be awarded to teachers at the level of “effective” or “highly effective”. (Pp. e 31 – e32)

The application includes a detailed plan to guide resource allocation based on experience gained from leading other successful Teacher Incentive funded programs. Teacher Incentive Funds are gradually phased out to ensure that by the sixth year the program can be supported locally. (Pp. e75-e77)

The application indicates that all targeted schools have participated in a pre-proposal development process to ensure understanding of requirements for implementation. All local

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education agencies have also signed a Memorandum of Understanding documenting their support. However, the extent of teacher support is unclear because there is no Memorandum of Understanding or letter of support included for the teachers. (Pp. e58-e60)

TOTAL	20	17
GRAND TOTAL	220	198

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