

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

Application Number S374A120053



Applicant Name: Charleston County School District

Reviewer Code: 15-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--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>9</b>
<p>Comments: The LEA's HCMS as defined on pg. e21 does align with the described vision of instructional improvement. The significant focus area of the vision addressed by the HCMS is "Educator Effectiveness". The applicant has addressed the current Personal Achieving Learning Management System (PALMS) and how that has impacted decision-making. For example, "PALMS enhances our ability to make data-based decision-making related to human capital and to allocate resources strategically within our district, particularly to our high-need schools." The specific examples of the human capital decisions made can be found on pg. e26 "Effectiveness ratings will be used to inform hiring and placement decisions – for example, teachers evaluated as proficient or exemplary will advance from annual to continuing contracts and be targeted for recruitment to one of our high-needs schools. Those identified as needs improvement will be given the option to participate in an intensive professional growth and development plan while those identified as unsatisfactory will face contract non-renewal. Teachers already on continuing contracts will be given salary raises and bonuses if identified as proficient or exemplary." Whereas this vision does align with the heart and philosophy of the HCMS, the direct connection between the data generated by the PALMS system and the human capital decision making is unclear because how the data will specifically impact the decision is has not been articulated.</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)--  (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	<b>35</b>	<b>30</b>

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<p>which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments: (i) On pgs. e22 – e27, the applicant gives the reasoning behind the evaluation cycle and why it is constructed in this manner, the range of HCMS decisions can actually be located on pg.e28: “performance-based compensation, contract renewal or dismissal, and promotions.” Evidence on pgs. e22-e24 also discusses the characteristics the LEA looks for in new hires.</p> <p>(ii) The weight given to each of the multiple indicators in the educator evaluation system (EES) is made clear on pgs. e27 to e28. Clearly, the applicant has an established EES has outline on pg. e28, Figure 3 where the teacher evaluation components are identified and weighted. The HCMS decisions appear to be based 100% on teacher effectiveness. To strengthen this application, a statement could be included that declares exactly how much weight the effectiveness rating has (i.e. even if all HCMS decisions are 100% based on the educator’s rating, that point of calculation still must be clarified).</p> <p>(iii) As evidenced on pgs. e28-e29, the HCMS is quite feasible as it has already been in place for a year. As a result, performance-based compensation was awarded. For example, two projects have already been implemented in Charleston County Schools “using multiple evaluation measures to award performance-based compensation bonuses in hard-to-staff, high-need schools.” The first project the applicant names is a “partnership between a Promise Neighborhood project and Charleston County School District utilizing (a) multiple classroom observations by internal and external evaluators; (b) self-assessments of professionalism and collegiality; (c) school-wide student performance gains; and (d) classroom academic gains for teachers in tested subjects (reading and math, grades PreK-8) in four elementary schools.” The second project is the School Improvement Grant. The first project has already proven successful in that “early analysis shows an increase in student achievement targets some 5% from 2010-2011 to 2011-2012. Nearly 45% of teachers in these schools earned bonuses, including 20% who achieved exemplary ratings on their evaluations and successfully raised student achievement, and an additional 24% based solely on educator evaluation results. Clearly, the feasibility of this project is extremely high due to the proven success in the pilot schools. The HCMS decisions that remain to be proven supported by the HCMS are the contract renewal, new hire, and promotion components as they are proposed modification to the current system.</p>		

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(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts has been made very clear on pgs. e29 – e31. Board members, the superintendent, and school administrators have all expressed their support (see Appendix C). Their level of commitment is shown in the timeline on pg. e70 with the approval of the strategic plan, "Teacher/Leader Professional Learning Cycle", and procuring an HCMS data vendor, which required a serious financial commitment.

(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 is evident on pgs. e31-e34. They include PBCS bonuses, transfer to high-needs school bonuses, and additional support, such as the Professional Development Coordinator, Master Teacher, and Instructional Coach (pg. e24) at high-needs schools. These research-based strategies reduce teacher turnover rate and motivate teachers to work in high-needs schools by providing them incentives and the support structure necessary to achieve those incentives. Thus, the strategies named are sufficient.

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	<b>2</b>	<b>1</b>
<p>Comments: The LEA currently uses a very detailed, high-quality evaluation rubric on several components of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) and Assisting, Developing, and Evaluating Professional Teaching (ADEPT) as demonstrated in Appendix G. Both the principal and teacher evaluation rubrics have won the <i>Quality Counts</i> award for the last six years. The standards and indicators are clear and specific. It has already been successfully piloted with educators in the LEA. To strengthen the application, the overall calculation determining the final rating could be clearly articulated.</p>		
(2) Each participating LEA has presented (4 points)--	<b>4</b>	<b>4</b>
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		

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<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 (i) On pgs. e36-e37, there is evidence of a clear rationale that supports the student growth model that has been selected. The rationale is explained as follows, "Evaluation and Compensation for High-Quality Outcomes (ECHO) will use a value-added model, the Tennessee Value-Added Assessment System (TVAAS), to calculate teacher impact on student academic achievement growth in tested subjects (i.e. math, English/language arts, science, social studies) as this method has several advantages over systems that tie teacher compensation to student proficiency. Value-added models measure the amount of academic growth expected for a teacher's class (or school) based on students' actual growth rates from prior years and the amount of growth the teacher's class actually made over the course of a school year (or semester); using the difference between the two as the "value" the teacher (or leader) has added to student academic growth (O'Malley, et al., 2011). It has been identified as a more reliable measure for teacher effectiveness and impact on student achievement than teacher experience or degree attainment (Glazerman, et. al., 2011) and can control for student characteristics, such as preexisting knowledge and skill levels, average academic growth rate, and socioeconomic indicators (Braun, et. al., 2010)." The applicant has thus thoroughly explained how the student growth rate is calculated. Also discussed is that this method of calculation takes into account many of the variables that would usually be omitted, such as students' beginning ability level and students' socioeconomic status. Therefore, the applicant has clearly considered all of the relevant impact that the selected student growth model has on teacher effectiveness.</p> <p>(ii) The Tennessee Value-Added Assessment System (TVAAS) model is used to calculate teacher impact on student achievement. The research presented directly after the explanation of the model supports it as a best practice. Additionally, the rigor of assessments is clearly indicated by the ones named on pgs. e38-e39, such as AIMSWeb (please see pg. e39 for description – the definition for the acronym has not been provided), Northwest Evaluator Association's Measures of Academic Progress (MAP), and South Carolina State Standardized Assessments. In the description for each of the tests, the applicant provides the explanation of how each test aligns with the selected student growth model. For example, in the MAP description, the applicant states, "MAP Primary is used for 1<sup>st</sup> grade and MAP for grades 2-8 measuring mathematics, language arts, science, and has been identified as suitable for use as the</p>		

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outcome measure in direct value-added assessment. MAP Primary – reliability: .674-.928; test/retest reliability: .705 - .870...”

(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

10

Comments: The district is using state-developed observation instruments for teachers and principals that have been in place for many years. Therefore, this LEA has shown substantial progress on this criterion. As is evident on pgs. e39-e41, the LEA considers all aspects of what have been named as essential parts of a high-quality plan. For example, there are at least 4 unannounced classroom observations that must last for at least 45 minutes – thus **the events** to be observed are clearly stated. The **observation tool**, provided in Appendix G, supports the rubric because the indicators on the Classroom Observation Tool specifically align with the indicators on the rubric as indicated on pg. e40, “Our tool is aligned to SC Department of Education (SCDOE) teacher standards and includes sections for evaluators to provide evidence for each rating and recommend professional learning resources.” The applicant also indicates who comprises the evaluation team as evidenced on pg. e40, “each evaluation team is comprised of at least one school-based administrator (assistant principal or principal) and at least one school-based administrator or teacher, or district administrator.” The evaluators’ qualifications are explained by way of their training on pg. e41, “Evaluators must possess a valid SC professional educator certificate and be recommend for evaluator training by a district or school official. They must complete at least 21 hours of state-approved training to obtain state-level evaluator certification, and additional annual training that includes an in-depth overview of the behaviors and competencies associated with each performance level within each state standard.” Therefore, the evaluator’s qualification of a valid certificate is listed, in addition to addressing accuracy of raters because of the extensive training and certification process that must be completed. The qualifications are also clearly provided in the detailed job descriptions on pgs. e150 – e160. This applicant has also clearly addressed inter-rater reliability with the Classroom Observation Tool (COT) on pg. e40, “CCSD has conducted COT training for district administrators and school-based evaluators and will continue to provide annual training on its use and alignment with state teaching standards and the behaviors and competencies associated with each COT performance level to ensure consistency of use. The

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COT was used at all instructional levels in 2011-12 with ten CCSD schools chosen for a COT reliability study. Staff from CCSD's Offices of Teacher and Principal Effectiveness simultaneously observed teachers and immediately compared ratings and discussed their ratings rationale. This study found inter-rater reliability to be strong, ranging from .80 to .90." Immediately following this statement, the applicant also clearly explains that the inter-rater reliability studies will be repeated to ensure consistency. A number of the components of the plan have included extensive teacher involvement in the design and implementation. A clear method of observation of principal effectiveness is conducted over a period of time by examining performance on a variety of responsibilities. The evidence of this type of observation/measurement can be found in South Carolina's principal evaluation tool found on pgs. e215 – e228 and in the 360 Degree Evaluation Framework found on pgs. e229 – e248. Additional proof of this type of evaluation can be found in the Mentor Administrator job description on pgs. e157 – e158. This job description demonstrates a timeline and exactly which administrator activities/responsibilities are to be monitored in order to help determine effectiveness and the need for professional development. To strengthen this part of the application, the applicant could include a specific type of observation event, such as principal-led staff meetings or professional development or throughout interaction with students, parents, teacher, and/or other stakeholders.

(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	3
<p>Comments: The LEA does have experience measuring student growth at the classroom level as is evident by their inclusion of this measure as part of their multi-measure evaluations articulated on pg. e41 that details their piloting of rewarding bonuses based on student growth at the classroom level as indicated by the use of the previously discussed MAP scores. However, the classroom level is not the only student growth measure. The applicant also includes school-wide student achievement gains in reference to classroom teachers, which is not part of the definition of student growth for the full-time classroom teacher.</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;	6	3

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<p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments: (i) The overall evaluation rating for a teacher has a sizable emphasis on student growth; however, only part of that growth focuses on the classroom level (30% pg. e42 – e 43). This sub-criterion would be stronger if the school-wide growth was not as equally represented for classroom teachers. Teachers of tested subjects currently have an advantage over non-tested area because the assessments used have already been in place. However, the non-tested areas have been clearly addressed by the implementation plan for Student Learning Objectives (SLOs) which is intricately outlined on pgs. e36-e37, e43-e44, and e249-e255.</p> <p>(ii) Whereas the applicant does account for teachers of special populations by articulating the concern over skewed data due to the smaller student group representation (pg. e44), the breakdown of 80% of the student “counting” for the general education teacher and 20% for the special education teacher, for example, need to be clarified in respect to evaluating the special education teacher’s abilities in the classroom at only a 20% view. In other words, the formula needs to show whether or not this is a co-teaching environment or the special education teacher is in a pull-out situation where she/he sees the student for only 20% of the amount time during the day where the general education teacher would see the student for the rest of the day.</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><b>6</b></p>	<p><b>5</b></p>
<p>Comments: (i) In this sub-criterion the overall principal effectiveness is significantly based on school-wide student growth as is indicated by the table on pg. e45. The table shows that the principal’s overall rating is based 50% on school-wide student growth.</p> <p>(ii) (A) The applicant addresses the components that would theoretically help focus teachers and the school community, generally, on student growth; however, to strengthen this point, the connections could be much clearer between the components outlined on pgs. e45-e47, such as providing more</p>		

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explanation as to exactly how the “school leaders’ knowledge and skills, personal characteristics, and values and beliefs...directly impact student and teacher performance. To accomplish this, the applicant could provide examples of the skills, characteristics, etc. that are evaluated in the principal evaluation tool and 360 Degree Framework.

(B) The behaviors addressed on pgs. e45-e47, however, do show a collaborative school culture focus on continuous improvement by showing how the responsibility for improvement is a collective that begins with the principal.

(C) The 360 Degree components addressed for this factor and provided in Appendix G fully address how the principal is evaluated on his support of academic needs of special student populations. For example, on pg. e237, the principal is evaluated on, “monitoring the instruction of students with special needs to ensure high quality, “ as well as “advocating for high standards for student learning when writing and implementing Individualized Education Plans (IEPs) (pg. e230)”, and “challenges faculty to develop the knowledge and skills necessary to provide quality instruction to English Language Learners (pg. e236)”.

<b>TOTAL</b>	<b>35</b>	<b>26</b>
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**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)** We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional

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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: On pgs. e48-e49, the applicant clearly addresses how the disaggregated information generated by the Educator Evaluation System (EES) is used to help identify the professional development (PD) needs of individual educators and schools. For example, the applicant illustrates how evaluation data can identify a teacher or principal weakness and then possible remedies. The applicant clearly shows how the disaggregated information generated by the proposed EES will be used to identify the PD needs in the following: (pg. e48) "A key feature of the HCMS implementation was gaining the ability to enter results of classroom observations, walkthroughs, and other evaluation tools using digital tablets to wirelessly transmit results directly to our data systems, enabling almost immediate access to results by the teacher or principal being evaluated. As the Evaluation and Compensation for High-Quality Outcomes (ECHO) evaluation tools were designed to align with teacher or principal standards, areas of concern will be flagged, allowing for immediate identification of the specific area(s) educators need additional professional learning to refine. Another feature of our data reporting system is its ability to use <u>prescriptive technology</u> to produce suggestions for professional learning opportunities aligned to identified weakness in each teacher or principal standard, based upon educator evaluation results. For example, if a classroom observation indicated weaknesses in providing differentiated instruction, the school's professional learning team (described below in Section 2) would study the evaluation results and work with the teacher (or principal) to refine their <u>professional growth and development plan</u> (PGD) including identifying appropriate supports (e.g. seminars, videos, peer observations, reading research-based practices) to build their skill set in the identified areas." The system disaggregates the information inputted, and based on standard alignment, generates suggestions for professional development areas. Additionally, the school's professional learning team can also study the results and work with the educator to align their growth plan with the area where support is most needed. Also, the school-level PD is addressed because of the systems capabilities as referenced on pg. e49, "Weaknesses can be identified at the</p>		

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school-wide or subject/grade team level, to inform professional learning refinements.”		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments: The applicant describes the timeliness feature of their system, “PALMS can produce on-demand, weekly, monthly, quarterly, or annual reports, at the individual, classroom, subject, grade, school, or district-wide level, using multiple sources of data (e.g. educator evaluations, classroom observations, walk-throughs) to identify areas of concern and inform professional learning. This timely and valuable information can assist in gauging the effectiveness of professional learning and its impact on students including where (e.g., grade level, school, subject area, professional learning team, whole district) and for whom (e.g. teachers, leaders) professional development is needed.” Clearly, as the system is described on pgs. e48-e50, PD is provided in a very timely manner. One component is even called “on-demand professional development”. By utilizing the quick nature of the system, the LEA can help teachers by giving relevant feedback via formative assessments.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4
<p>Comments: As indicated on pgs. e50 – e51, the applicant does provide educators with school-based and job-embedded opportunities in the form of the school’s professional learning team (PLT) utilizing “mentoring”, modeling, coaching, etc. to help support teachers’ daily work in the classroom. Though the applicant claims that the “Cognitive Coaching” model is being implemented, the administrator-driven nature of much of the professional development pieces runs counter to that idea. For example, teachers are instructed as to what their weaknesses are instead of them being assisted into coming to those conclusions on their own first through an examination of student data. To strengthen this aspect of the application, the teacher voice could be included to illustrate how it incorporates some of the Cognitive Coaching principles, such as reciprocity and equality.</p>		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	20	15
<p>Comments: The teacher curriculum teams are a very powerful PD tool, as explained on pg. e51. They do help to ensure that the practice will be improved. All of the components</p>		

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referenced in this section are strong examples of the longevity of improving instructional practice, such Instructional Coaches meeting one-on-one with teachers to help with professional growth plans. To strengthen the application, some of the specific structures put in place for teacher professional development could have been more clearly defined for principals to go beyond their description on pg. e49, "Student achievement records (e.g. formative and benchmark assessments, state standardized tests, common assessments) will also be used to assess successful implementation of professional learning strategies in the classroom." The applicant could have included school-wide professional learning strategies to accommodate principals.

<b>TOTAL</b>	<b>35</b>	<b>29</b>
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**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	9
<p>Comments: The educator involvement in the design of the PBCS and EES is very clear and extensive as is evidenced by all of the educator design teams referenced on pgs. e56 – e58. The educator design teams are comprised of teachers and principals that are based on the following major categories: responsibility, student outcomes K-5 and 6-12, Classroom Observations, School-Based Performances, and Professionalism (pg. e257). Because the applicant indicates that these groups will be asked multiple times throughout the process for their input via focus groups and continued design team meetings, clearly educators will continue to be extensively involved in the process. One point that could be clearer is in reference to the teachers who were on the design teams, at the forums, roundtables, and/or a part of the focus groups. The only roster provided in the appendices is for the design teams. It is unclear if there was much overlap between these groups, and if that is the case, then the educator input is more limited from this particular LEA.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	22
<p>Comments: The application does contain evidence of teacher and principal support on pgs. e58 – 60. However, the support documentation provided in Appendix C only references private support, such as the Charleston Metro Chamber of Commerce, or non-profit support, such as the United Way, and administrative district support, such as the Superintendent. The show of support by all educators could be strengthened by including signature lists from all involved schools for example.</p>		
<b>TOTAL</b>	<b>35</b>	<b>31</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments: The applicant clearly identifies and defines job descriptions of key personnel on pgs. e60 – e62. All of the significant positions in addition to the district-wide project groups of which those individuals will be a part have been defined and described. Additionally, the applicant describes how these key positions will be coordinating with already “existing CCSD Work Groups.”		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
Comments: Clearly every aspect of this project has been considered especially with respect to educator improvement. Evidence of such can be found on pgs. e63 – e64 in all of the specifically defined categories that have been established to help facilitate this project. The categories of work that need to be done are an essential foundation in the allocation of sufficient human resources. A significant piece of this can be found on pg. e63 in the description of the Professional Development Coordinators because it reflects how much their Vision for Instructional Improvement is connected to the design of this plan in the amount of financial capital they dedicate to this position.		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
Comments: The goals and measures listed in this section are quite measurable, especially because the applicant used the Specific, Measurable, Attainable, Realistic, and Timed (SMART) format when writing them (pg. e64). Using SMART goals ensure project objectives that are measureable. For example, on pg. e64, the applicant indicates that at the end of the 5 <sup>th</sup> year of the project, 85% of teachers and principals will be rated as proficient or higher.		
(4) Includes an effective project evaluation plan (5 points);	5	5
Comments: The project evaluation plan really begins on pg. e65 with the goals and measures that will determine how effective the project is. Then on pgs. e67 – e70 the applicant describes all of the kinds of assessment and measures that will be used to ensure that the plan is being effectively evaluated. Particularly clear were the sections on formative and summative assessment as well as Data Analysis.		

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Therefore, the project evaluation plan detailed in the application is highly effective.		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>8</b>
Comments: The key components have a clearly achievable timeline as the LEA in this application has already moved quickly to begin the process (pg. e70-e71). The timeline also considers each of the components of the HCMS, PBCS, and EES individually so as to show the thoroughness of the process. Additionally, the applicant clearly outlines the continuing expectations in the timeline.		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>4</b>
Comments: The likelihood the timelines can be successfully completed is extremely high as the first step regarding the board and the approval process is already complete. An additional commitment to completing these tasks and objectives comes in Appendix G in the back that outlines the LEA's vision. This comprehensive vision supports the timeline being implemented and shows buy-in of major stakeholders, such as district leadership, community partners, teachers, and principals.		
<b>TOTAL</b>	<b>30</b>	<b>30</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>9</b>

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<p>Comments: The applicant identifies significant funding strategies and clearly breaks down the expectation of each on pgs. e76-e78. Needing clarification, however, is the amount the applicant plans on relying on private funding (as referenced on pg. e77 “This will enable CCSD to determine resource needs and their potential funding sources including those from LEA, state, federal, private, and public funding streams.”), which can be unreliable. The applicant does address, however, other significant partnerships (e.g. with the federal government) that will act as non-TIF resources.</p>		
<p>(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).</p>	<p><b>10</b></p>	<p><b>9</b></p>
<p>Comments: The PBCS and EES are likely to be implemented and sustained based on the evidence presented on pgs. e78 – e79 in the section entitled “Sustained Systems after Grant Period”. For example, in this section, the applicant discusses the different aspects that will be in place at the end of the grant period, such as the “Teacher/Leader Professional Learning Cycle.” The applicant describes the idea of a type of gradual release of responsibility by the LEA having embedded so many of the aspects of the project into the system that it will no longer require grant funds as the retained educators increase effectiveness. This application could be strengthened by including a clear explanation of how this gradual release is going to occur throughout the process in terms of phasing out support.</p>		
<p><b>TOTAL</b></p>	<p><b>20</b></p>	<p><b>18</b></p>

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	<b>20</b>	<b>16</b>
Comments: The salary schedule realignment addressed on pg. e31 is directly tied to educator evaluation ratings. “ECHO will enable CCSD to realign our current single-schedule salary structure so our educators are rewarded more for quality and effectiveness and less for longevity or degree attainment.” After the definition, the applicant addresses the positive impacts this salary structure will have on teacher motivation and retention, attracting new high-performing teachers, and increasing student achievement. The existing salary structures in other states on which CCSD is planning to model its salary structure on are referenced on pg. e32. The high-need schools are addressed on pg. e33 with the PBCS Bonuses section. The implementation appears very feasible as the models they name are comprehensive and have proven effectiveness as indicated in Table 3 on pg. e32. To strengthen this application, there needs to be a clearer path of implementation for teachers and principals by the fifth year.		
<b>TOTAL</b>	<b>20</b>	<b>16</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>189</b>

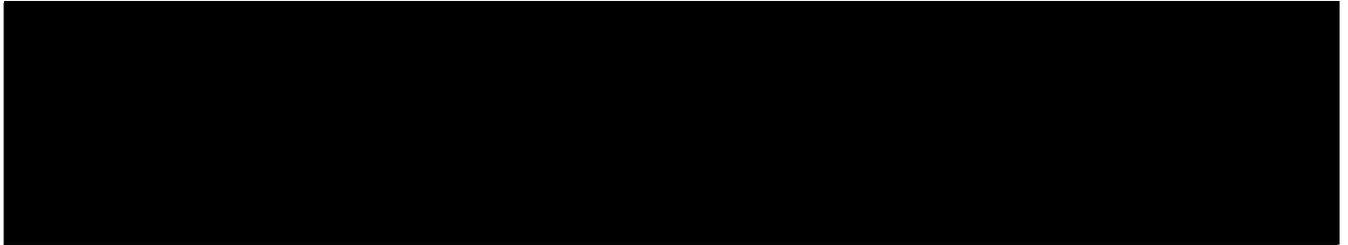
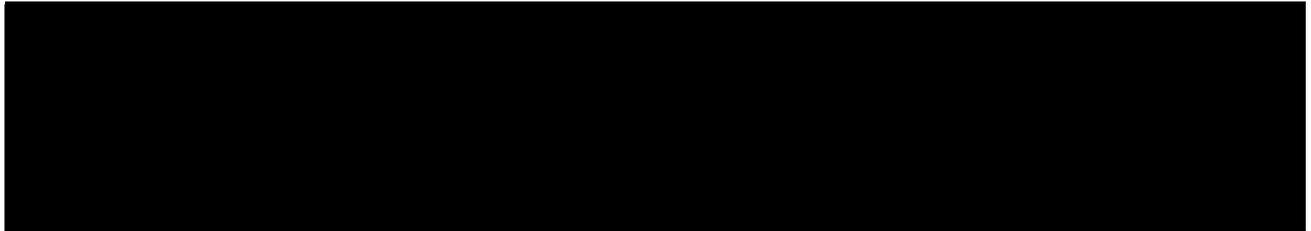
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

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

<i>Factor/Sub-criterion</i>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>9</b>
<p>Comments</p> <p>The HCMS is well aligned with the vision of instructional improvement that is described on pages e21-e22. The vision states that the applicant will increase the effectiveness of the entire educator corps and exit educators who do not improve student achievement. The HCMS will award performance based compensation bonuses to proficient and exemplary teachers in targeted schools (page e31). This incentive can help increase the effectiveness of the educator corps. The applicant suggests that it will implement a reform to the current salary schedule in the coming years (pages e26, e32). The salary schedule that will be adopted has not been finalized and there are still 3 models that are under review. The 3 models are aligned with the vision articulated by the applicant. Page e26 addresses how ineffective educators will not have their contracts renewed, which aligns to the vision of instructional improvement.</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>	<b>35</b>	<b>30</b>

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<p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p><b>Comments</b></p> <p>(i) The applicant will consider educator effectiveness in the recruitment of teachers to priority schools (page e33). The applicant will consider educator effectiveness in the distribution of PBCS bonuses (page e33). The applicant describes how it will use the educator evaluation system to give proficient and exemplary teachers more responsibilities and a path to leadership opportunities that pay more (page e34). This can be considered a promotion scheme based on effectiveness. The applicant describes how effective school administrators will be recruited to mentor novice administrators (page e34). The applicant describes on page e26 how ineffective educators will be exited from the system based on effectiveness ratings. Teachers who are identified as unsatisfactory will face contract non-renewal.</p> <p>(ii) The opportunities for advancement and leadership are available only to educators who score proficient or higher on the educator evaluation system (pages e33-e34). By making all of these opportunities available to teachers who are merely proficient, the HCMS may become less effective as it may encompass too large a proportion of the educator workforce. There is no difference between the incentives and opportunities provided to exemplary and proficient teachers. This could create a system where educators may aim to be merely proficient.</p> <p>(iii) The applicant has prior experience using the educator evaluation system described in the application (page e25). A pilot which informed the current model was conducted in 4 schools in the LEA (page e25). The evaluation model is multi-dimensional and measures educator effectiveness across several levels. The applicant mentions that poor performing teachers will exit the system (pages e26-e27). The plan outlined will have ineffective teachers face contract non-renewal, which is quite feasible. Furthermore, since the LEA lacks a union, it is much easier to dismiss teachers for cause than if a union had existed.</p> <p>(iv) There is evidence provided that the leadership within the LEA supports the HCMS (pages e105-e125). There is a memorandum of understanding signed by the principals of the high need schools in the district that outlines their support for the HCMS (pages e106-e108). The application would be strengthened by a signed letter from the superintendent voicing support for the HCMS.</p> <p>(v) A professional learning team (PLT) will be created in order to help retain effective teachers in high need schools (pages e33-e34). One explicit purpose of the PLT is to “provide...strategies found to increase teacher retention and student achievement in high-need schools.” There is also \$6000 PBCS bonus for proficient and</p>		

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exemplary educators to transfer to the high need schools (page e33). This is a bonus can be paid out only once (page e33). While the bonus is substantial, since it is available only once, it is merely a recruitment incentive, and does not address retention. There is no evidence that there are efforts to improve working conditions in high need schools in order to effectively recruit and retain effective educators.

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points)	2	1
<p>Comments</p> <p>Page e33 describes that there will be 4 performance levels for principals and teachers. The performance levels are Unsatisfactory, Needs improvement, Proficient and Exemplary. The rubrics are comprehensive and include both teachers and administrators (Appendix G). There is no evidence provided as to how final overall evaluation scores are determined.</p>		
(2) Each participating LEA has presented (4 points)--	4	3
<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 applicant provides a clear rationale to support its use of Tennessee Value Added Assessment System (TVAAS) scores for teachers in assessed areas (pages e37 and e43). The applicant cites its rationale for using Student Learning Objectives (SLO) as a measure of student growth (page e44). The applicant does not provide a clear rationale as to how it determined the precise weightings attributed to student growth. The application would be strengthened if the applicant provided an algorithm that was used to calculate the final effectiveness rating with clearly defined thresholds for each of the four</p>		

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effectiveness ratings.

(ii) The applicant cites relevant research to support its use of student growth in its educator evaluation framework (page e37). The applicant cites studies that indicate that SLOs are reliable in their use (page e43). The applicant does not address why it chose the TVAAS over other competing student growth measures.

(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

10

Comments

There will be at least 4 unannounced classroom observations as part of the state educator formal evaluation process (page e39). The evaluation teams will consist of “at least one school based administrator and one school based administrator, teacher or district administrator.” The applicant could describe more precisely who will be conducting the evaluations and how involved teachers may be in conducting observations. The applicant discusses in detail what observers will be looking for in their observations and the rubric that will be used (page e40). The applicant states that observers must complete at least 21 hours of state-approved training in order to qualify as an observer (page e41). The observers must also attend annual training that addresses behaviors and competencies associated with each performance level (page e41). The applicant cites a high inter-rater reliability of its observation framework ranging from .80 to .90 (page e40). The applicant clearly proves on page e40 that the observation framework has developed a high quality plan for teacher observation with high inter-rater reliability.

Principals will be evaluated in part by using the 360 Degree Assessment (page e45, e 229-e248). The assessment will use surveys that measure stakeholder appraisals of the principals’ performance over time. While these surveys are taken only once a year, they are based on multiple observations of teachers over time. While not an observation in the traditional sense, the 360 assessment is an observation tool. The application could be strengthened if it included a process for assessing the reliability of the tools. The application would be strengthened if it also included a rubric for observing principals at a fixed point in time. This could include an

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observation of a principal in a faculty meeting or other event.		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
<p>Comments</p> <p>The applicant has experience measuring student growth (page e41). The applicant has participated in several pilots which have used student growth at the classroom and school level (page e41). In 2011-12 the LEA piloted a multi-dimensional educator evaluation model that included classroom observation and individual classroom student growth (page e25). The pilot was conducted in 4 schools in the LEA and informed the current evaluation framework (page e25). On page e41, the applicant describes its prior implementation of the Measures of Academic Progress (MAP) assessment in calculating student academic growth. It will continue to use MAP in calculating student growth.</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;	6	4
<p>Comments</p> <p>(i) Table 6 indicates that 50% of a teacher’s evaluation will be determined by student growth. Twenty percent of a teacher’s evaluation will be determined by the school-wide student growth data. It is unclear from Table 6 (page e43) how student growth will be determined for teachers of tested subjects in grades 2-8. This may be a typographical omission. It is assumed that 30% of the effectiveness score for teachers in tested areas will be tied to classroom growth. For teachers in non-tested subjects, 30% of their overall effectiveness scores will be determined by Student Learning Objectives (SLO). This is a significant portion of educators’ effectiveness scores.</p> <p>(ii) The applicant will use linkage software to determine the extent to which general and special education teachers collaborate and the efficacy of teachers with students in specialized</p>		

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<p>populations (page e44). The classroom observation rubric provided in Appendix G (page e213) rates teachers on the appropriateness of their instructional strategies. The application would be strengthened if it would highlight the strategies the applicant would employ to evaluate the practices of teachers of students in special populations.</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal's practice in--</p> <p style="padding-left: 40px;">(A) Focusing every teacher, and the school community generally, on student growth;</p> <p style="padding-left: 40px;">(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p style="padding-left: 40px;">(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>5</b></p>
<p><b>Comments</b></p> <p>(i) Half of the principal evaluation is based on a school's value added gains (page e45). The evaluation is based solely on the value added scores as determined by the TVAAS (page e45). The application could be strengthened if the principals' evaluation is tied to whether teachers in non-tested areas meet their SLO.</p> <p>(ii) Because the principal evaluation is tied so strongly to TVAAS progress (page e45), principals will attempt to focus every teacher within the school to improve student growth. Another significant portion of the principal's evaluation is determined by the 360 degree evaluation framework, which is focused, in part, on improving school culture (Page e238). The Program for Assisting Developing and Evaluating Principal Performance (PADEPP) and the 360 degree evaluations are also designed to assess the degree to which school leaders support the needs of special student groups (page e47). The application could be strengthened if the principal was also evaluated on how well they focused their teachers in non-tested areas on meeting their SLO.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>27</b></p>

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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);	<b>8</b>	<b>8</b>
<p>Comments</p> <p>The applicant’s data reporting system allows for the easy transmission of educator evaluation data to the individual being evaluated (page e48). The data reporting system being used allows educators to be informed of certain professional development opportunities that are relevant to the educator (page e48). The data system can produce weekly, monthly, quarterly or annual reports using multiple sources of data to identify opportunities for professional learning (page e48). The data system can also produce reports at the individual, classroom, subject, grade, school, or district-wide levels. The data reporting system produces suggestions for professional learning opportunities that are aligned to identify weaknesses in each teacher or principal standard based upon educator evaluation results.</p>		
(2) Provide professional development in a timely way (2 points);	<b>2</b>	<b>2</b>
<p>Comments</p> <p>Using the data reporting system, teachers will be assigned timely professional development (PD) (page e48). There will be a PD coordinator at the school level who will be responsible for developing, coordinating and providing in-school professional learning opportunities for educators (page e49). The PD coordinator will use the data reports generated by the system to assign PD to educators (page e49). The data reports will be generated weekly. The</p>		

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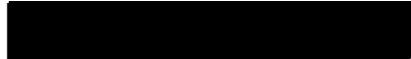
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<p>professional learning teams will also meet with principals monthly, using student assessment data and other indicators to assist in the development of School Improvement Plans (page e51). The applicant identifies professional learning opportunities online which can be accessed at any time (page e50).</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><b>5</b></p>	<p><b>5</b></p>
<p>Comments</p> <p>The applicant suggests that Professional Learning Team (PLT) will have an important role in mentoring and coaching other teachers (page e50). The PLTs will also allow teachers to have the opportunity to try and observe new strategies that are associated with positive instructional and leadership practices. The PLTs will meet weekly as a group to identify common issues and plan professional learning opportunities (page e51). The PLTs will use student assessment data and other indicators to target the needs of teachers. The PLTs will work to transfer knowledge in the areas of identifying student needs, planning assessments, and monitoring student progress (page e50). The applicant also mentions the formation of District Leadership Communities (DLC) (page e54). DLCs are led by associate superintendents who provide peer assistance to administrators and school staff within their learning communities. The DLC will focus the learning on student performance, teacher effectiveness and school leadership practices (page e54).</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p><b>20</b></p>	<p><b>19</b></p>
<p>Comments</p> <p>The professional development scheme presented is well thought out. The professional development scheme is focused on student data (page e53). The applicant has partnered with the South Carolina Center for Educator Recruitment, Retainment and Advancement (CERRA) and the New Teacher Center to improve professional development (pages e50-e51). The professional learning will be standards based and focused on the needs of individual teachers in particular standards (page e52). Individual needs are determined through discussions in the PLTs. Educators will learn how to use student growth data to improve student outcomes (page e53). There will be professional development aimed at principals' observation and coaching</p>		

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skills. The DLC will focus the learning on student performance, teacher effectiveness and school leadership practices (page e54). The applicant could address how educators could access professional development outside the district (such as professional conferences and off-site training).

<b>TOTAL</b>	<b>35</b>	<b>34</b>
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**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>There was an educator design team that was involved in developing the HCMS (page e56). The educator design teams were comprised of 5 separate educator review teams. Participants were chosen by their peers to represent their schools and met regularly in the summer of 2011. The LEA has worked closely with teacher and principal focus groups in designing elements of the new evaluation system (page e29). The applicant included the roster of the design team and the products it developed in Appendix H (pages e256-e266). The applicant states that the educator design teams will continue to meet to discuss outcomes and discuss the progress towards implementation of the initiatives within the LEA (page e57).</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>There are several letters from teachers or teacher groups that support increasing teacher effectiveness in the district (Appendix C page e105). The letters claim that they look forward to working with the district in order to reach this goal. None of the letters from teachers explicitly support the proposed PBCS. The application would be strengthened if it included results from teacher surveys or focus groups to demonstrate support for the PBCS.</p>		
<b>TOTAL</b>	<b>35</b>	<b>28</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>There will be a project director, project specialist, compensation analyst, professional development director, a steering committee and current LEA staff working on the development and refinement of the LEA's Human Capital Management System (pages e60-e62). The steering committee is comprised of senior district administrators, the LEA's Deputy for Human Capital Development and the Executive Director of Achievement and Accountability (page e61). The roles and responsibilities of key personnel are clearly defined (pages e60-e62).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant identifies sufficient human resources to complete the project tasks. In addition to the project director, project specialist, compensation analyst, professional development director, a steering committee and current LEA staff working on the project, there will be professional development coordinators hired for each school in the grant (page e63). These PD coordinators are only temporary and will no longer be employed after the 5<sup>th</sup> year of the grant (page e63). Master teachers will be utilized to coach other teachers in their practice (page e63).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>There are many attainable and measurable goals that are addressed by the applicant (pages e64-e67). The applicant proposes that at least 75% of teachers and principals will be effective at that end of year 2 increasing by 3% a year until year 5 or until the effectiveness rate is 85%. At least 75% of teachers and principals who were rated as proficient or better will be retained. There are also goals that address stakeholder involvement and approval of the PBCS. These goals are all measurable using the evaluation system or survey data.</p>		

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(4) Includes an effective project evaluation plan (5 points);	5	4
<p>Comments</p> <p>The project evaluation plan is well thought out (pages e67-e70). Evidence is supplied that the applicant has put significant thought into who will conduct the evaluation and the level to which they will be funded (page e281). The project evaluation plan will use a mixed-methods approach that will triangulate data from several sources. Quantitative data that will be used includes student course grades, student test scores, teacher attendance data, promotion data, teacher turnover rates, and surveys that measure teachers' cognitions, opinions and beliefs. Qualitative data will include interviews, focus group data, open ended survey data and meeting minutes. The richness of the data being collected and the planned data analysis and reporting, contribute to the effectiveness of the plan. There is no timeline for the evaluation plan.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	6
<p>Comments</p> <p>The timeline provided on page e71 is realistic and achievable. The timeline mentions which staff members should be completing which tasks. The timeline does not provide specific months for the activities to occur. The timeline also does not provide any indication what will happen if certain deadlines are missed and how to correct for these actions.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	2
<p>Comments</p> <p>The project plan for completing project tasks is realistic and achievable. This is due to the applicant clearly specifying the roles and responsibilities of project staff in the narrative. However, the timeline lacks specificity in the tasks that must be completed by the relevant staff. The only staff member on the project team that has action items associated with her/him in the timeline on pages e71-e76 is the project director. There should be more action items for the rest of the project team.</p>		
<b>TOTAL</b>	<b>30</b>	<b>25</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>8</b>
<p>Comments</p> <p>The applicant identifies potential funding sources to support the PBCS (pages e76-e77). The applicant has secured outside funds in order to acquire the software needed to calculate the value added gains in 4 of the targeted schools and the software has already been in use (p e77). The funds are not already secured. The introduction of the PBCS will realign approximately \$13 million to allow the project to be sustainable. This will be done by completely overhauling the LEA’s salary structure. There are no guarantees of outside funding and the applicant does not provide evidence of a contingency plan if the funds they are counting on do not materialize.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	<b>10</b>	<b>8</b>
<p>Comments</p> <p>The applicant assumes that the PBCS will realign funds to make the system sustainable (page e77). Also, the applicant will phase out PD coordinators at the end of the grant period (page e63); however, master teachers will be tasked with assisting other teachers in their professional development (page e79). The applicant also contends that the increased teacher effectiveness and student gains will reduce the amount of costly remediation required in the district (page e79). The applicant contends that the increased retention rates will reduce costs</p>		

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associated with recruiting, screening and hiring new teachers (page e79). The applicant may be overly optimistic in the amount of money saved by increasing retention rates and reducing remediation. It is likely that this project will be sustained because of the stakeholder support, the realignment of funds and use of master teachers to supplant PD coordinators.

<b>TOTAL</b>	<b>20</b>	<b>16</b>
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**Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)**

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	<b>Total Possible</b>	<b>Assigned Score</b>
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	<b>20</b>	<b>14</b>
<p><b>Comments</b></p> <p>The applicant proposes to completely realign the salary structure in the LEA (page e32-e33). The proposed base pay supplement structure considerations all take educator effectiveness into account. The proposed change to the salary structure, while proposed has not been approved. Until the applicant finalizes the salary structure, performance incentives as described in Design Model 1 (page e33) will be used. The applicant states that bonuses will be paid in the approximate amount of 5% of the average teacher salary in the district to teachers who are proficient and exemplary.</p> <p>The proposed salary structures on pages e32-e33 gives incentives for hard to staff schools and subjects. Until the applicant finalizes the salary structure, performance incentives as described in Design Model 1 (page e33) will be used. This includes a 1 time bonus of \$6000 to effective teachers who transfer to high-need schools.</p> <p>The proposed implementation is feasible as it has the support of stakeholder groups (Appendix H). The proposed PBCS does not differentiate between proficient and exemplary teachers (page e33). In fact, the goals set out by the applicant (page e64) would have nearly 85 percent of teachers receiving the same bonus.</p>		
<b>TOTAL</b>	<b>20</b>	<b>14</b>

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<b>GRAND TOTAL</b>	<b>220</b>	<b>183</b>
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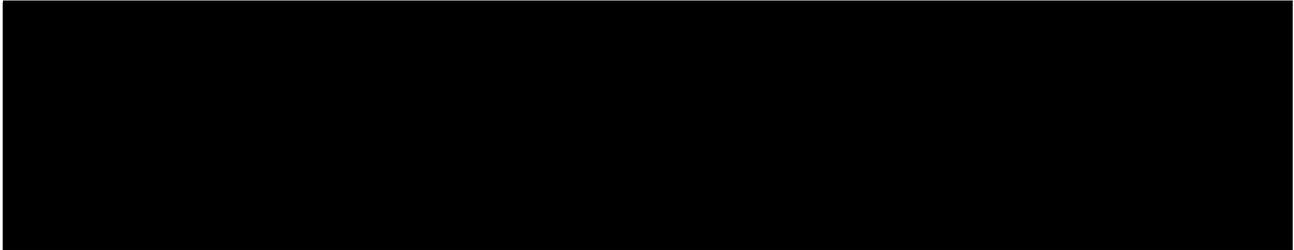
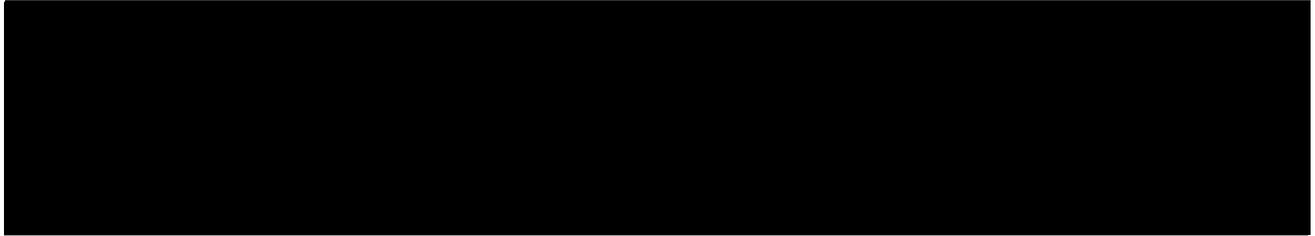
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

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

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments</p> <p>Charleston County School District (CCSD) has developed a broad vision for achieving excellence in Vision 2016. The vision makes the district’s values explicit in this strategic plan which has students and student achievement at its core. The commitment to providing all students with “excellent instruction, enrichment opportunities, and challenging courses” (p. e167) establish instructional improvement at the focus of change which is then supported by a goal that highlights Educator Effectiveness. (p. e171) This goal provides the link between instructional improvement and the proposed HCMS. The Educator Effectiveness goal explicitly addresses recruitment, exiting, and staffing issues for teachers and principals. The vision created an expectation for inclusion of the student achievement growth as part of the assessment of educator effectiveness and linked that performance to educator compensation. CCSD has taken the vision even further in the development of the Teacher/Leader Professional Learning Cycle with added attention to hiring, induction, professional development, placement and educator recognition. The commitment to move to a performance-based salary structure in TIF schools and eventually to all schools demonstrates an aggressive and committed approach to a comprehensive human capital management 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</p>	<b>35</b>	<b>34</b>

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<p>systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments</p> <ul style="list-style-type: none"> <li>i. Educator effectiveness has been factored into many the decisions of the proposed revisions to the Human Capital Management System that will be implemented in the 2012-2013 school year. The charts on pages e23 and e27 and the accompanying text on pages e23-27 demonstrate extensive use of educator effectiveness throughout the range of human capital decisions. The district goes beyond traditional measures by utilizing contracts of different durations and placement of effective teachers in higher need schools by offering incentives.</li> <li>ii. Effectiveness is a component in many human capital decisions in the current HCMS and the proposed revisions. It will be the primary determination of performance based compensation, recruitment to highest-need schools, and the option to take on additional leadership roles. Most human capital decisions will be made based on a determination of whether or not the educator’s performance has been rated effective or higher. (pp. e23-e26) That appears to equate to a 100% weighting of effectiveness in these decisions. The application would be strengthened if this were explicitly stated.</li> <li>iii. The application creates an impression that the district has worked hard to build the foundation necessary to implement the comprehensive HCMS described in this proposal. The establishment of priorities within the district’s vision document (pp. e165-184), Board approval of the plan in 2011-2012 (p. e22), the acquisition and implementation of software to provide access to necessary evaluation data (p. e24), combined with a well-designed HCMS system instill a confidence the district will be able to deliver on its proposal. There are no apparent policies that might inhibit implementation.</li> <li>iv. The commitment of the LEA’s leadership to implementing the HCMS is evident through the documented history of development and the plan for implementation. A memo of</li> </ul>		

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<p>understanding signed by principals of all participating schools (pp. e106-108) provides evidence of their readiness to this work. The Board approval of the plan is further evidence of support. The district has effectively worked to secure broader community support through forums and other engagements with stakeholders (p. e30-31) and the success is evidenced by the strong letters of support from key community constituencies. (pp. e 109-125) Outreach plans include in-district sessions and communication with parents and students. (p. e31) The applicant indicates a comprehensive plan to continue to attend to issues of implementation and has established a team to address this important implementation element. (p. e30)</p> <p>v. The applicant notes that staffing Title I schools has been a challenge and that teachers in high poverty, high-need schools have fewer credentials, less experience, and are less likely to remain in these schools. The applicant has a multi-tiered response to attracting and retaining effective educators to work in these schools. It begins with salary awards to teachers in tested subjects and expands to all subjects providing added compensation to educators rated effective or higher. Non-financial rewards are also included (e.g., additional roles, leadership academy). (p. e26) Awards will be made to attract teachers to these high need schools. In the longer range, the applicant plans to move to a performance-based salary structure in high-needs schools. Incentives in the current PBCS are significant (e.g., up to 5% based on performance rating, up to \$6,000 one-time bonus to move to a high needs school, and up to \$10,000 for assignment as a master teacher). (pp. e33-34)</p>	<b>TOTAL</b>	<b>45</b>	44
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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);	<b>2</b>	<b>1</b>
<p>Comments</p> <p>Teacher and principal evaluations yield a composite score on a four point scale. The</p>		

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instruments provided in Appendix G (pp. e185 – 255) demonstrate rubrics for ratings on components of the instruments or in some cases (e.g., Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) overall rubric) a holistic rating anchored by a four point rubric. The application assigns percentage weights to each component of an overall rating, but the actual scale that combines these three components into the final rating is not provided. That makes it difficult to assess the quality of the final rating.

(2) Each participating LEA has presented (4 points)--	<b>4</b>	<b>4</b>
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		
(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;		

**Comments**

i. The applicant identifies the comparative ratings of level of student growth assigning ratings based on average of one year's growth, and higher ratings for one standard error above predicted performance and the top rating for two standard errors above. (p. e37) The application states that the basis for ratings of significantly below average would be two standard errors below average growth. The rationale is provided that these five levels classify teachers along a bell curve based on average results. For educators evaluated using SLOs a four point scale has been developed based on the rigor of the objectives.

ii. The district has elected to use the Tennessee Value-Added Assessment System developed by William Sanders, which is widely accepted and acknowledged as a method for using student growth to assess teacher performance. The application provides further evidence of student assessments that will be used in the future to strengthen the quality of its data. (p. e38) The use of SLOs in non-tested areas reflects the most commonly used approach currently available to districts.

(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	<b>13</b>	<b>11</b>
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<p>Comments</p> <p>The district is using state ADEPT Performance Standards for teachers but it has adapted the Classroom Observation Tool to provide more gradients for evaluation (from a bi-modal state model to four distinct levels of performance). The alignment of the ADEPT Standards with InTASC standards provides additional evidence of the content validity of the assessment. The system includes a minimum of four unannounced classroom observation supplemented by other observations and walk-throughs. Observations include evidence of five specific performance standards and are of sufficient duration to provide a reasonable sampling of performance. Evaluators include at least one school-based administrator but other members of the team can be teachers or district administrators. The evaluators must be recommended for the role and complete training that leads to certification as an evaluator. (p. e41) Annual training provides additional evidence of more consistent ratings over time. CCSD's independent training and evaluation of the use of the Classroom Observation Tool (COT) yielded evidence of a high degree of inter-rater reliability.</p> <p>The assessment of principals using the statewide assessment (PADEPP) and the 360 Degree Evaluation is the composite assessment of multiple observations of work over time. The PADEPP appears to be a rating of principal performance across standards. The assessment is completed by associate superintendents who are trained in its use and who meet with principals. Although it doesn't appear to include a standardized observation in the literal sense it is observation of principal action over time and across a range of responsibilities. The application does not offer any evidence of the reliability of ratings on the principal assessments. The use of the 360 Degree Evaluation framework, another instrument for principal evaluation, also appears to be perceptions based on observation of performance of the administrator over time. The alignment of the 360 Degree Evaluation Framework with ISLLC standards provides additional information about the validity of the instrument. (pp. e46-47) The application would be stronger if the district offered evidence of at least one standardized observation of a common principal responsibility (e.g., conducting community information sessions, providing a teacher feedback on performance) as a part of the principal's evaluation.</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>4</p>

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<p>Comments</p> <p>The application indicates experience in piloting the use of student growth measures and in at least one case, Promise Neighborhood Project, value-added data in reading and math at the classroom level was a component of the evaluation. (p. e41). The application also notes that work has already begun to assure compensation changes for administrators based on student academic growth. Senior leaders in the district will only experience a partial salary increase next year to establish funds for compensation based on student growth in 2012-2013 that will be awarded the following year. (p. e42) Many of the components of the overall evaluation system (e.g., ADEPT, PADEPP, SLOs) are already being implemented.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p><b>6</b></p>	<p><b>4</b></p>
<p>Comments</p> <p>The system will use student growth measures as 50% of a teacher's overall evaluation. This appears to meet any definition of significant, however without evidence of how the individual components are combined it is difficult to assess how much it differentiates categorization of performance into the four levels of effectiveness.</p> <p>The application notes that the value-added growth model allows for fractional attribution of students with special needs which supports the evaluation of both the general education teacher and the special education teacher. However, there is no evidence that the system will provide any type of data that would address how effectively the general education teacher is meeting the needs of students with special needs. There is no mention of how English Language learners are addressed. (p. e44)</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal's practice in--</p>	<p><b>6</b></p>	<p><b>4</b></p>

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<p>(A) Focusing every teacher, and the school community generally, on student growth;                  (B) Establishing a collaborative school culture focused on continuous improvement; and                  (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>		
<p><b>Comments</b></p> <p>The system will use student growth measures as 50% of a principal's overall evaluation. This appears to meet any definition of significant, however without evidence of how the individual components are combined it is difficult to assess how much it differentiates categorization of performance into the four levels of effectiveness.</p> <p>PADEPP Standard 2 focuses on instructional leadership and the five criteria all emphasize student achievement. The PADEPP standards taken collectively, but especially Standard 1, emphasize building a collaborative school community working together to achieve a shared vision of excellence and equity. (pp. e215- 227). The 360 Degree Assessment also emphasizes High Standards for Learning and a Culture of Learning. Each of these assessments further support an evaluation of principals that emphasizes student growth and a collaborative school culture focused on improvement. (pp. e228-235)</p> <p>The 360 Degree instrument includes several specific references to principal actions supporting students with special needs in the principal evaluation criterion "establishing high standards for student learning X supporting" component (p. e230) and in the rigorous curriculum component (p. e232). There does not appear to be an explicit reference to English Language learners in the instrument.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>28</b></p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
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<p>(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);</p>	<p><b>8</b></p>	<p><b>8</b></p>
<p>Comments</p> <p>The district had already begun to develop an infrastructure that supported data collection and summary at individual educator and individual school needs with the procurement of software to support the Personal Achievement Learning Management System (PALMS) (p. e22). The combination of the software with evaluation tools that collect data at the individual educator level, that allow reporting to be aggregated to school-wide levels, and that will yield data on a weekly basis or across other time intervals strengthens the system. (p. e 29). The examples of how the PLT uses this tool when working with new teachers during induction demonstrate not only is the information available but that personnel structures are in place to use the system in meaningful ways.</p>		
<p>(2) Provide professional development in a timely way (2 points);</p>	<p><b>2</b></p>	<p><b>2</b></p>
<p>Comments</p> <p>The PALMS system makes data available in a timely way, but the applicant takes this a step further by creating routines and structures that assure that the data are used to direct professional development. For example the PALMS system readily combines data from evaluations, observations, and student assessments, including formative feedback from mentors, Master Teachers, and principals to provide feedback that is based on a given week or month, there is no need for more extended periods of time. The use of the PLT team in induction, emphasis on Professional Development Coordinators who are responsible for developing, coordinating, and implementing professional development at individual, team, and school levels, and the availability of a library of targeted professional development resources (e.g., videos, lesson plans, books) establish both opportunity and direction that can lead to timely professional development. (pp. e49-50) In year one of the grant there will be one Professional Development Coordinator in each school (p. e49) further contributing to the timeliness of professional development that is identified and delivered within each building. The technology budget further demonstrates a commitment to use PALMS throughout the schools. (p. e285)</p>		

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(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4
<p>Comments</p> <p>The application has designed an approach to professional development that demonstrates the district views school-based, job-embedded professional development as the primary source of professional development for educators. The development of school-based PLTs that include a Professional Development Coordinator at the outset of the grant and then transition to a Master Teacher creates a system in which professional development is primarily an individual and school-based function. (p. e25). The emphasis on mentoring, modeling, coaching and demonstrations as the vehicles for professional development further reinforce what is valued by the district. (p. e32) A significant budget for on-site materials for school-based professional development (p. e286) and funding for cognitive coaching in years 3, 4, and 5 (p. e 287) further demonstrate the district’s commitment in these areas. Although the application uses the term educator in describing the professional development opportunities, most examples emphasize classroom teachers (e.g., model lessons, videotapes, master teacher support). There are fewer examples of job-embedded professional development for principals. The District Learning Communities provide an opportunity for peer assistance to principals, but a description of how this might provide job-embedded coaching was not provided. This suggests this system is currently more fully developed for teachers than for principals.</p>		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	20	18
<p>Comments</p> <p>The district’s professional development runs the gamut from individual to team-based to school-based to district-based professional development. In addition to the job-embedded development driven by identified individual needs, the district also maintains common professional development that targets priorities in the district’s Vision 2016 strategic plan (e.g., implementation of the new Common Core Standards, use of technology in instruction, literacy-based instruction, and the Mastery Teaching Model). (p. e51) The district also encourages self-directed professional development in programs like the National Board Take One! Program and district learning communities. CCSD has developed a Leadership Academy to build administrator capacity and to provide a continuum of professional learning support for</p>		

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<p>aspiring principals, new principals, experienced principals, and principals recognized as the best in the district. The Leadership Academy provides a centralized approach to developing new principals and providing professional development opportunities for existing principals (e.g., the principal institute, the principal roundtable). The professional development structure for teachers is more extensive than current offerings for principals. The application might be strengthened if the professional development structure for principals was more robust, adopting some of the strategies from teacher systems. (pp. e51-55)</p>		
<b>TOTAL</b>	<b>35</b>	<b>32</b>

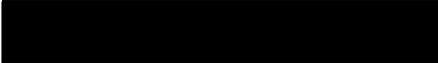
**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	<b>10</b>	<b>10</b>
<p><b>Comments</b></p> <p>The district took a systematic approach to engaging teachers and principals in the design of the system. Five teams composed of teachers and principals/assistant principals chosen by their peers and with majority teacher membership were convened to discuss outcomes and progress towards implementation. The teams met last summer, but the intent is that they will continue to review work throughout the grant. Each team presented a summary of its recommendations based on preliminary work. (pp. e256-266) The application indicates an intent to use a number of structures for feedback throughout the grant(e.g., teacher forum, superintendent roundtables that include principals, semi-annual focus groups, and perception surveys). (pp. e57 – 58) The letter of support from the District Teacher of the Year, on behalf of the Teacher Forum indicates a commitment to being active participants throughout the grant. (p. e114). A commitment memo of understanding from each of the principals in targeted schools expressing support for the TIF Project show their ongoing support. (Appendix</p>		

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C) Although the district has adopted state developed assessments, the district modified the ADEPT scales for local use to create more gradients and this work was done by district educators. The inclusion of a principal and a teacher on the TIF Grant Steering Committee assures those voices are at a critical table in project design and implementation. (p. e62) However, Performance Measure 5 establishes Stakeholder Involvement (where stakeholders are principals and teachers) as a key objective. (p. e65) The inclusion of this objective provides significant evidence of the commitment of the district to ongoing involvement of teachers and principals.

(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>21</b>
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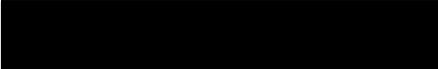
Comments

All schools have made a commitment to this work – HCMS and PBCS- as indicated in the Memo of Understanding signed by principals (pp. e106-108) and the Teacher Forum pledges to continue to work with the district on implementation of the HCMS and PBCS systems and overall evaluation system. The design teams offered the perspective of teachers and administrators, but stopped short of offering support or endorsement. The application notes that work has already begun to assure compensation changes for administrators based on student academic growth. That support is partially evidence by senior leaders in the district who have committed to taking only a partial salary increase next year to establish funds for compensation based on student growth in 2012-2013 that will be awarded the following year. (p. e42) There is limited evidence of how teachers within the schools feel about the proposed PBCS and educator evaluation systems. The absence of a teacher’s union precludes any formal letter of support from a representative group. Evidence for this criterion might have been strengthened through teacher survey or summary of focus groups similar to those proposed for feedback during the implementation stage. (pp. e59-60) However, the district signaled the importance of educator support going forward by including Performance Measure 9 in the evaluation. This measure establishes the district’s intent to monitor and build this support from teachers and principals throughout the project. (p. e66)

<b>TOTAL</b>	<b>35</b>	<b>31</b>
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**SELECTION CRITERION (e) Project Management. (30 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	<b>3</b>	<b>3</b>
<p><b>Comments</b>                      The key positions within the district and new positions have clearly defined roles and responsibilities Detailed job descriptions are provided for new positions, including Master Teachers and Mentor Administrators, that identify duties and responsibilities (pp. e60-61, e146-160)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	<b>5</b>	<b>5</b>
<p><b>Comments</b>                      The application creates a strong leadership team from within the district staff and then establishes several key positions that will be staffed full-time by individuals solely responsible for this work. Additional human resources focus on the roles critical to this project (professional development coordinators, master teachers, and mentor administrators). (pp. e63-e64). This staffing structure will be supported by consultants and specialists as needed for capacity building as indicated in the budget narrative. (p. e285)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	<b>5</b>	<b>5</b>
<p><b>Comments</b>                      The applicant has established clear and measurable objectives with performance measures. Annual targets are identified. (pp. e64-67) The objectives are ambitious, rigorous, and are aligned with the project plan as presented.</p>		
(4) Includes an effective project evaluation plan (5 points);	<b>5</b>	<b>5</b>
<p><b>Comments</b>                      The applicant has completed a detailed formative evaluation design and embedded processes to create feedback that can inform changes to the system. (p. e68). The applicant has also provided a detailed summative evaluation design and indicated that an independent evaluator will be hired to conduct this work. (p. e70) The applicant has provided a detailed set of expectations for the evaluator (pp. e161-</p>		

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162) and specific data sources and reporting expectations .(p. e288) Significant funding is provided for this work. (p. e288). The intent to include the evaluator in monthly meetings of the Steering Committee further strengthens this approach.		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>8</b>
<p>Comments</p> <p>The district has provided realistic and achievable timelines that build on a foundation of work that has occurred in recent years. The detail and the transitions within the five year plan indicate the applicant has thought through the implementation timeline in detail. (pp. 70-75)</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>4</b>
<p>Comments</p> <p>The application includes a timeline for implementation that includes a timeline by task that identifies the individuals/groups responsible for each milestone. The timeline is both realistic and achievable. (e70-75)</p>		
<b>TOTAL</b>	<b>30</b>	<b>30</b>

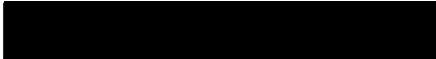
**SELECTION CRITERION (f) Sustainability. (20 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>10</b>

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Comments		
<p>The district has already identified resources through redeployment of funds, capitalizing on state-funded projects (e.g. ADEPT, Value Added), and other sources to create the foundation for this work. The commitment in terms of infrastructure and technology is significant. The district will also provide in-kind contributions in staffing, instructional coaching, professional development, and contracted services exceeding \$1.2 million in the initial year of this grant. (pp. e290-293) The proposed plan embeds a transition from a compensation plan that is primarily additive to a traditional salary structure to one in which effectiveness is embedded in and drives the salary structure. The district's plan will achieve this goal through the redeployment of resources and further modification to the way in which educators are compensated. This will help to sustain both the HCMS and the PBCS.</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
Comments		
<p>It is evident throughout the application that CCSD is moving to a performance-based salary schedule with or without this grant, but the grant will support the work and the transition. The district has designed this grant to scaffold the transition. Throughout the five years supports change as Professional Development Coordinator positions are transitioned to Master Teachers who are compensated for those responsibilities. Compensation for demonstrating effectiveness transitions from bonuses on top of the salary schedule to determining factors within the salary structure. The district will also follow generally recommended practices to sustain the work of this grant through redeployment of current resources and redirection of future resources as well as seeking external support. There is evidence that the district has succeeded in these areas in the past and based on ongoing communication with community agencies it is already laying the foundation for external support for many of these efforts. The application presents a convincing argument that it can both implement and sustain both the PBCS and the educator evaluation systems after the grant ends. (pp. e78-79)</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	<b>Total Possible</b>	<b>Assigned Score</b>
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	<b>20</b>	<b>18</b>
<p><b>Comments</b></p> <p>CCSD has a Salary Review Committee that has been meeting to study best practices in compensation reform and has announced its intent to replace the current pay system with one that will base salary on educator evaluations. (p. e32). The group has identified models from Denver, Austin, and Toledo as structures that merit consideration. The ongoing development of this model, including seeking waivers from SC-DOE, is reflected in the timetable. (p. e72). The Strategic Plan has identified this as a priority for the district. As planned, the base salary will be determined by evaluation ratings. TIF funds will support the development and allow this system to be implemented first in TIF schools. Although the district needs a state waiver, there are no union constraints on contract revisions that would serve as a barrier to implementation. The application would have been strengthened by providing more information about the waiver process and the likelihood of attaining the waiver.</p>		
<b>TOTAL</b>	<b>20</b>	<b>18</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>203</b>

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