

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-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>10</b>
<p>Comments</p> <p>The applicant has demonstrated strong evidence of the alignment between the districts’ shared vision of instructional improvement and the proposed coherent and comprehensive human capital management system (HCMS). Specifically, the applicant provides evidence that participating school districts must align their human capital decisions (p. E39). There are multiple schools represented in this application, and the applicant’s vision of instructional improvement was well-developed (p. E41). Evidence provided by the applicant demonstrates clear alignment between the vision for instructional improvement and the proposed evaluation system, and professional development, which will result in a comprehensive and high-quality HCMS.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to 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>	<b>35</b>	<b>35</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

Comments

(2) The applicant has demonstrates ample evidence of their plan to increase the number of highly effective educators because the plan is well developed, clear, and comprehensive. Specifically, the applicant 's approach is a multi-tiered approach that is based on the following components (p. E41):

1. Rigorous teacher and principal evaluation system;
2. A professional development structure that entails professional learning communities;
3. Performance-based compensation structure that rewards teachers and principal for effectiveness; and
4. A value-added growth model to assess student performance

(i) It is evident that the applicant will consider the effectiveness of the educator for the purposes of the proposed educator evaluation system when making human capital decisions such as recruiting and retention determination (p. E44). Additionally, the applicant explains that they have developed a partnership with the Texas Association of School Boards (TASB), to help design the HCMS (p. E27). This partnership is particularly important because the applicant expects to be able to draw from TASB's experience in benchmarking data on salaries, benefits and human resource policies and practices (p. E27). To that end, the applicant indicates that consideration for educator effectiveness will be a major component of their human capital decisions (p. E27).

(ii) The applicant has provided evidence that for each teaching level the school will provide clear performance measures for all human capital decisions. For example, the applicant indicated that weight will be given to teacher effectiveness by the pre-determined human capital measures and will be used to guide recruitment, promotion, compensation and retention decisions (p. E44). These measures will be weighed accordingly with consideration of the teacher's position, which results in a high quality and comprehensive HCMS.

(iii) The applicant demonstrates strong evidence that the proposed system will be feasible. Additionally, the applicant has already implemented particular components of the proposed system. For example, the applicant indicated that data reflect positive trends in teacher retention across districts (p. E44). Also, the applicant has developed a relationship with the Texas Association of School Boards (TASB), who has extensive experience in human capital management systems (p. E27). This partnership would suggest the applicant will be exposed to best practices and other important information to guide the implementation of the HCMS, and as a result, increases the feasibility of this program being implemented in a high quality manner.

(iv) The applicant has indicated that the leadership has a strong level of commitment to implementing the

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

proposed HCMS. For example, there are ample letters of support the proposed HCMS that range from principals to superintendents and board members submitted in this application (pp. E182-E220).

(v) The applicant has provided adequate evidence that there are financial and nonfinancial strategies and incentives for attracting effective educators. The applicant proposes teacher and principal recruitment and retention, where the applicant has proposed a pool of \$6000 in recruitment incentives for each comprehensive reform campus (p. E44). The applicant has also indicated evidence that there are nonfinancial resources in place to attract effective educators, such providing powerful career growth opportunities through new roles and responsibilities (p. E21).

<b>TOTAL</b>	<b>45</b>	45
--------------	-----------	----

**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>The applicant has demonstrated evidence of a high-quality evaluation rubric of the evaluation system for both teachers and principals (pp. E48-E49). There are three performance levels (Exemplary, Proficient, and Unsatisfactory). There are multiple rubrics for both teachers and principals (E46-E49), however, the performance levels for principals are not evident.</p>		
(2) Each participating LEA has presented (4 points)--	4	4
<ul style="list-style-type: none"> <li>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</li> <li>(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;</li> </ul>		
<p>Comments</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

<p>(2)</p> <p>(i) The applicant clearly presents the rationale that supports consideration of the level of student academic growth. Specifically, the applicant indicates that student academic growth will be interpreted by applying the value-added model to determine performance levels (p. E5). Additionally, the applicant indicates differentiated performance levels for both teachers and principals (E51).</p> <p>(ii) The applicant demonstrates sufficient evidence that the choice of the student growth model is research based. The applicant indicates that they have a relationship with one of the top researchers, Bill Sanders at SAS EASS, in the educational field that focuses on value-added academic growth model for children (p. E52). Additionally, the applicant indicates they will solicit bids from other value-added vendors to determine the most effective method (s) for this initiative (p. E52).</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>11</b></p>
<p>Comments</p> <p>The applicant has made substantial progress in developing a high-quality plan for multiple teacher and principal observations. For example, the applicant has provided evidence that there are multiple evaluation tools the district will be able to select for observations (E46). Additionally, the applicant provides adequate details regarding the actual methodology utilized in the proposed plan for evaluating both teachers and school leaders (p. E49). Furthermore, the applicant states that teachers participating in TIF districts will be evaluated annually multiple times by multiple evaluators (p. E56). According to the applicant, these teachers will receive timely feedback by their evaluator in order to identify areas for instructional improvement (p. E56). While the applicant has demonstrated a significant amount of evidence that would suggest they have made substantial progress in developing a high quality plan (pp. E46-E56), more details are needed to determine the inter-rater reliability.</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p><b>4</b></p>	<p><b>4</b></p>
<p>Comments</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

<p>The applicant has demonstrated evidence of experience in measuring student growth at the classroom level and has implemented components of the proposed evaluation system. For example, the applicant has prior experience in measuring student growth through using the William Sanders method (SAS EVAAS) of value-added method (p. E57).</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 applicant indicates sufficient evidence of the proposed evaluation system that will significantly consider student growth by the design of the HCMS with an emphasis on an equitable system that measures student academic growth for all students (p. E58). Specifically, the educators are also evaluated on their ability to increase student growth on an individual basis (p. E42). For example, the applicant has indicated one of the teacher evaluation instruments that will be piloted will be the Charlotte Danielson’s framework for Teaching (p. E48).</p> <p>While there is a significant amount of evidence that indicates that teacher evaluation overall ratings will be based on student academic growth (p. E48), there is no evidence that consideration will be given to meeting the needs of special needs children.</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal’s practice in--</p> <p>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>5</b></p>
<p>Comments</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

<p>The applicant demonstrates evidence that the principal evaluation is based on student academic growth (p. E58). Specifically, the applicant states that the TIF districts will assess principal effectiveness based on student growth (p. E58). While the applicant indicates that principals are required to examine performance among special populations such as economically disadvantaged students and English Language Learners(p. E58), it does not specify the extent to which principals will be held accountable to ensure academic growth for these subgroups. Additionally, the applicant does not indicate if and how principals will be evaluated on the basis of focusing on every teacher and establishing a collaborative school culture focused on continuous improvement.</p>		
<b>TOTAL</b>	<b>35</b>	<b>29</b>

**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 has demonstrated significant evidence that disaggregated information from the evaluation system is used to inform professional development growth plans (p. E61). Furthermore, the applicant also indicates that principals meet with district leaders to ensure a comprehensive understanding of the evaluation system and will receive district level coaching to assist principals in achieving goals established by the principal evaluation system (p. E61).</p>		
(2) Provide professional development in a timely way (2 points);	<b>2</b>	<b>1</b>
<p>Comments</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

<p>The applicant indicates evidence of ample professional development opportunities. These opportunities are provided through its implementation of Professional Learning Communities (PLCs) on a weekly basis. Specifics around how additional professional development is provided outside of the weekly meetings is unclear. Additionally, the application does not address timeliness of principal professional development.</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	5	5
<p>Comments</p> <p>The applicant has demonstrated adequate evidence of school-based, job-embedded opportunities for educators to transfer new knowledge. The applicant proposes professional development that is aligned to district goals (p. E62). The applicant has indicated that teachers are empowered to lead professional learning communities (p. E62), which are job-embedded and school based opportunities. Additionally, the applicant indicates that principals will be trained on how to meet the needs of all students through a district level coaching model to ensure implementation of professional development (p. E62).</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>	20	18
<p>Comment</p> <p>The applicant has demonstrated strong evidence that professional development is likely to improve the instructional program. For example, applicant indicates that teachers will receive professional development that will enable them to analyze student and teacher evaluation data to develop targets of instructional focus (p. E62). Additionally, the applicant indicates that principals also receive coaching to help them develop and implement leadership practices that are guided by the professional development needs of the individual educators (p. E61).</p> <p>While the applicant indicates ample evidence that professional development will be individualized and generated by the proposed evaluation system (p. E61-E62) , the applicant does not provide a clear picture of how teachers will assigned to Professional Learning Communities or if the plan will offer other options for professional development.</p>		
<p><b>TOTAL</b></p>	<b>35</b>	<b>32</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

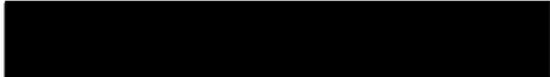
**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	9
<p>Comments</p> <p>The applicant has provided some evidence of educator involvement in the design of the educator evaluation system (p. E46). For example, the applicant has established stakeholder advisory groups to examine and evaluate the PBCS and effective methods of evaluation for educators (p. E65). However, it is not clear to what extent these stakeholders had input in the actual design of the PBCS. Therefore, the evidence provided does not demonstrate extensive educator involvement in the design of the proposed PBCS.</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	25
<p>Comments</p> <p>The applicant has provided sufficient evidence that there will be support for the proposed PBCS and educator evaluation system. The applicant indicated the responses from a teacher survey that demonstrated positive support from teachers (p. E148). Additionally, the applicant submitted ample examples of letters of support from teachers, and school leadership.</p>		
<b>TOTAL</b>	<b>35</b>	<b>34</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	2
<p>Comments</p> <p>The applicant identifies and defines roles and responsibilities of key personnel and includes resumes of primary personnel responsible for the project management (pp. E150-E167). However, the applicant only identifies the TIF Project Director , Assistant Director, and Coordinator for Principal Leadership (p. E70). Other key roles and responsibilities are not clearly defined.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant has provided sufficient human resources for complete project tasks. Specifically, the applicant indicates that there are twenty-one staff member with a range of experience and expertise dedicated to this project (p. E71). Additionally, resumes were included of the staff who would be key contributors to the project completion.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>Project objectives and performance measures are clearly delineated in this application. There are five clearly defined goals for the program, with indicators of how that goal will be achieved. The objectives and performance measures are also listed on pages E36-E37. For example, the applicant indicates that by 2014, all schools in the participating school districts will implement an educator evaluation system and the performance measure will be 90% of teachers and principals will be rated at the highest level, as measured by the district’s evaluation system (p. E36).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The applicant indicates that the LEA will contract out with a third party independent contractor to provide formal evaluations of the program (p. E72). Additionally, there will be a Self-Assessment tool</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

that will be used to evaluate the program. There is evidence that these components will lead to an effective project evaluation.		
(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>There is adequate evidence of realistic and achievable timelines for implementation of the system. Specifically, the applicant indicates the timeline for implementation of the PBCS for each year of the grant period in detailed and thorough manner (p. E74-75). For example, the applicant has divided its schools into two groups—comprehensive reform campuses and evaluation campus, and plans to implement the proposed plan at different phases of the program (E74). Additionally, the applicant has indicated that a significant amount of planning will be conducted in Year 1 of the grant period. To that end, the applicant plans to create stakeholder advisory groups to analyze and modify human capital management practices (p. E73).</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>There is evidence that the timeline submitted in the application is realistic and achievable. (E136-Tasks and Activities )There is a detailed timeline and plan that explicitly lay out the plans for achieving the goals of the program (p. E142-E148).</p>		
<b>TOTAL</b>	<b>30</b>	<b>29</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--

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

**Application Number S374A120099**



**Applicant Name: Education Service Center 18, TX**

**Reviewer Code: 21-A**

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><b>Comments</b></p> <p>The applicant has provided sufficient evidence that the PBCS and evaluation system will be sustained post the grant period. For example, the applicant indicates that participating districts commit to financial responsibility throughout the grant period. Additionally, the applicant has indicated that existing allocations will be reallocated to ensure the successful implementation of the program. The applicant has established a TIF Sustainability Plan to provide supplemental assistance to districts during and after the grant period (p. E77). However, much of this plan requires the districts to secure funding, and there is no clear indication of how the applicant plans to handle situations where the district is unable to meet the financial obligations required in the TIF Sustainability Plan.</p> <p>An example of nonfinancial resources that have been identified would be the stake-holder group established by the applicant to ensure continued support of the PBCS and educator evaluation system (p. E65).</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>9</b>
<p><b>Comments</b></p> <p>The applicant demonstrated strong evidence that if implemented, will result in PBCS and educator evaluation system that is sustained beyond the grant period. For example, the applicant plans to match the TIF funding with \$19,132,900 from project partners to achieve program goals and objectives (p. E76). Additionally, the applicant has indicated that sources of revenue will be raised from federal, state and local revenues to ensure sustainability of the PBCS and educator evaluation system (p. E77). Specifics around how this revenue will be raised was not indicated by the applicant. While the applicant has provided evidence of a sustainability plan, it is difficult to determine if these efforts will be extensive enough to fully cover cost of the PBCS and educator evaluation system after the grant period.</p>		
<b>TOTAL</b>	<b>20</b>	<b>17</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A

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

	<b>Total Possible</b>	<b>Assigned Score</b>
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<b>20</b>	<b>17</b>
<p><b>Comments</b></p> <p>The applicant has provided sufficient evidence of a timeline for implementing the PBCS within the grant period and indicated stakeholder support that would make implementation of this plan very feasible. Furthermore, the applicant has proposed a project timeline on page E136 that thoroughly list project management tasks and an activity timeline. The timeline submitted in this application is realistic and achievable. These details and clearly delineated project tasks strengthen the feasibility (E142-E148). The applicant indicates that specific salary structures and compensation amounts will be determined by the campus and district administration (p. E44). The applicant has provided limited details related to principal evaluation; therefore, it is difficult to determine fully the extent to which how each LEA will use overall ratings to determine educator salaries (p. E42).</p>		
<b>TOTAL</b>	<b>20</b>	<b>17</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>203</b>

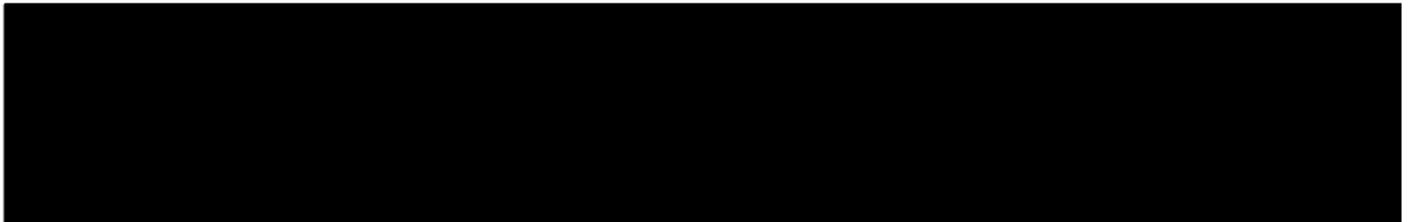
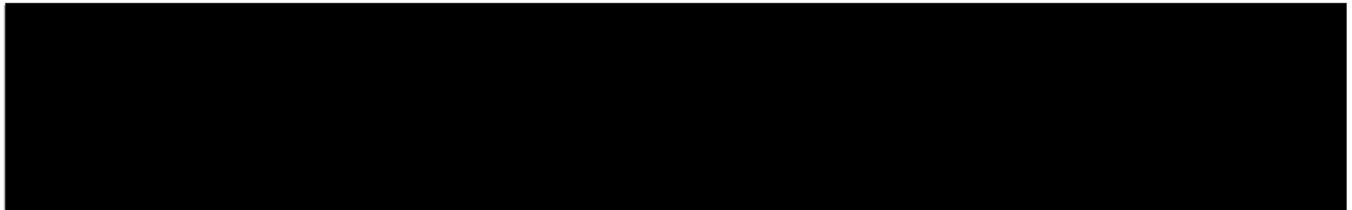
The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-A



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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

**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: The applicant will help districts create a strategic HCMS via a planning process that will help each district create a system based upon the district's goals and link the agencies human capital efforts to their vision and program goals. Each district will have a modern effective and credible PBCS as a result of this project.</p> <p>Each district in the project will be guided to establish stakeholder advisory groups comprised of members with expertise in the area of human capital decisions including educators from all groups, and the Texas Association of School Boards (TASB) as a policy advisor to the advisory groups. These groups will help the district to design an HCMS that meets the conditions outlined by the Government Accountability Office. (p. 21) These systems will include both teacher and principal evaluation systems that include a performance based pay structure. This will allow an articulated vision and HCMS among the districts. (p. 23)</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>	35

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

- |   |  |  |
|---|--|--|
| <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p> |  |  |
|---|--|--|

Comments: The Texas TAP system, which will play an important role in this project, has shown a great degree of success in districts that have implemented it in the recent past. The application is also proposing a pool of \$6000 in recruitment incentives for each comprehensive reform campus (Comprehensive reform campus will implement the entire TIF.) (p. 26) to be used for incentives and to make human capital decisions and increase teacher retention. The TAP districts have seen an increased rate of retention of teachers and administrators after implementation of TAP. As a result, the number of effective educators should increase with of the project.

The range of HCMS decisions which the applicant will use for educator effectiveness includes additional compensation for teachers and administrators, additional responsibilities and leadership roles. This will also positively impact decisions of hiring and retaining high quality educators. (p9)

At the bottom of page 26, there is reference to the role of "aligning HCMS systems to identify teacher strengths, provide opportunities for collaboration and timely feedback to instructional practices and offer differentiated compensation". The TAP program creates a career path that can be helpful in encouraging teachers to remain in the classroom, and the evaluation model will help to differentiate the readiness of teachers for these roles as a result of the annual evaluations. (p3) The evaluation system will provide the means for movement on the career ladder and help increase teacher retention. The evaluation system will also be the basis for performance rewards for both teachers and principals.

The LEAs will use performance measures for human capital decisions. They are strong and clear. Recruiting, promotion, and other human capital decisions will be decided by pre-determined measures as described on page 26. The experiences of the districts with TAP clearly helped develop a strong HCMS decision model.

It is highly feasible that the HCMS will accomplish the goals set forth in the application. The LEAs have demonstrated a commitment to implement the elements of this system through their previous experience with TAP. (p. 26) The use of the career ladder model outlined on page 3 should enhance teacher retention, and the pool of incentives for recruitment should help to increase teacher retention. (p. 26) The prior experience the districts have had with TAP provided information in using educator

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

<p>evaluation systems</p> <p>There are letters of commitment in Appendix j from superintendents and principals that show the commitment of the LEAs to this project.</p> <p>The plan describes detailed steps for recruiting teachers and principals on page 26. For example, they will use the recruitment pool to attract effective principals to campuses. (p. 26)</p> <p>The partnership with the TASB in the revision and creation of policy indicates a commitment on the part of the LEAs to this project. (p.9)</p>		
<b>TOTAL</b>	<b>45</b>	<b>45</b>

**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: The Educational Service Center (ESC) will be working with the participating districts and their stakeholder advisory group in the first year of the project to design an evaluation plan that will be based in significant part on student growth. The ESC has a menu of options for each district to choose from to ensure consistency among districts (p. 27) The options provided are all research-based and contain at least three levels of performance. (p. 28, 29) The rubrics are high quality; the options for teacher evaluation include Danielson, MCREL, and TAP. The options for principal evaluation include Val-ed, and MCREL, and Reeves Leadership Matrix. However, none of those are included in the application as samples to help determine whether this criterion is met with regard to performance levels.</p>		
(2) Each participating LEA has presented (4 points)--	4	4
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		

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

Application Number S374A120099



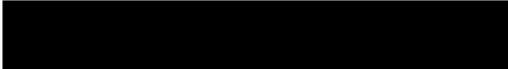
Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

<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: A value-added model will be proposed for use in the project based upon a review of research based models incorporating Danielson, Reeves, etc. as sources. The rationale for this change in evaluation design as value-added is that the model rewards all teachers for using strategies to maximize that improvement. (p. 33, 51)</p> <p>The application states that they have reviewed Danielson, MCREL, Reeves, and Sanders to help them determine a growth model that will be rigorous and allow for comparability and will use a value-added model. (p. 33, 34)</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>10</b></p>
<p>Comments: All of the districts have participated in the TAP program in the past and use evaluation models that include multiple observations of both teachers and principals (p. 28) The tools will be developed in year one, but will be based on Danielson, Reeves, or MCREL models. The principal observation tool was not shown in the application and there is no information given regarding the evaluators and the qualifications.</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p><b>4</b></p>	<p><b>4</b></p>
<p>Comments: The TAP system has been used for several years in Texas, along with the Sanders EVAAS method of value added. This is used at the classroom level and school level (p. 39). These are evidence of experience in measuring student growth at the classroom level.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) ---                  (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;                  (ii) Evaluates the practice of teachers, including general education</p>	<p><b>6</b></p>	<p><b>4</b></p>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

<p>teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments: The proposed evaluation system lacks detail about special populations. The description of the evaluation model options was in the application on pages 20 – 26 of the application. Both teacher and administrator evaluation was discussed in some detail. 50% of the teachers’ evaluation will be based on the value-added model. (p. 24) This represents a significant portion of the measure.</p> <p>Those teachers working with special populations are discussed on page 40. A data management system will allow for disaggregation of data with sufficient detail to inform the decisions that are made. There is minimal discussion, however, of teachers of special populations, especially ELA in this application (p.40). District plans will be completed in year 1 of the project.</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>4</b></p>
<p>Comments: In the case of principal evaluation, there are limited details and limited examples to review. Each district will face challenges in designing principal evaluation that will incorporate student growth. There is not a great deal of discussion about this in the application. On page25, the application talks about the principal evaluation model, but there is not a copy of it provided to determine the degree to which school culture and accommodating special populations is included in the form.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>27</b></p>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
Comments: All teachers will attend weekly meetings led by teacher leaders to look at instructional strategies based upon the data collected and disaggregated from the educator evaluation model. Principals will receive coaching from district supervisors to assist them in meeting their goals. (p. 43) This component, as described, is strong.		
(2) Provide professional development in a timely way (2 points);	2	1
Comments: The application indicates the principals and lead teachers will be responsible for ensuring that teachers receive professional development in the form of PLCs held each week during the school day. The application does not address timely professional development for principals other than their participation in the weekly teacher PLCs or address any other professional development. (p. 43)		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
Comments: The application on page 44 indicated that job-embedded professional development will occur as it pertains to data analysis for both teachers and principals. Teachers will receive information and training to help students to succeed, while the principals will receive professional development (coaching) to help teachers meet the needs of all		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

students. (p. 44) The application describes opportunities in some detail.		
(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).	<b>20</b>	<b>15</b>
<p>Comments: The application provides some professional development that will be likely to improve instructional and leadership practices. TIF districts will be required to include professional development for individuals based upon their evaluations. Teachers will be required to reflect on teaching and principals on leadership on a regular basis as part of the evaluation plans. Teachers will also receive support from teacher leaders in their classrooms. (p. 44, 45) There is no discussion regarding how teachers are assigned to PLCs. There is also no discussion of professional development other than PLCs. For principal professional development, there is no discussion of anything other than the coaching.</p>		
<b>TOTAL</b>	<b>35</b>	<b>29</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

**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: There is adequate evidence of educator involvement in the design of the PBCS. The stakeholder advisory groups described earlier will be one means of ensuring educator participation in the design process. Each school will be expected to conduct annual meetings outlining the amount of payouts under the incentives outlined in the evaluation plans. Principal meetings at the ESC will include training for administrators regarding best practice in analyzing data. (p. 47, 48) There is no discussion of stakeholder involvement in the development of the PBCS.</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	25
<p>Comments: The application contains strong evidence that educators support the elements of the PBCS and evaluation systems. Appendix J of the application contains letters of support from a variety of constituents, teachers and administrators from the TIF schools. This application continually refers to various ways in which the support from a variety of sources has been present for this project.</p> <p>Teacher surveys were administered that indicate teacher support for the proposed PBSC, the results are provided on page. E148).</p> <p>Participating districts submitted MOUs indicating their support for this project and those are provided in Appendix B.</p>		
<b>TOTAL</b>	<b>35</b>	<b>34</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	2
<p>Comments: The application identifies most roles for key personnel. Roles and responsibilities for the project are outlined in the application with the TEA having identified ESC 18 as the fiscal agent for this project that includes the TASB, ESC staff in key roles, and identifies an advisory board comprised of named individuals including the superintendents of the LEAs, and several state level leaders. An organization chart for this project is included in appendix e. While roles are identified, there is little definition of their roles and responsibilities. (p. 52)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments: The application identifies several areas where human resource support will come from sources at the state level, the ESC, and each LEA. There will be twenty-one staff members with experience as classroom teachers, principals, or state education officials from esc 18 to support this project as well as the human resources committed by each district. (P. 53) This should be sufficient to implement this project successfully.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments: The objectives and performance measures for the project are outlined on page 18, and include support for analyzing data from formative and summative assessments. These objectives and performance measures are clear.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments: An effective project evaluation plan is provided. An external evaluator will be hired to review the data annually to ensure the growth and improvement is on track to meet objectives, and suggest strategies to improve results as the program moves forward. The project evaluation plan will include the hiring of an external evaluator to evaluate the project based upon the goals and objectives of the project.(p. 54) The external evaluator will determine the quality of the strategies that have been implemented as a result of the project to assist participating districts in developing and refining the HCMS and to ensure the alignment with each district's vision of instructional improvement.</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

<p>(5) Specifies realistic and achievable timelines for:                  (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	<p><b>8</b></p>	<p><b>8</b></p>
<p>Comments: The project includes a realistic and adequate timeline. The first year of the project will focus on planning and development of capacity. There will be two categories of schools in the grant (p. 56) During this planning phase, there will be involvement of numerous stakeholder groups including the TEA, and TASB. The implementation of the HCMS and PBCS models will be further designed during this planning phase so that the option of models will be as complete and understandable as possible.</p>		
<p>(5) Specifies realistic and achievable timelines for:                  (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p><b>4</b></p>	<p><b>4</b></p>
<p>Comments: The timeline for the project is realistic and achievable. The application, on page e136, contains a task activity timeline that delineates tasks and the year and quarter in which they are to be completed as well as the person responsible. Pages 142 – 148 contain a comprehensive communication plan that outlines mechanisms by which the project will communicate with various constituents and increase the visibility of the project and its progress.</p>		
<p><b>TOTAL</b></p>	<p><b>30</b></p>	<p><b>29</b></p>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	9
<p>Comments: The application identifies approximately 30% of the cost for the project will come from non grant sources, which should help build in sustainability for the project. According to the application, districts will add \$19,132,900 in matching funds to achieve the project's goals. The amount that each district will have to contribute will increase each year of the project. (p. 58) These funds will be sought through local and state professional development grants, mentoring programs and title I funds. These steps will help ensure the project's sustainability.</p> <p>The nonfinancial resources will come in great part in the form of human capital through district staff participating in committees, and other work related to the project, and professional development. The districts have committed numerous man hours for these purposes and are a substantial commitment on their part. The committees will elicit support and build strength for the project through non-financial resources.</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	9
<p>Comments: The likelihood that the project will be implemented is high due to the degree of support from various resources including the state of Texas and TASB, which will assist in the revisions necessary to policy in participating districts. The funds after the grant ends will be replaced by money identified so that they can be allocated early in the process.</p>		
<b>TOTAL</b>	<b>20</b>	<b>18</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B

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

	Total Possible	Assigned Score
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<b>20</b>	<b>16</b>
<p>Comments: The project contains a timeline that will implement a salary structure by the fifth year that is based on effectiveness of teachers and principals. The application outlines all of the necessary steps that will be taken to ensure that a salary structure is in place that will be based on effectiveness for all educators and a career ladder that will encourage teachers to remain in the classroom as teacher leaders.</p> <p>The application calls for providing a pool of \$6000 for recruitment incentives for each comprehensive reform campus for teacher and principal recruitment and retention. The TAP system offers multiple career paths, which provides numerous options for career growth. Specific incentive amounts will be determined by year 3 in each district. These incentives are for both teachers and principals.</p>		
<b>TOTAL</b>	<b>20</b>	<b>16</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>198</b>

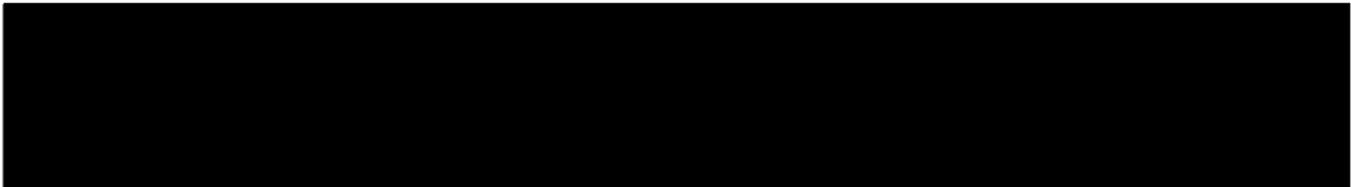
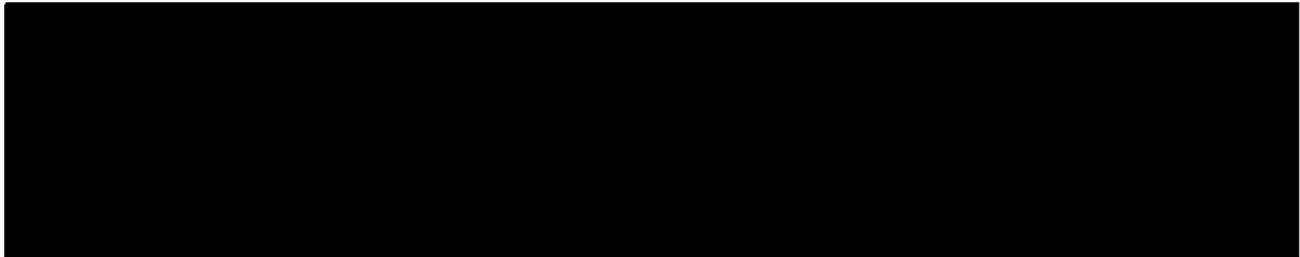
The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21B



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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

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

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

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The applicant clearly defines the components of an instructional vision for improvement (p. 21). There is evidence that this vision for the HCMS is consistent across multiple LEAs (p. 21) A stakeholder advisory group will be formed to include members of all participating organizations. This group will work to ensure the implementation of a quality HCMS (p. 22). In addition, a wide array of resources that promote alignment is available (p. 9). The applicant is willing to provide flexibility with some aspects of the project to participating districts that have the same vision for 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> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools</p>	<b>35</b>	<b>35</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

and retaining them in those schools.

Comments

(i) There is sufficient evidence that the HCMS will increase the number of effective educators in the LEAs schools. The applicant provides a graphic on p. 24 that illustrates the range of human capital decisions that each district will make to increase the number of effective educators. In addition, the applicant provides clear timelines (p. 21-22) of the proposed sequencing of these decisions. This application is strengthened by providing flexibility to LEAs to make decisions in the best interest of their district while still requiring them to work within the parameters established by the applicant.

(ii) There is sufficient evidence that the weight given to educator effectiveness is reasonable and specific. There are clear connections between the weight of the HCMS and educator effectiveness. For example, additional compensation will be given to teachers who take on additional responsibilities and leadership roles (p. 9). The experiences of the district with the TAP provide many lessons that have impacted and influenced the design of this proposal and are likely to increase the number of effective educators by identifying teacher strengths, providing opportunities for collaboration, and offering differentiated compensation (p. 9). In addition, these decisions will impact retention, promotion, hiring, and termination.

(iii) The applicant clearly has experience with an evaluation system (TAP) and a strong HCMS and is using lessons learned to influence this project (p. 9). In addition, the applicant's willingness to partner with other organizations (Texas State Board of Education) not only speaks to the scope of the project and the need to solicit ideas and opinions from other stakeholders, but it also increases the feasibility of the project and establishes partnerships that can support implementation through the grant years and beyond.

(iv) It is clear that the applicant is committed to implementing a quality HCMS program. Experience with TAP appears to have enhanced this commitment since schools that have been using the evaluation tool the longest have increased teacher retention (p. 26). Letters of support from participating LEA superintendents and principals are also included (Appendix I).

(v) The financial and non-financial strategies and incentives proposed by the applicant are sufficient to recruit and retain highly effective teachers and principals in high-need schools. The applicant proposes a \$6000 recruitment incentive for participating schools designated at comprehensive reform campuses. Further evidence is provided by the opportunity for the development of professional learning

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

communities and the creation of a differentiated compensation structure (p. 26).		
<b>TOTAL</b>	<b>45</b>	<b>45</b>

**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>The applicant provides much detail surrounding the options for participating schools with regard to high-quality evaluation instruments for teachers and principals (p. 28). The three options provided for teacher evaluations are research-based and widely used throughout the country. These tools include: TAP teaching standards, Danielson’s Framework for Teaching, and a redesigned PDAS, the current Texas evaluation system. Again, the flexibility offered to participating districts will likely enhance program implementation. Each instrument option has at least 3 performance indicators. Three options are also present for principal evaluations. While there is much detail provide about the available rubrics for principal evaluation, there is insufficient evidence about the number of performance levels for the principal instrument.</p>		
(2) Each participating LEA has presented (4 points)--	<b>4</b>	<b>4</b>
<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 supporting the selection of the value-added approach for computing student performance data for use in teacher and principal evaluations</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

<p>(p. 33). This proposal also includes accommodations for teachers who do not have assessments within the Texas testing and accountability structure. The willingness of the applicant to work with other agencies to create Student Learning Outcomes that can then be used to compute student performance for non-core areas strengthens this application and allows the program to be realized across multiple content levels.</p> <p>(ii) Much research is cited throughout the proposal to support the LEAs selection of a student growth model. For example, Texas currently has a relationship with Bill Sanders at SAS EVAAS. The applicant will use this prior experience to inform decisions to further the use of a value-added student growth model. The applicant uses instruments that demonstrate rigor and comparability and have been validated by other sources, particularly EVAAS (p. 35-37)</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>10</b></p>
<p>Comments</p> <p>The participating districts will have discretion to use any of the three instruments for teachers (TAP teaching standards, Danielson’s Framework for Teaching, or a redesigned PDAS, the current Texas evaluation system) and principals (Val-ED, Douglas Reeves’s Leadership Matrix, or McRel Principal Evaluation System ) (p. 28). Despite this flexibility, the applicant has established guidelines for observations that must be followed by all participants. These consistencies lend credibility to the work of the district and will encourage collaboration by all participants. The recommended choice of instruments suggests that all have comprehensive training protocol used to maintain fidelity and ensure inter-rater reliability.</p> <p>Principal evaluation information is also provided by the application. Having a parallel evaluation protocol, as listed above, for teachers and principals strengthens the application. Further detail about the frequency of both teacher and principal evaluations is needed. In addition, details about the identification and qualifications of those conducting the evaluations for teacher and principals as well as information about the events to be observed are also absent (p. 38).</p> <p>There is some evidence of efforts to ensure inter-rater reliability. However, most of the</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

evidence provided is relevant to the data tool used to house evaluation data rather than ensuring the fidelity of the actual instrument for educator observation.		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	<b>4</b>	<b>4</b>
<p>Comments</p> <p>The applicant has extensive experience working with EVAAS and the value-added model to measure student growth at the classroom level (p. 39). The enhancement of this model by including additional applications will increase capacity in teachers to use the value-added data to inform instructional decisions.</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;	<b>6</b>	<b>3</b>
<p>Comments</p> <p>(i) The proposed system does base the overall performance composite of the teacher on student growth data. The applicant states that a significant part of the composite rating, 50%, will come from teacher and whole-school achievement data (p. 24). Districts will have flexibility to determine these percentages once they determine the teacher evaluation instrument that they will implement.</p> <p>(ii) The proposed educator evaluation system also addresses teachers who do not teach core-subjects (guidance, art, music, etc.) and those who teacher special populations (p. 40). The applicant acknowledges the need to develop a system that requires teachers to be evaluated based on achievement goals set for all students in their classrooms, but they provide insufficient evidence on how to evaluate the practice of teachers of special populations.</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--	<b>6</b>	<b>4</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

<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>Comments</p> <p>The principal's evaluation is based in significant part on student growth (p. 24). The use of observation data coupled with student growth and meeting the needs of various student populations strengthens this factor. While the applicant states that they will use a proven evaluation instrument, no examples are present. Therefore, there is insufficient evidence of factors impacting principal evaluation such as a community based on student achievement, a collaborative school culture, and supporting the needs of special populations.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>26</b></p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The applicant provides sufficient evidence that student achievement data and teacher evaluation scores will be used to target areas for professional development. School leaders will be required to ensure that weekly professional development is occurring. In addition,</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

<p>school leaders will use results of the principal evaluation rubric to reflect on leadership competencies and set goals for annual improvement. Coaching for school leaders will be provided to help leaders meet these goals (p. 43).</p>		
<p>(2) Provide professional development in a timely way (2 points);</p>	<p><b>2</b></p>	<p><b>1</b></p>
<p>Comments</p> <p>The applicant states that professional development will occur weekly through professional learning communities (p. 43). In addition, the applicant will ensure that the professional development occurs during the school day. However, there is insufficient evidence of timely professional development for principals. In addition, additional details of professional development offered beyond weekly PLCs is missing.</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 inclusion of the professional learning community, a school-based and job embedded model, will provide opportunities for teachers to extend their instructional and leadership practices in a relevant and timely manner. In addition, the applicant will use student and teacher performance data to inform professional development decisions. The principal will receive coaching to enhance monitoring skills while conducting informal classroom walkthroughs (p. 44)</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>17</b></p>
<p>Comments</p> <p>The applicant provides limited details on specific professional development offerings that are likely to improve instructional and leadership practices (p. 44, 45). The only professional development offered is professional learning communities for teachers and coaching for principals. Both of these tools, PLCs and coaching, can be used effectively to improve the instructional and leadership practices of both teachers and principals by providing a framework for discourse and collaboration. In addition, the selection of professional</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

development is based on the needs of educators as identified in (c)(1), such as disaggregated teacher evaluation data.		
<b>TOTAL</b>	<b>35</b>	<b>31</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>8</b>
<p>Comments</p> <p>The applicant provides sufficient evidence of educator participation in the involvement of the design of the educator evaluation system (p. 46). The creation of district workgroups demonstrates educator involvement in the design of the evaluation system. However, there is insufficient of educator involvement in the design of the PBCS. The application would be strengthened if evidence such as sign-in sheets, agendas, or surveys from educators involved in the design of the PBCS were included.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>25</b>
<p>Comments</p> <p>Participating districts completed a Memorandum of Understanding indicating their commitment and support of the TIF project. In addition multiple letters of support are included in this application (Appendix J). The creation of district workgroups supports this factor to ensure that stakeholder participation and support is extensive. The solicitation of staff votes, with a minimum agreement of 75% in order to proceed with the initiative, requires that the applicant and the cooperating districts do everything possible to ensure understanding and establish confidence in the work (p. 49). Finally, the convening of Texas TIF</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

Advisory Board ensures multi-level support throughout the implementing districts.		
	<b>35</b>	<b>33</b>
<b>TOTAL</b>		

**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>2</b>
<p>Comments</p> <p>The applicant has experience determining the roles necessary for successful project implementation (p. 49-53). The descriptions of the responsibilities of the key personnel could be enhanced to provide more detail and specifics. Currently, the applicant only provides details about the TIF Director, Assistant Director, and Coordinator for Principal Leadership. More details about other support positions identified in the organizational chart in Appendix E are necessary.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	<b>5</b>	<b>5</b>
<p>Comments</p> <p>There is evidence of sufficient human resources to complete the project tasks as detailed in the application. The applicant states that 21 staff members will focus on the implementation of this project. This allocation seems reasonable given the scope of participating districts (p. 53).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	<b>5</b>	<b>5</b>
<p>Comments</p> <p>The applicant lists the project goals with objectives and performance targets (p. 18). For example, the primary goal of the project is to improve student achievement in high-need schools. The applicant proposes that by August 2013 all comprehensive school campuses will implement an educator evaluation system for all teachers. Each objective also has a corresponding performance measure.</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The application has evidence of an effective plan for the use of an external evaluator to determine the success of implementation of the project while making suggestions for improvement (p. 54). The task of evaluation outlined by the applicant is comprehensive and detailed.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
<p>Comments</p> <p>The applicant addresses the timeline on pgs. 54-57. This timeline appears to be realistic and achievable given the scope of the project. In addition, the applicant has thoughtfully arranged the tasks necessary for the implementation of a HCMS, PBCS, and educator evaluation system in a manner that will likely guarantee success. The applicant is also reasonable to designate two different types of campuses in order to scaffold implementation (p. 56-57). This will provide the evaluation only campus with the opportunity to become familiar with and use the evaluation tool prior to compensation resources being allocated. In addition, the careful planning and involvement of stakeholder groups in year 1 and 2, will assist in the creation of a viable project.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
<p>Comments</p> <p>The applicant provides realistic and achievable timelines as evidenced by the detailed communication plan in Appendix C and the comprehensive project task chart located in Appendix F. The details contained within, such as specific steps to notify all stakeholders and a list of task broken down by year and by quarter, provide strong indication that the project will be successfully completed and achieve all objectives.</p>		
<b>TOTAL</b>	<b>30</b>	<b>29</b>

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

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

**Application Number S374A120099**



**Applicant Name: Education Service Center 18, TX**

**Reviewer Code: 21-C**

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>
<p><b>Comments</b></p> <p>The increase in district fiscal responsibility as the grant period extends is evidence of sustainability during and after the grant period (p. 58). In addition, the involvement of stakeholders, investment in the project by multiple state organizations and the organization's history of using a student growth model provide evidence of the non-financial strategies that will support the PBCS and educator evaluation system. Finally, the applicant has dedicated a large amount of matching funds to ensure that the project receives the resources necessary for successful implementation and sustainability after the grant ends (p. 58).</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>9</b>
<p><b>Comments</b></p> <p>There is some evidence that while the project is likely to be implemented, sustainability beyond the grand period is undetermined. Districts must commit large sums of money to support the PCBS once the grant period ends. The applicant has not provided sufficient evidence of a comprehensive plan to transfer support for the initiative from the grant to the LEAs despite the project's requirement of a yearly TIF sustainability plan to be completed by all LEAs. However, the applicant has clearly described a HCMS that is aligned to instructional vision, has a PCBS plan that is clearly aligned to teacher evaluation and student achievement, and has identified key personnel to ensure all of the occurs effectively and efficiently. In addition, further evidence of sustainability is stakeholder participation, experience with research-based evaluation tools for teachers and principals, and a dedication to the use of student growth data to influence teacher composite evaluation results.</p>		
<b>TOTAL</b>	<b>20</b>	<b>18</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

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

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p><b>Total Possible</b></p>	<p><b>Assigned Score</b></p>
	<p><b>20</b></p>	<p><b>16</b></p>
<p><b>Comments</b></p> <p>(a) The applicant is thorough in the description of how each LEA will use overall evaluation ratings to determine educator salaries. This includes sufficient evidence of a timeline that communicates a salary structure based on effectiveness for both teachers and principals. In addition, despite each LEA having the freedom to select their own evaluation tool for teachers and principals, the applicant states that each LEA must act within the guidelines provided (p. 26). This lends credibility to the work. The descriptions of how these systems will be implemented demonstrate an acceptable level of understanding and commitment by the applicant.</p> <p>(b) There is adequate evidence of how each LEA will use TIF funds and overall evaluation ratings to determine teacher salaries. However, the evidence is weak for the principal component (p. 24).</p> <p>(c) The applicant sought and required stakeholder support when completing the application. This is a relative strength in the overall proposal. It is clear that the applicant is aware of the need to have realistic expectations for the project and the imperative to have full support from participating LEAs. Again, the support of local and state agencies bolsters this applicant’s project proposal, as some organizations will provide support in the creation of new policies and procedures to support the implementation.</p>		

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

<b>TOTAL</b>	<b>20</b>	<b>16</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>198</b>

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

Application Number S374A120099



Applicant Name: Education Service Center 18, TX

Reviewer Code: 21-C

