

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

Application Number: S374A120057



Applicant Name: Fort Wayne Community Schools

Reviewer Code: 16A

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	8
<p>Comments:</p> <p>A. The vision of instructional improvement is aligned with the participating LEA's described action plan for a coherent and Comprehensive (HCMS). The shared vision proposed by the Superintendent of Schools rewards excellence in teaching and academic leadership. This shared vision expanded from a piloted grant that was provided from Indiana's Dept. of Education. The grant sparked a visionary alignment proposed by the Superintendent, which would include researched best practices in professional development for educators (Principals and Teachers), examined teaching and leadership practices that have the largest impact on student achievement (p. e15), and provided educators with specific/timely feedback to gain explicit competencies that would drive student performance. The applicants' educators are "relentless in attaining student performance" after receiving quality feedback from the observation and mentored support.</p> <p>The targeted subgroup of schools for the grant consideration identifies schools that have social conditions that negatively impact student performance and have been designated as persistently lowest achieving schools-tier I, tier II or tier III. The criterion addressing struggling students was not clearly defined in the vision of instructional improvement.</p>		
(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--	35	30
(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		

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which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;

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

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

Comments:

- A. 2i: The application takes into consideration the range of educator effectiveness. The proposed initiative is likely to increase the number of effective educators in the LEA's schools by providing mentoring, support and remediation for struggling educators (p. e20).
- 2ii: The weight that is given to teacher effectiveness is sufficient in relation to making Human Capital Management Systems. The applicant's proposed program evaluates teachers and administrators which will inform key human capital management decisions, including recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure and promotion (e21). The applicant will couple observational analysis of teacher performance (50%) and student growth indicators to determine the overall rating (p. e50).
- 2iii. The LEA's proposed HCMS based on educator effectiveness and PBCS was piloted in high-needs schools within the district (p. e22). The likelihood of the supported implementation is greater due to the LEA field testing the proposed systems.
- 2iv. The commitment of the LEA's leadership to implement the described HCMS is evident in all of its component parts by letters of support from union representatives (p. e21).
- 2v. The application proposal for attracting and retaining effective educators to work in high-needs schools is vague in describing how teachers and leadership (interns) will be retained. The application mentions that new teachers should be offered positions in schools where they are prepared and ready to work (p. e36)

TOTAL	45	38
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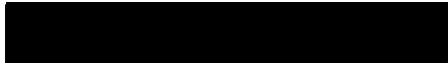
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments:</p> <p>The applicant has finalized a high-quality evaluation rubric, with four (4) performance levels for both the Principal and Teacher. The rubric clearly defines the levels of performance for the educator (Principal/Teacher)-The performance levels include: <i>Highly Effective, Effective, Improvement Necessary and Ineffective</i> (p. e131-principal; e145-teacher). The implementation of the rubric has been finalized and implemented in pilot schools (p. e19; p. e25-e29) (*note- The draft is modified based on feedback from stakeholders as evidenced in the subtext on the assigned rubrics). The “tiered system” of evaluation (Tiers I-III) (p. e29) clearly delineates the professional development and system of support for teachers (Master teacher; Mentor teacher; new Teacher-p. e30)</p>		
(2) Each participating LEA has presented (4 points)-- (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and (ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;	4	3
<p>Comments:</p> <p>2i. The LEA has presented a clear rational that supports the strategic management of human capital structured around measures of student learning and teaching performance. 50% of the overall effectiveness will be based on observation and 50% will be based on student performance levels. The applicant will use a defined teacher evaluation formula that places emphasis on four measures to assign teachers annual effectiveness ratings. Principals will use the results of the rubric process to monitor and track the impact on student growth (p. e 50-</p>		

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51).		
2ii. It is unclear as to how the accountability measure differentiates the student performance for high-needs schools (p. e38). The "Growth Model" factors into the teacher effectiveness and the principal is also accountable for student achievement. The inclusion of student performance metrics promotes teacher accountability for individual student results and principal accountability for school-wide results (p. e44-e46).		
(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 LEA has identified a high-quality plan for multiple teacher and principal observations, including the identification of persons for the observation (Principal, Assistant Principal; District Staff-Assistant Superintendents) p.e64-e.66. The application indicates that the principal will be the primary observer for evaluating the teaching staff and the AA will observe and evaluate the Principal. The observation tool is described (ewalk) that will be on-going and delivered in a timely fashion (e.74); however the observation milestones (events) are not described in detail (see appendix)-description vague.		
(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
Comments: The participating LEA describes the measurement of student growth at the classroom level and has implemented components of the evaluation system. The applicant uses measurement from (ISTEP+) to calculate student performance data on state assessments as one of the two criteria to measure teacher performance. The calculation has been implemented in pilot schools (e.55).		
(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	6	4

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<p>teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments: The proposed evaluation system addresses the student achievement measure taking into account student growth. This system is comprised of 50 % student performance data and 50% observation within the teacher evaluation; this balanced weighting of factors ensures rigorous learning programs designed to meet the needs of all students and teacher development. It is unclear how the general education teacher that serves in an instructional coaching position, or who does not teach more than 50% of the day, or who does not have student performance measures included (i.e. band, music, drama, support facilitator role-e.g. Special Education) would receive the (50% observation calculation; or 50% student performance measure). p. e53 The chart on e. 44 contradicts the statement made on p. e38 where it is stated that</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal's practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>5</p>
<p>Comments: The applicant proposes that the principal evaluation systems is comprised of 50% performance based measures and 50% results of academic tracking on student performance on state administered assessments (p. e52). This balanced approach to evaluation does differentiate principal's effectiveness. The principal evaluation system proposed primarily focuses on creating learning environments that value student achievement (p. e53). The principal effectiveness rubric assesses the ability to evaluate and target performance indicators. The principal is placed on a tiered system of support to grow and develop in skills to focus every teacher and the school community on student growth (e. 56-e. 57). The area of support needed to address needs of special student populations is limited. Research-based intervention services not mentioned as a method of providing resources for the growth and</p>		

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development of administrators.		
	35	28
TOTAL		

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: The applicant has listed ongoing professional development for both teacher and administrators. Outside consultation firms, research from business models and data derived from surveys of educators help identify the professional development needs of the individual educator and schools (p. e54). The LEA has paired up with "Learning Forward" to promote expanded use of best practices and research-based instructional practices. The LEA has also utilized professional development from Ball State University to meet educator's needs in obtaining best practices delivered in a method convenient to educators (on-line). The applicant uses disaggregated data (3) types- Educator Effectiveness Data; Student Performance Data and REAL Evaluation Data to determine which professional development will have the greatest impact.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments: The applicant provides training on the educator evaluation model, as well as professional development on content and pedagogy for teachers. The modeling offered through coaching (p. e. 56), apprentice observation (intern principal) and participation monitored through participants feedback and evaluation, allows for professional development to be delivered in a timely way. There are several job-embedded opportunities for educators</p>		

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both out of the classroom and within the classroom experience-observation, coaching guide-on-the side, etc. (p. e 56).		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments:</p> <p>The new knowledge obtained from content-specific pedagogy allows educators to transfer new knowledge into instructional and leadership practices. The applicant has developed a Principal Coaching model, Leadership Internship, Master Teacher Coaching and Mentor Teacher Support to address this criterion. This practice allows the theory learned from training and observation to filter into classroom and school-wide practices. Teacher led forums, shared best practices and matching teaching strengths with teaching needs is likely to improve instructional and leadership practices guided by the needs of educators (p. e. 58)</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	19
<p>Comments: There is evidence that supports that the applicant's plan for providing professional development. The district invested significant resources into ongoing professional development for educators (p. e54). The applicant considered the needs of educators to determine what professional development would translate into increased student achievement by surveying educators. After data analysis and research on professional development aligned to meet the needs of improving instructional and leadership practices, it was determined to use the Pyramid for Success training model for tiered support (p. e54-e55). The rubric indicators from the tiered support helped identify professional development experiences to support individualized growth and development (p. e 55). Each school is given autonomy in pursuing the training designed to fill gaps (p. e. 59)-Schools that have leaders identified as Tier III, might have difficulty aligning professional development needs to fill in the gaps as indicated in the application.</p>		
TOTAL	35	34

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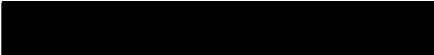
SELECTION CRITERION (d) Involvement of Educators. (35 points)

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 application contains evidence that there was educator involvement in the design of the PBSC and educator evaluation system. A TIF Task Force comprised of educators, union representatives and the Superintendent is present in the application (p. e60). The application states that collaborative planning and design of the PBSC increases the likelihood of implementation (p. e60). The evidence of teacher participation and involvement of the development of the evaluation system and PBCS is weakly supported by the documents provided within the application. The Superintendent and union representation provide compelling documents of support (p. e e96-e98). The intent and support of leadership from within the district provide evidence that the involvement of educators will continue and be extensive during the grant period.</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 contains evidence of educator involvement-<i>collaboration; needs assessment; professional development; and pilot projects</i>. The surveyed results were used to determine how on-going support would be provided to educators (p. e62). One survey was shared that had a response with 75% of educators completing the feedback; the application could have been strengthened by including the survey. Collaborative assessment of needs and collaborative design of reform strategies focusing on validating practices promoted widespread educator buy-in and support of HCMS, educator evaluation, PBCS and professional development initiatives (p. e 60).</p>		
TOTAL	35	31

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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: The Project Management is clearly identified and defined for the application. The roles/responsibilities/job descriptions of key personnel are included within the appendices (p. e101-e125). The job descriptions and projected responsibilities have accounted for growth and development beyond the five (5) year grant period. The roles and responsibilities support the grant vision.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments: The application allocates sufficient human resources to complete project tasks at all levels. The budgeted personnel (p. e162) –project director; Principal Coaches; Administrative Interns; Administrative Assistants; Professional Developers; Master/Mentor Teachers and External Evaluators considers quality management of the plan. The applicant allocates budget for personnel to complete tasks in addition to assignments and job responsibilities already held. (p. e162-e169)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments: The project objectives and performance measures are evident in the grant application. (p. e68). The evaluation will measure goals and objectives outlined by the proposal. This allows continuous quality improvement.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	4
<p>Comments: The applicant utilizes four tiers of project assessment to provide practitioners with a structured approach to evaluation (p. e. 69). This research based model of program evaluation will be conducted by an independent firm using <i>FORECAST</i>. This strengthens the application by determining if what is proposed is what is actually occurring; however, the applicant states that there is a casual relationship between the interventions and results if any (p. e.71). A direct link cannot be attributed to this casual relationship.</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	7

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Comments: The projected timelines proposed are realistic for implementing the components of HCMS, PBCS and educator evaluation (p. e76). The proposed timeline includes quarterly reports, as well as monthly checkpoints to address and monitor the progress on proposed items. The flexibility in the schedule allows reflection on the process; however timelines lack details in terms of dates of phasing-in components of action items.		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
Comments: The timelines outlined are realistic and contain achievable objectives. The groundwork has been set with the piloted teacher evaluation model. The proposed timeline is aggressive, yet will promote student achievement growth.		
TOTAL	30	28

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	7
Comments: The applicant commits sufficient non-TIF resources, financial and nonfinancial to support the PBCS and educator evaluation systems. The resources indicated include personnel decisions and ancillary costs. It is unclear how the evaluation system levels of support will be compensated for levels of performance and mentor/master educators. The applicant also notes that there are funding partners (e.g. Wallace Foundation) in which the application would have been strengthened by letters of support.		
(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	7
Comments: The quality plan submitted by the applicant proposed for PBCS is reliant on grant funding. If grant funds are secured, the likelihood of implementation is strong due to the past success with teacher evaluation implementation and HBCM systems in place (p. e60). The PBCS is not adequately support in the narrative (e. 67).		

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

	Total Possible	Assigned Score
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	18
<p>Comments: The applicant does propose a timeline for implementing grant initiatives for the grant period.</p> <p>a.) The timeline that the applicant proposed contains feasible checkpoints for effectiveness. There is a 2% increase included with the proposed salary frame (step matriculation).</p> <p>b.) The salary structure is unclear as to how TIF Funds will be used to support the salary structure based on effectiveness in the high-needs schools (i.e. additional responsibilities, such as master teacher, mentor principal).</p> <p>c.) The proposed implementation is feasible given the history of support for both the piloting of PBCS and HCMS in high needs schools (p. e22)</p>		
TOTAL	20	18
GRAND TOTAL	220	191

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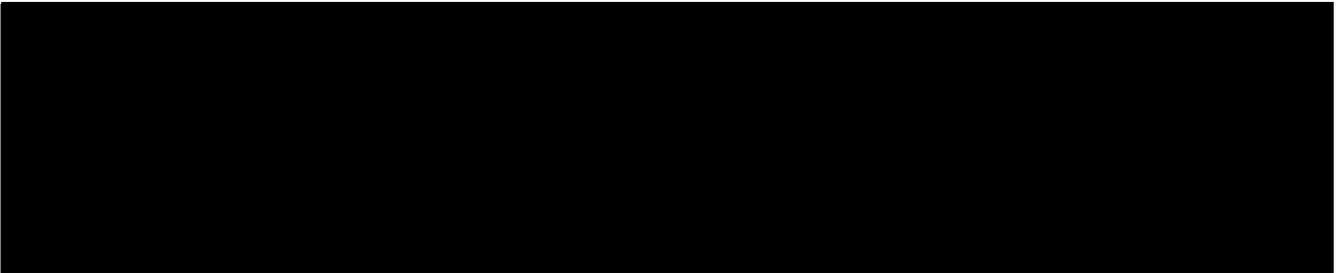
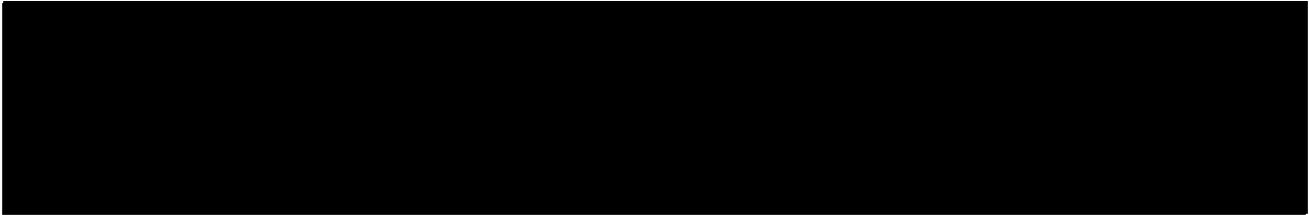
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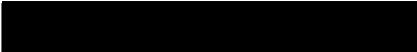
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Applicant Name: Fort Wayne Community Schools

Reviewer Code: 16B

SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System (HCMS). (45 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and Comments The application provides details on the history of the reform efforts, and the need for reform based on student performance in the LEA (p. e34-e35). The applicant also describes a range of strategies they have adopted including "rigorous curriculum" and use of "student data". However, additional information regarding the specific improvements to instruction that would be made or have been made would have clarified the LEA's position.	10	6
(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)-- (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application. (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made; (iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions; (iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and (v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.	35	28

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Comments

(i) The applicant thoroughly describes a wide range of human capital decisions that will be informed through the educator effectiveness system including recruitment, hiring, placement and promotion (p. e36-e38). These decisions are inclusive of both principals and teachers.

(ii) The applicant stipulates that the rating given to educators will be based at a 50/50 rate for observations and student achievement (p. e38). This seems to contradict the table on page e44 where weights ranged on the observations and achievement based on the educators' percentage of growth model classes. It is unclear why there is a difference between pages e38 and e44 on the weight given to student growth versus observations. It is also unclear the degree to which evaluation system data would factor into HCMS decisions and if it would be the only information considered (e.g. if human capital decisions would include factors such as number of years in the district).

(iii) The applicant states that the district has been using the teacher evaluation rubric as of last year and that they will start using the principal rubric in the coming year (p. e21-e22). They indicate that they have begun to use the data to make human capital decisions but it is unclear what specific decisions the data are used for and what policies are in place to promote or systematize the use of these data. However, they do note that they are part of the RISE performance based-compensation pilot which does indicate they have some experience using data to inform compensation decisions (Letter of support from Dr. Wendy Robinson (Appendix), and narrative (p. e20, and e40)).

(iv) The applicant provides letters of support from both the union president and district superintendent that both support the HCMS system (appendix). The applicant also describes the success of the schools in the current program under the support of the district leadership (e39).

(v) The applicant thoroughly describes the processes in place in their current system (i.e., incentives) and the retention rate of teachers participating in those schools (p. e30) which would be expanded in the proposed system.

	TOTAL	45	34
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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--

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Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The district describes and provides examples of the evaluation rubric for both principals and teachers (p. e41-e42 and appendix) which each have 4 performance levels. The evaluation rubrics are the ones used by the state, developed in conjunction with state educators, and address a range of educator qualities (p. e42).</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	4	2
<p>Comments</p> <p>(i) The applicant provides a thoughtful description of the weight for each achievement component in the system for educators of students included and not included in the state assessment. The applicant also states that they will implement a formula to generate a score. However, it was unclear how the formula would aggregate the different components to achieve the 1 to 4 points in the table on page e43. It also was difficult to discern how the formula would allow for comparable results across the three groupings of educators (e.g., teachers with 50% of more growth model classes).</p> <p>(ii) The LEA proposes to use the state level model to measure growth for educators of students in classes and grades who participate in that assessment program (p. e28), student learning objectives for non-statewide assessment courses/grades (p. e46), and school/district-wide data. These measures are well detailed in the application and some research is referenced to justify their use. However, it was difficult to determine how the measures would produce comparable results across the different weighting strategies (p. e44).</p>		

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<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p>13</p>	<p>7</p>
<p>Comments</p> <p>The applicant has a good strategy for conducting teacher and principal observations at different frequencies and levels of intensity using the state rubric. They also discuss how the feedback will be provided to educators in a timely manner (p. e48-49). The applicant does detail that individuals would receive training and there would be a monitoring process in place that would sample implementation of the rubric. However, the monitoring does not set specific levels of inter-rater reliability, how inter-rater reliability would be measured, or how accuracy would be ensured. Further, not all observers would be assessed for reliability/accuracy.</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>
<p>Comments</p> <p>The applicant details the use of different types of assessment data that have been implemented in the past school year and would be utilized in the expansion of the system (p. e50). The use of multiple measures provides a means to measure student growth for teachers of students in the state assessment and teachers of students who are not part of the state assessment.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>4</p>

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Comments

(i) The applicant provides information on p. e50-e51 that student growth data will account for 50% of the teachers' scores. However on page e44, the table suggests that student growth would represent a range of 25-50% of the teachers' scores based on the proportion of their students who participated in the state assessment program. The discrepancy is not explained or justified. If teachers' evaluation ratings are based on a 25% contribution of student growth, it seems to be a low proportion given the importance of the student growth element.

(ii) The applicant provides a detailed description of the teachers that would be included in the current system (e.g., teachers of special education students and English Language Learners). Further, the LEA has a plan and timeline in place to develop rubrics for teachers of music, art, and physical education (p. e51).

<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>6</p>	<p>3</p>
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Comments

(i) The applicant states that the principals' evaluation would consist of 50% of their final effectiveness score. However, on page e44, this percentage is represented by a range of 50-75%. It is difficult to discern why there is a discrepancy and if a 25% weight on student growth is significant.

(ii) A. The applicant's current rubric includes a focus on generating a community of student growth and achievement. Further, this area will be reinforced by a specific professional development effort that will support principals in improving their skills in this area (p. e53).

B. The rubric that will be used to measure principal effectiveness includes several criteria that focus on principal collaboration with a variety of stakeholders to improve achievement (p.

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e53). However, there did not appear to be a criterion that would measure or focus on collaboration between teachers.		
C. The applicant provides some evidence that principals' role in supporting special student populations would be considered because it is considered in several of the rubric criteria. However, it seemed unclear if specific research-based strategies would be incorporated or if there was a system of support for these students (p. e53).		
TOTAL	35	22

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 a detailed description of the comprehensive support plans for educators, how deficiencies would be addressed and the delivery mechanism (p. e29-e34). Further, page e55 describes how evaluation data would provide formative information that would develop the LEA's understanding of the effectiveness of its professional development efforts. They use three types of educator effectiveness data to individualize PD plans (e.g., educator effectiveness data, student performance data) (p. e55).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p>		

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<p>The applicant details the timeline for the series of professional development activities that will occur and how they will be prioritized (p. e56). Educators will be given opportunities to provide feedback on the professional development content as well as the timing of the activities.</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	<p>5</p>	<p>5</p>
<p>Comments</p> <p>The applicant provides several mechanisms for the delivery of the professional development (p. e57-e58). Further, the district has experience with these programs in some of their schools and provided a timeline for implementing the job-embedded opportunities. These opportunities are inclusive of both teachers and principals.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>14</p>
<p>Comments</p> <p>The applicant detailed a thoughtful plan for providing baseline training for educators based on their role (e.g., mentor teachers) and also based on their "Tier" (p. e29) of priority need. There is also a designation of organizations that would provide the training. It was difficult to discern what the individualized training would be because schools were given discretion in terms of identifying a program that would address the gaps. It might be helpful to include some guidance or criteria a school would follow to identify appropriate PD (e.g., research based, sufficient duration).</p>		
<p>TOTAL</p>	<p>35</p>	<p>29</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>The applicant provides a discussion of the comprehensive involvement of stakeholders in the design of the REAL program (p. e60) which included teachers, administrators, and curriculum specialists. The evaluation effort will support the consideration of educator feedback in the system (p. e71). There will be an advisory board comprised of stakeholders who will provide "ongoing guidance" (p. e64).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	23
<p>Comments</p> <p>The applicant conducted a survey to gauge support of the PBCS and educator evaluation system. While there was strong support for the educator evaluation and HCMS with educators favoring these systems at a rate over 70%, the support for the PBCS was lower at 59% (p. e62-e63). It was difficult to identify the point at which the LEA might consider the support low which may be especially crucial during the implementation and how they would seek to address issues as they arose. The program is also supported by the union and district superintendent as indicated in their letters of support (appendix).</p>		
TOTAL	35	33

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant provides a detailed list of the range of administrative (e.g., project director), mentors, teachers, coaches, etc. who will be involved in the project (p. e64-e66). Details regarding the responsibilities of each position are provided, as well as their commitment to the project in terms of FTE.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant provides the FTE for each staffing position which appears adequate. They also have a quality plan for meeting the milestones, timeline, and budget (p. e66-e67).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The project includes discrete and measurable objectives aligned to the project goals (e. 68-e69). The applicant has also included the data source associated with each objective.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	3
<p>Comments</p> <p>The evaluation plan describes the use of both formative information to gauge implementation and gather stakeholder feedback as well as summative information to measure the impact of the program on student and educator outcomes (p. e70). They also plan to hire an external evaluator which will allow for a more objective evaluation. The evaluation plan describes data collection and analysis efforts. The applicant notes that they will do causal analysis but it does not appear that they have causal study design. The evaluation team will report to the advisory group but the plan might also include providing an evaluation brief that could be supplied to other stakeholders (e.g., teachers,</p>		

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principals) who are participating in the system (p. e71). This would allow for increased transparency.		
(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 applicant has already implemented many aspects of this program and has a timeline to phase in the project in other schools (p. e19-e20 and e72). Considering their level of experience with implementing the program, the timeline to phase in the remaining elements and additional schools seems reasonable. However, it would have been helpful to see specific due dates or a range of dates for when elements would be phased in (e.g., October 30th, 2012) instead of 1st quarter especially because the applicant notes that the table on p. e76 will be used to guide implementation.</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 REAL Evaluation summary timeline and Project Strategy timeline provide information on what activities will occur in each quarter (p. e72-e73). The evaluation summary table might have included additional details to ensure the tight timeline could be met. It is noted that there is an additional timeline on p. e76 but it did not add addition details regarding the timing of milestones.</p>		
TOTAL	30	24

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	6

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<p>Comments</p> <p>The applicant has identified funds from the Indiana Department of Education that have been used to initiate the performance based compensation system but it was unclear when those funds would expire as well as it was unclear how Title II funds would be specifically used to support their program. The applicant has also identified the Wallace Foundation as a partner in creating a video to disseminate leadership practices. It would strengthen the application to include a letter of support from the Wallace Foundation (p. e74).</p>		
<p>(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).</p>	<p>10</p>	<p>7</p>
<p>Comments</p> <p>The applicant notes that the use of mentor and master teachers will build a cadre of individuals qualified to support instruction at the school level (p. e73). Further, the internship program will allow for the development of staff who can move into leadership positions. The evaluation system is statewide which indicates the program is fairly stable. The details regarding the plan to sustain the PBCS were addressed in only a very limited manner which does not support the ability of the applicant to sustain the PBCS after the end of the grant (p. e74).</p>		
<p>TOTAL</p>	<p>20</p>	<p>13</p>

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

	Total Possible	Assigned Score
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	15
<p>Comments</p> <p>The district has proposed implementing the teacher and principal PBCS system in year 2 (p. e72-e73). (a) This system will use effectiveness ratings in combination with additional factors for which the applicant does not provide specific information. (p. e37). (b) It was unclear as to the degree of funds that would be allocated from the TIF grant to the system (c) The applicant provided a range of evidence regarding the stakeholder support of the system which included the fact that there was involvement of stakeholders in the development of the plan (p. e60) and a survey administered to district educators.</p>		
TOTAL	20	15
GRAND TOTAL	220	170

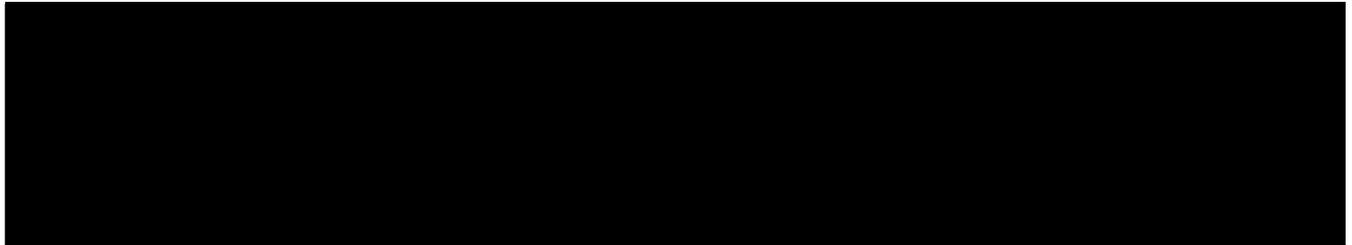
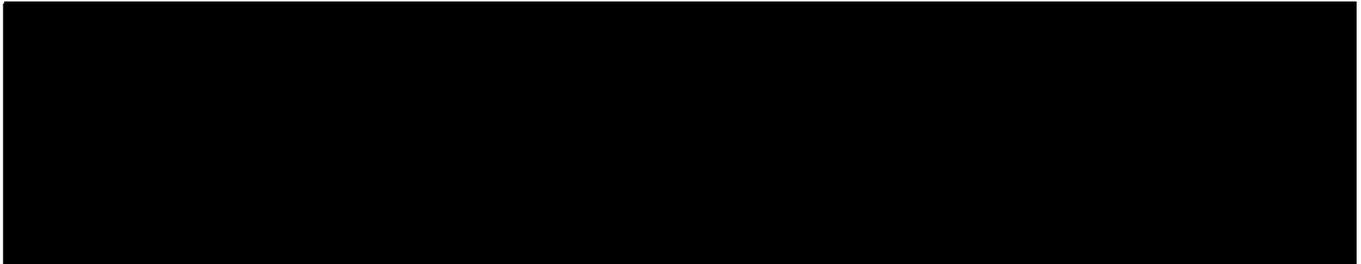
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

(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--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	6
<p>Comments</p> <p>The applicant aligns vision of improvement, but in a causal manner. Excellence in teaching and leadership is valued and rewarded by superintendent. Application lacks specific, intentional steps to actually provide quality, individualized professional development and subsequent learning that results in quality teaching and results in increased student outcomes. Applicant intends to use a collection of programs (IE: <i>Just in time, ewalk</i>) and publications, utilize a national non-profit organization that trains new teachers as source for master and mentor teachers, and access local university to facilitate the implementation of (p. e59) the <i>REAL</i> project.</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>	35	28

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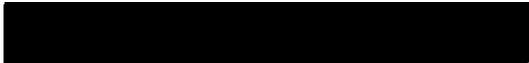
and retaining them in those schools.		
<p>Comments</p> <p>The applicant has a clear plan to implement two tools to evaluate teacher and principal effectiveness (RISE). The applicant has clearly stated plans to address deficiencies in both categories of educators. While the applicant refers to RISE as state validated (p. e145), 2011-2012 was a pilot year for the Indiana Teacher effectiveness rubric, and thus, validation claim may be premature. It is clear from the plan that the district has piloted in some schools and has experienced success (chart on p.e20) with LEAD as a method for turning around low-performing schools (p. e19). However, the chart presented is contradictory (p. e44). The range of human capital decisions is apparent in narrative. Weight for educator is effectiveness provided in the plan (p. e38). The plan addresses hiring, retention, and dismissal, but language is not clear, for instance, it is unclear what is meant by the statement, "courageous discussions will take place and educators placed in alternative roles" (p. e36, & e37). Strong commitment by LEA's leadership is apparent and evidence is provided. The commitment is demonstrated throughout narrative and through supporting documentation. This commitment will likely result in an increase in the number of effective educators.</p>		
TOTAL	45	34

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The applicant intends to use state rubrics (RISE) which clearly delineate four performance levels. The attached rubric (p. e125-143) clearly specifies the performance levels that will be used to evaluate all educators, and rubric language is specific. However, the attached copy of the principal rubric contains very small print compared to the teachers' rubric and is difficult to read.</p>		
(2) Each participating LEA has presented (4 points)--	4	3
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		

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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 Rationale provided by applicant is clear. The applicant's rationale adequately presents the level of student growth achieved in differentiating performance levels. Applicant has provided two research citations for their growth model. It is, however, difficult to determine comparability of assessments as presented on chart (p. e44). This would support the use of multiple measures of student growth and would strengthen plan.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p>13</p>	<p>9</p>
<p>Comments Applicant indicates substantial progress in developing a high-quality plan for multiple teacher and principal observations. Applicant also includes identification of the persons to perform observations, by position and qualifications. Applicant presents a plan, but the plan lacks specificity. For instance, there is no way to ascertain how often daily snapshots will occur per teacher, or how they will be analyzed, and statements such as "as needed" are not systematic (p. e26), which would result in a more substantive and higher quality plan. Additional language issues noted regarding lack of specific principal system of support; for instance, some statements are vague and unsystematic, examples are the statement that "will form initial perceptions" (p. e28) and "optional face-to-face meetings" which do not appear rigorous or reliable. Supplying what would be used to guide the formation of initial perception, for example, a checklist, would have strengthened the applicant's plan as would having specified for whom a face-to-face meeting would have been an option. This monitoring is not set at specific levels, not everyone is being observed, and inter-rater reliability of observers not addressed fully (p. e48-49). Observation milestone/event not included on chart (p. e 74).</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>
<p>Comments Applicant has piloted measuring student growth at classroom level and therefore has</p>		

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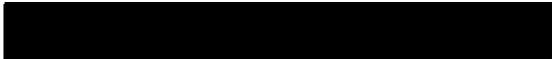
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<p>experience. Applicant has implemented a program previously and as such, those who have experienced implementation could serve as resources to selected school for expansion. Previous experience might also help applicant avoid challenges of implementation in additional campuses.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners.</p>	6	6
<p>Comments Applicant's planned evaluation rating for teachers is significantly based on student growth. The plan is based 50% on observation and 50% on student growth. The chart on p. e44 provides differentiated rating for different teaching assignments, recognizing the demands of differing teaching and administrative appointments.</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>	6	4
<p>Comments The applicant includes language about principal focus on student growth as it pertains to all teachers and the school community (p. e52). The applicant uses the words collaborative interchangeably with collaboration throughout the application, and presents a plan for meeting collaboratively for the purposes of school improvement. Applicant also addresses principal practice when serving special needs populations and students identified as English Language Learners (p. e53). There is no mention of how principal observations will be</p>		

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standardized or how reliability will be achieved and how this will impact the principal's overall rating in the narrative.

	35	28
TOTAL		

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	6
<p>Comments</p> <p>The applicant lists professional development (PD) for both teachers and administrators and addresses the uses of three types of disaggregated information. The plan appears to be individualized and uses a tier system (p. e29) which is explained. Modules will be used provided by Ball State based on rubric, but that lacks specificity on how modules will specifically relate to individual teachers' and principals' needs. Evidence of the content of such modules would have strengthened the application.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The applicant provides details in the timeline for professional development (PD). The timeline is prioritized. Connecting program evaluation to the coaching plan is timely regarding PD (p. e56) and thus, is providing quick feedback and support.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments</p> <p>Observations are one way that the applicant plans to include job embedded opportunities for educators to apply new knowledge resulting in improved instructional practice and effective leadership practices. Principals' observations for novice principals are also a job embedded</p>		

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opportunity. Inclusive kinds of opportunities exist within the plan.		
(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	16
<p>Comments</p> <p>It is likely that professional development (PD) opportunities will improve instruction. Several substantive PD opportunities are included that appear to target and provide assist to the least and less effective educators. Modules appear as menu options and are likely to address specific, individual teacher needs. No mention of a variety of job embedded opportunities such as peer coaching, observation by peers, or peer feedback opportunities are listed. However, the plan does specify the intention of hiring 4 coaches per building which is assumed will be job embedded. If district suffers from hiring and retaining teachers, this additional removal of potential coaches from teaching pool is questionable. The applicant highlights autonomous methods for individual school principals for PDs (p. e59); however this may be difficult for novice principals but puts pressure on mentor principal to provide guidance.</p>		
TOTAL	35	29

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>Ongoing educator involvement in the PBCS design and the educator evaluation systems is indicated in the narrative (p. e60 and p. e 71). A TIF task force was discussed in application (p. e60). Evidence of teacher participation and involvement in the design of the PBCS and the educator evaluation systems is detailed in the narrative (p. e64). A letter from teachers' union is included as evidence of support and involvement. The letter of support indicates continued</p>		

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discussion with administration and also mentions series of in-depth conversations (p. e98) indicating efforts to be inclusive, with plans to continue to solicit feedback from educator.		
(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	20
<p>Comments</p> <p>The applicant made efforts to include input and provide support from educators by polling 75 percent of teachers responded to survey; of the 1,966 teachers who received a survey, 75.9% responded. Results revealed that 82% responded affirmatively indicating strong or moderate support for the HCMS, while 84% indicated strong or moderate support for the System of Support (p. e62). The letter from the union only indicates in-depth conversations took place, and collaborations are mentioned (p. e64) but no specifics or evidence was provided such as agendas, minutes, website posting, etc. Applicant included a comment included about presentations and has underlined comment (p. e75), but unclear from whom comments originates. No records of meetings, signatures of support, or testimonials are included, which also would have strengthened application.</p>		
TOTAL	35	30

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant identifies and articulates key personnel roles and responsibilities. Advisory Board mentioned, which is comprised of various stakeholders. Project Director included in budget as well. The applicant's identification of key personnel and specifics about roles and responsibility of personnel contributes to the quality of the plan (p. e 64-67).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant has allocated sufficient human resources to complete project tasks. Hiring someone just to oversee implementation indicates awareness of the sufficient human</p>		

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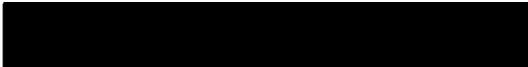
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resources needed for implementation. The applicant appears to understand tasks project requires as evidenced by narrative. Based on narrative, the applicant includes sufficient human resources to address project tasks (p. e66-67).		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant includes measurable objectives that address quality in terms of detail and specificity. The applicant includes measureable performance measures that are also very detailed and specific and written in clear language. The applicant has included data sources as well (p. e68-69).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	3
<p>Comments</p> <p>The applicant indicates a plan to hire external evaluation team which will lead to a more effective evaluation plan. Applicant intends to include both formative and summative evaluation (p. e69). It is unclear in the plan for ways the Advisory Board will disseminate results to stakeholders (p. e71). Plan specifics regarding analyses are weak (p. e71).</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 applicant appears to present realistic and achievable timelines for implementing the HCMS, PBCS, and educator evaluation systems. It is apparent the groundwork was been set. Eleven of 50 potential schools are listed as candidates. Applicant indicates all schools will implement by end of grant. No specifics on implementation phase-in are included (p. e76-77). Applicant lists events but plan lacks detail in terms of dates or when specific action item will occur.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
<p>Comments</p> <p>Applicant presents a realistic timeline of tasks that will address achieving objectives. Timelines also appear achievable. A plan for monthly evaluation updates are also included (p. e76).</p>		
TOTAL	30	26

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SELECTION CRITERION (f) Sustainability. (20 points)

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

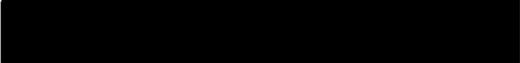
Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	5
<p>Comments</p> <p>The plan for non-TIF funding is vaguely addressed. The applicant listed potential use of Title II funds as a sustainable funding stream, but based on funding allocations to states and districts the last 10 years, those dollars may actually shrink during life of grant. In addition, applicant listed State of Indiana DOE funding and Wallace funding but in case of DOE, no mention of when funding will end is provided. Including a letter of support from Wallace Foundation would have strengthened this application.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	8
<p>Comments</p> <p>The applicant states LEA has adopted and will expand implementation of a current state-wide educator evaluation system, therefore, as the model is state-wide, it is likely is will be sustained. Also, the superintendent has been with the district 10 years, indicating stability and therefore sustainability in terms of leadership. Applicant's plan includes building internal capacity as well. However, applicant's proposal for PBCS sustainability beyond grant is not adequately supported in narrative of the project (p. e67).</p>		
TOTAL	20	13

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

	Total Possible	Assigned Score
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		

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of this proposal, an applicant must describe-- (a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	18
<p>Comments</p> <p>The applicant's proposal to meet this priority includes the use of an overall evaluation rating system to determine educator salaries. The timeline proposed by the applicant contains feasible spot checks for effective implementation that are clearly articulated and specified. A step matriculation and a 2% increase are both included as part of the proposed salary plan. The applicant's use of TIF funds for PBCS is unclear in narrative (p. e73-74). This part of the plan needs additional detail to delineate how use of TIF funds for PBCS will be used. Given the history of support indicated by piloting a PBCS and HCMS in designated high needs schools, it is feasible that this applicant will be able to implement the proposed plan. Plan appears feasible given explanation provided. Adequate stakeholder support if provided by applicant in plan.</p>		
TOTAL	20	18
GRAND TOTAL	220	178


Margaret May Salentic Dowell
8-8-12
 Reviewer Signature Reviewer Name (Print) Date


Cynthia Miller
8/8/12
 Panel Moderator Panel Moderator Name (Print) Date

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