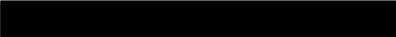


The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120029



Applicant Name: Gilchrist County School District

Reviewer Code: 10-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--

<i>Factor/Sub-criterion</i>	Total Possible	Assigned Score
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>All nine of the participating LEAs in this application have adopted a vision that “highly effective teachers and leaders make the difference in student achievement”. They have ascribed to the belief that they must combine data on instructional and leadership practices with student outcomes, a core component of the TIF grant. The applicant meets the requirement for this sub-criterion. (p.e22)</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	35	33
<p>Comments</p>		

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i. The applicant stresses the importance that educator effectiveness be not just used for hiring, retention dismissal and compensation, but also for determining teacher assignment. (p.e26) It is a strength of the application that teacher effectiveness will affect “teacher assignment”; it will be important that the applicant ensure this is a factor not just in what schools teachers are assigned to, but what classes they teach as well. Additionally, the applicant has the support and foundation of a strong state law which requires student achievement be the preponderant criterion in determining educator effectiveness and as such this will inform human capital.

ii. The applicant states that per Florida law, educator effectiveness will serves as the primary basis for all human capital decisions. (p.e26) An exact weight in a numerical value is not ascribed however. A range of 50-75% of the annual salary adjustment can be based on effectiveness, showing that educator effectiveness will be the primary basis for this particular human capital decision.

iii. Each of the participating LEAs are bound by state law and Race to the Top which has resulted in changes over the past year to human capital policies in districts. They all also have at least one year of experience with rubric-based evaluation systems. Although not all of the participating LEAs have prior experience actually using information from educator evaluation systems to inform human capital decisions. The lead applicant however, Gilchrist County, states that it has 10 years of experience with performance based compensation and can serve as guide for the other school districts in the consortium. Even though the past experience of the participating LEAs is limited, it meets the requirements of this proposal. (p.e27)

One point of concern that may impact implementation is that the state teachers union has filed a lawsuit to prevent implementation of SB736.

iv. While the changes resulting from state law and this grant proposal are new for many of the participating districts, there appears to be strong commitment by the LEAs. All nine LEAs have signed a Memorandum of Understanding agreeing to the terms of the proposal set forth by the lead applicant. (p.e93) Additionally a letter of support is provided by Flagler County Education Association, the local teachers union. (p.e100) The applicant meets the requirements for this sub-criterion. Additionally schools not included in the project can voluntarily participate and phase-in their involvement; this suggests that the commitment for this work goes beyond the TIF grant in and of itself and extends to the broader goals. (p.e28)

v. The applicant notes that its greatest challenge lies not only in attracting teachers to high-needs schools, but also to the districts themselves, as all are largely poor and rural. The applicant appropriately acknowledges that opportunities to improve performance and receive support from peers are stronger incentives than financial incentives. (p. e10, e28) This is an important point to make when a region is unable to attract a more competitive work force. Regardless the application would be strengthened by additional information describing how the applicant plans to improve educator motivation and school culture. Such examples may include allowing principals more say over staffing which goes a long way towards building a collaborative team, and is a first step in

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improving motivation and school culture.

Financial strategies included in this proposal can amount to an additional 6% of teacher salaries. (p.e24-25) This amount will likely encourage teachers to stay in district, but may not be sufficient to attract new teachers from outside the district.

TOTAL	45	43
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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 states that all of the participating LEAs have variations on an evaluation rubric that encompasses the following components: student growth, instructional practice, and leadership skills. The rubrics for each LEA were not included in this application. Regardless, the applicant states that the rubrics were in the state’s approved Race to the Top Application and deemed acceptable under that program. (p.e29)</p>		
(2) Each participating LEA has presented (4 points)--	4	4
<p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;</p>		
<p>Comments</p> <p>i. All Florida school districts must comply with state law requiring that districts capture each teacher’s value-added score. All of the participating LEAs have adopted the state’s value-added model. The participating districts have each developed a variation on the education evaluation. Each LEA uses a combination of state tests and district developed assessments to factor into the evaluation ratings for teachers. (p.e29-31)</p>		

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<p>ii. Per Florida’s recommended model, the participating use the “covariate adjustment model.” (p.e39). Each participating district however factors in a different weight and different formula for making rating determinations. The research base for this model is clearly explained in the application and includes an explanation of how it plans to capture student achievement for students/teachers not covered by the state exam, the FCAT.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p>13</p>	<p>13</p>
<p>Comments</p> <p>All participating LEAs have a plan for observing educators at least four times a year and are observed by multiple observers. (p.e35, 43) All observers must be trained and all observers for teachers must be administrators. The applicant did not include the observation tool being used in each of the districts. All observers will base their assessments on the same core of effective practices and will receive training. (p.42) Evaluators will receive training from Cambridge Education that addresses inter-rater reliability. The components described here demonstrate that the applicant has a strong plan for implementing multiple teacher and principal observations.</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 participating LEAs have at least one year of experience measuring student growth at the classroom level. Additionally they have implemented other components of the proposed educator evaluation system, specifically the observation rubric. As all of the participating districts were part of Florida’s Race to the Top application these districts have some experience with this criterion. It appears that the components are in place in the participating districts to provide a strong foundation for continued reforms that will be enabled by TIF. (p.e39)</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;</p>	<p>6</p>	<p>6</p>

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<p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments</p> <p>i. The proposed evaluation systems in each of the districts consider educator effectiveness between 20 and 60 percent of a teacher’s total rating, based on the availability of student test scores from the FCAT. This is a significant variation between LEAs and one worth watching closely during the first few years of implementation. (p.e46-47)</p> <p>ii. The applicant states that the evaluation of teachers of special student populations will revolve around district-developed assessments, principal-approved learning targets, industry certifications, and school-wide VAM. (p.e47) (A specific evaluation rubric is not included for these teachers or administrators, but full points were rewarded regardless as it was not a requirement of the sub-criterion.) The applicant meets the requirement of this sub-criterion.</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>6</p>	<p>5</p>
<p>Comments</p> <p>i. Participating LEAs all plan to base principal evaluations on two equally weighted factors: a leadership assessment and school-wide value-added measures. (p.e48) Student growth is accounted for in school-wide value-added measures. In the case of large schools, the applicant is exploring the possibility of looking at a subset of school-wide scores to assess assistant principals when they may be responsible for primary oversight of a specific grade level. The applicant meets the requirement for this criterion.</p> <p>ii. The applicant states that principals’ leadership assessment assesses three items: 1) the principal’s ability to focus every teacher, and the school community generally, on student growth, 2) create a collaborative school culture focused on continuous improvement; and 3) support the academic needs of special student populations, including students with disabilities and English learners. Systems for</p>		

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supporting co-teaching practices and providing resources for research-based intervention services are not specifically addressed. The application would be strengthened with information on how the applicant plans to support co-teaching practices and research-based intervention services. (p.e48)

TOTAL	35	34
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SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points) We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	6
<p>Comments</p> <p>The applicant describes a plan whereby disaggregated student performance will be used to inform professional development. (p.e49) The application maps out a broad protocol for how data sources will inform professional development. Professional development will appropriately be delivered in small group sessions, but it is not clear how this will address the needs of individual educators. The applicant does not define how the sessions will be organized and grouped. The applicant may want to consider developing a variety of opportunities for professional development, including one-on-one mentoring with a highly effective instructor, opportunities to observe master educators, departmental and grade level learning communities. (p.e49)</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>The applicant describes professional development occurring throughout the year, with day long district-wide sessions analyzing student data and identifying standards that have and have not been successfully taught. (e.54) Additionally the applicant describes how professional development will also consist of modeling by Teacher Support Colleagues (p. e.54). The application would be strengthened with additional opportunities at the school and grade level to ensure that it is timely and connected to</p>		

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the immediate classroom needs of instructors.		
(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 career ladder positions, via the Teacher Support Colleagues, will provide training and modeling for teachers in their schools. (p.e54) These teachers are the basis of job-embedded training at the school level. As it is teachers at the school level who will be providing the training, this model allows for immediate opportunities for educators to implement new knowledge in their daily practice.</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	20
<p>Comments</p> <p>The applicant's professional development plan addresses how it will respond to the instructional and leadership needs of educators by providing training in data analysis, standards based instruction and assessments. Two days of cross-district training will be provided to educators. (p.e37, e56) These structures, in combination with the professional development provided by the Teacher Support Colleagues, create opportunities where teachers can reflect on their practice, receive feedback and guidance from colleagues and apply in a timely manner the information obtained from the training. It is through direct application and the feedback from Teacher Support Colleagues that instructional and leaderships practices will improve.</p>		
TOTAL	35	32

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	8
Comments		

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In five of the participating LEAs, evaluation systems were created by a representative team of stakeholders. In one county, evaluations were developed through collaboration with representative teams of teachers. The applicant plans to have an annual review of the evaluation system by holding a focus group in each district. The application would be strengthened by opportunities for additional engagement from educators, with more than one focus group (perhaps one for administrators and another for teachers, rather than a single one together). District-wide surveys would also be another way to involve educators in the design. (p.e58-61)

(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
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Comments

Four of the LEAs already have bargained evaluation systems and one of the LEAs has an evaluation system in place that was created in consultation with the union, though not via formal bargaining. The applicant states that 52% of teachers support the proposed evaluation system. While this support is not overwhelming, especially when it is for a pilot program when participation is voluntary and free of consequences, it is an improvement from the 28% of teachers who supported the evaluation system implemented in 2012 (and 31% of administrators). Additionally 75% of administrators support the proposed leadership evaluation plan. Sixty-nine percent of teachers and principals support the proposed PBCS. This improvement suggests that there is increasing buy-in from educators for the reforms. (p.e60-62)

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

Comments

The roles and responsibilities of key personnel are clearly identified and defined by the applicant. The applicant explains the basic job description of the three key roles: the project manager, the Teacher Support Colleagues and Student Growth Team Members. The applicant met the requirements for this sub-criterion. (p.e63)

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(2) Allocates sufficient human resources to complete project tasks (5 points);	5	2
<p>Comments</p> <p>The applicant appears to allocate sufficient human resources to complete project tasks for broad project management. There will be a full-time project manager overseeing the project for all eight districts as well as eight members of the Student Growth Team.</p> <p>A point of concern is the allocation of only .25 FTE for the 30 Teacher Support Colleagues. These teachers will spend 60 percent of their project time delivering professional development, which appears insufficient for meeting the needs of participating teachers and will likely stretch the key, on-the-ground staff very thin. (p.e63)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>The goals, objectives and outcomes are outlined by the applicant are explicit and measurable. The applicant meets this requirement. The application would be strengthened with definitions on the performance measures (i.e. the tools) the applicant plans to use to asses performance. (p.e67)</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The project evaluation plan outlined by the applicant includes both formative and summative components. The application proposes multiple sources of data for each of these components, most importantly looking at student growth and teacher effectiveness as part of the summative evaluation. Nearly every aspect of the proposal's design will be assessed. (p.e74) The components cited are all critical in the development of an effective project evaluation plan/design.</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	5
<p>Comments</p> <p>The applicant outlines a broad plan for scaling up the program from 14 schools to 71 over the course of the program's first three years. The plan to scale from 14 to 71 schools between years two and three seems ambitious, however. The size of the project will be five times bigger in just one year and it is not clear how the applicant plans to manage this growth. The specific <i>components</i> of the HCMS, PBCS and</p>		

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evaluation systems are not stated. (p.e75)		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	3
<p>Comments</p> <p>The applicant specifies a detailed task list that clearly outlines what needs to be accomplished during each stage to ensure proper implementation. The applicant also states who will be involved with each stage of implementation, but does not assign specific or primary responsibility to a party for each of the individual tasks. While the broad plan appears clear, the applicant may need to modify this task list as it further engages in this process and assign specific leads and hone in on more defined tasks. (p.e75-77)</p>		
TOTAL	30	22

SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	8
<p>Comments</p> <p>The participating LEAS have committed 5% of their operating funds to support PCBS in year one and will commit 15% in year four and 25% in year five. It is unclear if 25% of the TIF grant will be sustainable beyond the term of the grant, as the cost to run the program in year five will be primarily for personnel and the PBCS—the most costly components. In order for this to be truly sustainable beyond the term of the grant the districts may want to take a look at their existing salary schedule and look for ways to restructure funds. As salary schedules will need to be negotiated with the teachers union, it is critical that the applicant begin this discussion early on in the grant period. (p.e78)</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>With a strong state law backing the applicant’s proposal, the LEAs are on firm ground for continuing (and developing) their educator evaluation system after the grant ends. However, in order for the PBCS</p>		

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to continue after the grant period, existing salary structures and budgets within each of the participating districts will need to be examined to ensure that the program is financially sustainable over the long term. (p.e78)

	TOTAL	20	16
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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>Total Possible</p>	<p>Assigned Score</p>
	<p>20</p>	<p>5</p>
<p>Comments</p> <p>Only a preliminary outline of the possible rewards for educator effectiveness has been outlined by the applicant. (p.e25) More details are needed in order to determine how ratings will be used for salaries. The applicant did not explain how it will use TIF funds to support a new salary structure. Instead the applicant describes a bonus pay plan, which is different from a new salary structure.</p> <p>Implementation for the plan will ultimately depend on a new pay structure that will need to be negotiated with the union, as compensation in Florida is a mandatory subject of bargaining. There are still a number of hurdles to cross before implementation can become a reality for all nine of these districts.</p>		
<p>TOTAL</p>	<p>20</p>	<p>5</p>
<p>GRAND TOTAL</p>	<p>220</p>	<p>183</p>

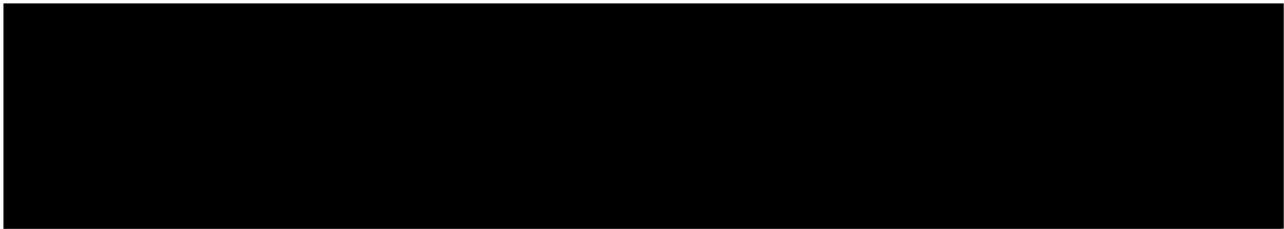
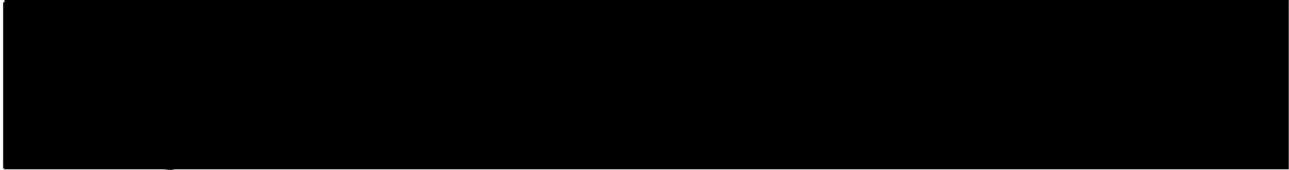
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Applicant Name: Gilchrist County School District

Reviewer Code: 10B

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The participating LEAs have adopted a common vision for instructional improvement through the proposed PCBS and HCMS. The applicant states that the LEAs uniformly recognize that instructional and leadership practices must be combined with student achievement outcomes to produce positive change in schools (e22). The shared vision for the HCMS includes improved student growth, improved educator effectiveness, improved student growth assessment models, and improved reliability of educator practice assessments.</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</p>	35	30

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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

- (i) Human capital decisions will include financial incentives for instructional and leadership staff. As the implementation proceeds, it is envisioned that all human capital decisions including selection, retention, dismissal, and compensation will be based on the HCMS (e25). Within this program the growth of the individual and continuous improvement of the organization will be considered. The applicant states that data-based personnel decisions including rewarding and recognizing high performance focused on specific conditions at the site will inform human capital decisions (e24).
- (ii) The applicant states that as a result of the project and Florida legislation, educator effectiveness will serve as the primary basis for all human capital decision in the participating LEAs (e26). It is further stated that an analytical model and principals' recommendations will serve as the basis for teacher/student assignments. A numerical value is not given for the weight of educator effectiveness used in human capital decisions; however, it is stated that teacher effectiveness will be measured using aggregated scores from classroom observations (50%) and student achievement (50%) (e72).
- (iii) Participating LEAs have at least one year of experience with rubric-based instructional evaluation systems. One LEA has extensive experience with a performance based compensation system; this LEA is the lead applicant (e27). The proposed evaluation system conforms to State of Florida rubrics and the requirements of Florida's Race to the Top Plan. The model proposed gives teachers a value added score for exceeding expected growth rates. The proposed plan is feasible, but may take longer to implement because the majority of LEAs do not have experience measuring educator effectiveness within schools. Additionally, a Florida State Statute (SB736), which will take effect during the 2014-15 school year, requires existing teachers in Florida to choose a system of compensation based on either experience and qualifications or student performance. The State teachers' union has filed a law suit to prevent implementation of the law (e26). This legislation could affect the participating LEAs ability to implement the proposed PBCS.

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<p>(iv) All participating school districts have signed a Memorandum of Understanding (MOU) verifying their commitment to the development and implementation of the HCMS and PBCS and other project components. Additionally, letters of support are included in the application from the Flagler County Educators Association and Columbia County School District leaders.</p> <p>(v) Financial incentives included in this proposal can amount to almost 6% of teachers' salaries. Career ladder positions and increased building level professional development will also be made available as nonfinancial incentives. The group of schools participating has a Free and Reduced Lunch (FRL) plan rate that is on average 11% higher than the state average. It is unclear whether the proposed PBCS including financial and nonfinancial incentives will be adequate to attract new effective teachers. The incentives are adequate to retain retrained teachers since these teachers have already made a commitment to their present schools. Effective teachers who have already chosen these schools will be encouraged by the PCBS and the incentives.</p>		
	TOTAL	45 40

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>Each participating LEA has chosen one of three well-known models of instructional evaluation (Marzano, 2007; Danielson, 2011; Copeland) (e37). The rubric used will include four levels of performance. The agreed on four levels are highly effective, effective, needs improvement, and Unsatisfactory (e35). The applicant states that the three models of instruction are aligned with the Florida Educator Accomplished Practices (FEAP), and they were in the approved</p>		

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Florida Race to the Top application.		
(2) Each participating LEA has presented (4 points)--	4	4
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		
(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;		
<p>Comments</p> <p>(ii) All LEAs will use the State of Florida student growth model. Expected student growth for each student is established based on yearly data. Expected growth is computed by taking into consideration eight student characteristics and two classroom characteristics (e39). All participating LEAs use a combination of State tests and district developed assessments to calculate student growth. These measurements are rigorous and comparable. The applicant states that all LEAs in the project are committed to designing and developing improved measures of student growth (e20). This is necessary since Florida State Tests are not given for every grade level and special student populations use alternative measures. Table 4. (e32-34) in the application displays the alternative student growth measures that will be used for teacher evaluation as well as the percentage of the teacher evaluation that will be based on specific tests in each LEA. Student growth percentages or passage rates that correspond to teacher evaluation levels are not included. The applicant states that teachers will receive a value added score that reflects the average amount of growth a teacher's students have exhibited above or below the expected growth of similar students in the state. Also, calculation of the teacher's final value added index will include a school component which will compare that teacher's student growth rate to the growth rate of other teachers in the school. Current research and best practices are evident in the LEAs choice of student growth models. Though differentiated teacher performance levels are not explicitly mentioned in the application, a clear rationale for student growth is evident.</p> <p>ii) All LEAs in the project are using a Value Added Model (VAM) as one of the primary components of student growth (e30). Expected student growth for each student is established based on yearly data. The expected growth is computed by taking into consideration eight student characteristics and two classroom characteristics (e31). All participating LEAs use a</p>		

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<p>combination of State tests and district developed assessments. District assessments are in the process of being completed. Current research and best practices are evident in the LEAs choice of student growth.</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>11</p>
<p>Comments</p> <p>The proposed program will use observers trained by the local Education Service Agency (ESA) and outside consultants. Teachers will be observed by multiple observers who are school leaders. At least three observations will be conducted annually for all teachers. The number of teacher observations required is based on experience and expertise. The exact formula for calculating number of observations is in Table 6. (e42). Teachers and school leaders will be trained in inter-rater reliability through Cambridge Education (LLC) (e45). Calibration training will also be required for observers. Principals and other school leadership personnel will be observed at least two times per year by district administrative staff. Leadership observations will be event specific as indicated in Table 8 (e44). Since the number of teacher observations is based on experience and expertise, it is logical that principal and administrative observations should also be based on experience and expertise. In the case of new principals, two observations in a year cannot be considered multiple observations. This is a weakness in the described educator evaluation plan.</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>All LEAs have had at least one year of experience with the Value-Added Model (VAM) which considers individual student growth at the classroom level through the Florida Comprehensive</p>		

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<p>Achievement Test (FCAT) program. The applicant states that each of the LEAs has used other components of the proposed evaluation system for at least one year (e45). The applicant (Gilchrist County) has over ten years of experience with components of the proposed educator evaluation system.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>5</p>
<p>Comments</p> <p>(i) Student growth accounts for 50% or more of a teacher’s evaluation based on a three-year trend of teacher performance. This percentage can vary when student scores are not available. The applicant states that because the FCAT is not administered in all grades and subjects, and alternative tests might have less validity and reliability, the use of student achievement/growth varies between 20% - 60% of the total effectiveness score. The plan for how student growth will be calculated in teacher evaluations is not uniform across grade levels, in some cases student growth is not a significant part of the evaluation system.</p> <p>(ii) The plan for evaluating the practice of teachers servicing special student populations revolves around district-developed assessments for these students and each principal’s approved learning targets (e47). A summary chart of these assessments for each county appears on pages e33-e34. Teachers of special populations appear in the chart as “Non-FCAT Teachers”. In this application there is a clear plan for evaluating the student growth aspect of the practice of teachers of special student populations; however, a specific rubric displaying teacher behaviors to be evaluated is not included.</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,</p>	<p>6</p>	<p>5</p>

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<p>on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>		
<p>Comments</p> <p>(i) LEAs propose that Fifty percent of a principal's evaluation score is based on student growth. This is computed using the VAM. The principal evaluation score will be a building level score and so, will not be subject to the 20%-60% variation expected in teacher scores. Fifty percent of the evaluation is a significant weight, since principals do not have direct instructional responsibilities, and therefore, cannot directly affect classroom level achievement.</p> <p>(ii) The applicant states that the evaluation tools utilized in principal observations have components for assessing the development of a collaborative school culture, continuous student achievement through instructional leadership decisions and supporting the needs of special student populations (e48). Systems for supporting successful co-teaching practices and providing resources for research-based intervention services are not specifically addressed; however, principals are held responsible for modeling coaching and for the monitoring of the implementation differentiated instruction (e49).</p>		
<p>TOTAL</p>	<p>35</p>	<p>31</p>

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

Factor/Sub-criterion	Total Possible	Assigned Score
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(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	5
<p>Comments</p> <p>As it is described in this application, the professional development needs of individual educators informed by the new teacher evaluation system are not planned for the early implementation years. The applicant states that during the early implementation of the project teachers will be brought together to analyze assessment results (e52). Disaggregated information from testing and teacher evaluations will be used to address the needs of schools and grade level teams. Disaggregated information will also be addressed on a district level (e33). The professional development needs of individual educators informed by student growth are not specifically addressed except in relation to teacher led analysis of results with subsequent teacher led instructional design. The use of educator rubrics for observation of teaching behaviors correlated with student growth to identify the professional development needs of individual educators is not clearly proposed.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>Professional development for grade level teams will be conducted five times per year to address student achievement and teaching practice. Three of the five professional development sessions will be district wide. The agendas will be determined through feedback from prior sessions, administrators, data from interim assessments, and the compilations of instruction and leadership practice observation data. Two of the five professional development sessions will be cross-district training and will focus on best practices (e50-e53). Additionally, the applicant states that teachers will meet as grade level teams or subject related groups to design curriculum mapping strategies and analyze student assessments and design instructional strategies for each other (e53). The planned professional development is both district-wide and school level. This structure will provide professional development in a timely way.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5	5	5

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points); and		
<p>Comments</p> <p>The applicant states that in the participating LEAs, Teacher Support Colleagues will be selected who will lead Professional Learning Communities (PLCs), provide team-teaching alternatives, teacher modeling, and individual technical assistance (e54). These teachers will be the basis of the job embedded training opportunities. Additionally, educators will use data to inform instruction. This will then transfer new knowledge into instructional practices (e53).</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	20
<p>Comments</p> <p>Since the described professional development plan focuses on aligning standards to instruction, curriculum, and assessment, there is evidence that it is likely to improve instructional and leadership practice (e35-e37). The evidence that this plan is guided by individual professional development needs informed by the HCMS revolves around school embedded professional development through Teacher Support Colleagues. Planning for individual professional development based on the correlation of teacher instruction practices and classroom level student growth is addressed through observations and responsive staff development. In order for teachers and school level leaders to change practices, they must examine their individual practices as they relate to the growth of students in either their classrooms or their buildings; the applicant addresses this need in the application.</p>		
TOTAL	35	32

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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>As stated by the applicant, in four of the LEAs, the development of an educator evaluation system has been formalized within a revised collective bargaining agreement between teachers unions and district administration (e60). In one LEA performance appraisal is not part of the bargaining process.</p> <p>The application does contain evidence that educator involvement has been extensive in the design of the PBCS. This involvement, however, was carried out in different ways across LEAs (e58-e59). In addition to design of the PBCS, educators are involved in annual reviews to revise the evaluation tools. It is apparent, through the narrative presented, that educators have been involved in the design of the PCBS and will continue to be involved.</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	20
<p>Comments</p> <p>The applicant states that 75% of administrators support the proposed leadership evaluation system, and 69% support the proposed voluntary PBCS for teachers, principals and other instructional personnel (e63). Fifty-two percent of teachers support the SEEC teacher evaluation system in their districts on a voluntary basis during a pilot period when evaluations will not affect professional qualifications. Administrator support is strong; teacher support for the evaluation systems is just above 50%. This is not strong support. However, the 52% support for the SEEC system is considerably higher than the 28% who supported the previous</p>		

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year's evaluation system (e62).		
	35	30
TOTAL		

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The roles and responsibilities are clearly identified for key personnel (e63). One full-time Project Manager is identified, eight student growth team members (part-time 1.0 FTE) are identified, and thirty Teacher Support Colleagues (part-time, .25 FTE) are identified. Roles and responsibilities are defined (e63-e64).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	3
<p>Comments</p> <p>There is one full-time project manager. The detailed description of responsibilities on e65-e66 describes sufficient human resources to complete project tasks. It is not clear that the 30 Teacher Support Colleagues personnel who are counted as .25 FTE are sufficient to provide school embedded training for 71 schools (e 64). It appears that in some circumstances consultants will be used when needed for additional human resources. The applicant mentions that IT consultants will be retained as needed--the number of consultants is not given. Other human resources identified are a PLC facilitator, a PD facilitation consultant, a Performance Based Compensation Expert, and an independent evaluation consultant (e65).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p>		

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<p>Measurable project objectives and performance measures for student growth, teacher effectiveness, and leader effectiveness are part of the project plan. Statistical analysis will be used to evaluate effectiveness of the PBCS (e67). The applicant explicitly includes the performance measure for only one objective 2-2. (e68).</p>		
<p>(4) Includes an effective project evaluation plan (5 points);</p>	<p>5</p>	<p>5</p>
<p>Comments</p> <p>The project evaluation plan is effective and contains plans for quasi-experimental design and longitudinal analysis (e69-e70). This analysis will allow the stakeholders to validly evaluate the project.</p>		
<p>(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	<p>8</p>	<p>6</p>
<p>Comments</p> <p>The timeline recorded for implementing components of the HCMS, PBCS, and educator evaluation systems is included on e75. Components of the HCMS, PBCS, and educator evaluation system are included. A time-line for phasing in schools is included. The plan for implementation is by school-year lacks detail. On e76, the applicant records that LEAs will develop an integrated compensation schedule; however, on e75 the applicant records that the "PBC" and HCMS will already be implemented.</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>3</p>
<p>Comments</p> <p>The timeline for implementing components of the HCMS, PBCS, and educator evaluation systems is on e75-e76. The planning year project tasks and objectives are delineated. The development of the integrated compensation schedule is projected to occur between 2015 and 2017. It is not clear when the compensation plan will be implemented. A more detailed</p>		

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timeline for implementation would be helpful.		
	30	24
TOTAL		

SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	8
<p>Comments</p> <p>General operating funds are committed for the project and will start being used in the 3rd year, assuming 25% of the cost by the final year (e77). Nonfinancial support is in the form of training Teacher Support Colleagues. Though when the design of the project is completed, funds dedicated to this aspect of the program will no longer be needed, It is not clear whether 25% of the grant cost will be adequate to support the PBCS and educator evaluation system when the grant period ends. More specificity on how this 25% of the total grant would be used after 2017 would be helpful.</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>Based on the evidence contained in this application, portions of the proposed PBCS are already being implemented in participating LEAs (e27). Also, the applicant states that Florida State law (SB 736) will require that a majority of increased compensation to teachers must be based on educator effectiveness beginning in school year 2014-15 (e26). Thus, the new PBCS is likely to be implemented.</p>		

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The applicant states that phasing in of schools will help sustainability since it will allow educators to familiarize themselves with the system and also will allow planners to refine the system over time (e78). Florida State law (SB 736) is being challenged by the State teachers union; sustainability of the PBCS is threatened because of this (e26).		
	20	16
TOTAL		

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	5

Comments

A timeline is included in this application for implementing a PBCS between the third and fourth year.

Educators will receive financial incentives based on student growth. A salary structure based on student growth is not included in the application. Further, the level of student growth needed to achieve the effective and highly effective incentives is not clearly explained.

Detailed information on how each LEA will use TIF funds to support financial incentives for educator effectiveness in high-need schools is contained in the budget narrative (e116-e146). The project proposes financial incentives rather than a salary structure.

At this point in time the lack of clear stakeholder support because of the challenge to the

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existing law in the State of Florida (Florida Statute SB736) is an impediment to the feasibility of a fully functional PBCS for evaluating all teachers (e26).		
TOTAL	20	5
GRAND TOTAL	220	178

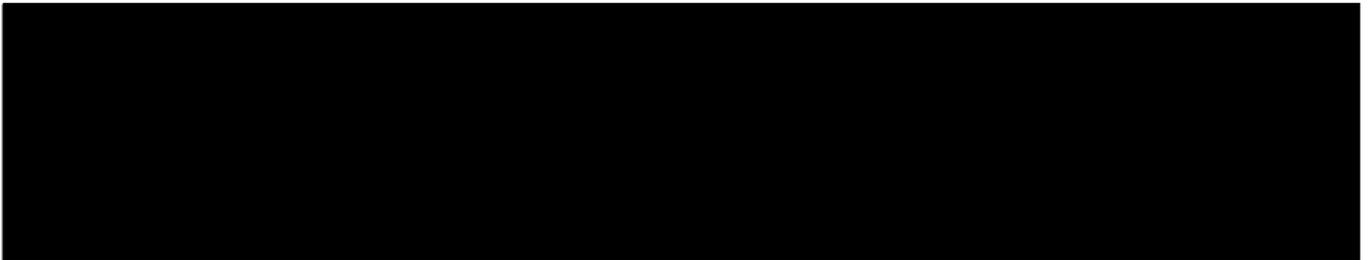
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System (HCMS). (45 points) We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of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

<i>Factor/Sub-criterion</i>	Total Possible	Assigned Score
<p>(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and</p> <p>Comments:</p> <p>a(1) The application outlines an HCMS for the 9 LEAs that is fully aligned with the described vision of instructional improvement (e22, e23). The proposed combination of data on instructional and leadership practices with student outcome data are consistent components of each LEAs' vision of instruction. All 9 LEAs have adopted a vision of instructional improvement founded on the concept that highly effective teachers and leaders make the difference in student achievement. The LEAs further agree that they must combine data on instructional and leadership practices with student achievement data to effect positive change for their school communities.</p> <p>The application specifies the goals of the vision of improvement as: improved student growth; improved educator effectiveness; improved student growth assessment models; and improved reliability of educator practice assessments (e23).</p>	10	10
<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,</p>	35	33

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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(2)(i) The application indicates that the Sustainable Educator Evaluation and Competition Project (SEEC) will use educator practice and student achievement data as the basis for human capital decisions including: selection, retention, dismissal, compensation, differentiated professional development, placement and promotion for teachers. The structure outlined is strengthened by the state policy (SB 736) that will be in effect for the FY 2015 school year, requiring educator effectiveness to be the primary basis for all human capital decisions (e26). Additionally, the project proposes to ultimately use this mechanism for assigning students to teachers based on student need and teacher effectiveness (e27).

a(2)(ii) The application cites state legislation that goes into effect requiring the majority of increased compensation for teachers to be based upon educator effectiveness. The salary adjustment must be equal to at least 50% and no more than 75% of the annual adjustment (e26, footnote 6). The combination of SB 736 with the 50-75% annual adjustment based upon effectiveness determines the significant weight given to educator effectiveness outlined for highly effective employees in the same employee classification. This constitutes significant weight because when comparing highly effective employees of the same classification, the annual adjustment to the educators' salaries based upon effectiveness will be 50-75% of their annual adjustment. As proposed, a weight of 50-75% of the employee's annual adjustment is significant and considered to be a strength in this section.

a(2)(iii) Each of the partner LEAs included in the SEEC project is bound by state law and the state's Race to The Top (Rttt) Plan. All districts have at least one year experience using a formal rubric-based evaluation system (e27). Because the State of Florida was one of the first to receive Rttt funds, the LEAs participating in this proposal have had prior experience (at least one year) using information from the educator evaluation systems described in this application to inform human capital decisions. However, the introduction of a lawsuit by the state teachers' union to prevent implementation of SB 736 is a cause for concern regarding the full implementation of this project which is predicated upon SB 736.

a(2)(iv) This application demonstrates the commitment by LEA leadership through the inclusion of signed Memoranda of Agreement (MOUs) stipulating their pledge to implement an HCMS based upon educator effectiveness. A voluntary phase in plan is included for schools who have not yet signed MOUs to reduce educator reluctance and extend the program to every school by the end of the project (e28, e91-e101).

a(2)(v) The application indicates that the partnership has surveyed its teachers to determine what attracts

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effective educators and retains them in high-needs schools. Results of the survey indicate teachers wanted opportunities to improve their performance as a result of improved planning and training and opportunities to received support from their peers (e10). The partnership has written these non-financial strategies into the professional development portion of the application which is consistent with this sub criterion, strengthening this section of the application. Financial incentives include up to 6% of educators' salary and opportunities to serve in newly created career ladder positions (e24).			
TOTAL	45	43	

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
Comments: b(1) All LEAs have high-quality evaluations systems as required by the state Rttt Plan which includes a high-quality rubric that targets increased student learning growth (e11-e20). The applicant states the models of instruction have been approved by the state and are in the approved Rttt application. Their inclusion in the approved Rttt plan ensures that all LEAs are using high-quality evaluation systems.		
(2) Each participating LEA has presented (4 points)-- b(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and b(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	4
Comments: b(2)(i) All LEAs have high-quality evaluations systems as required by the Rttt Plan that includes a clear rationale for consideration of student growth. The inclusion of the student growth and value added models strengthens the applicant's commitment to differentiating performance levels for educators and using student growth to determine those levels (e29-e31). The use of both student growth and value-added models demonstrates the project has considered student growth and will use the data to		

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differentiate performance levels.		
b2(ii) The application presents evidence of the validity of the high-quality student growth assessment models (e32-e34) using accepted psychometric measures. A description of the research for the Florida Comprehensive Achievement Test (FCAT), measuring student growth is given on e30. The Value-Added Model to be used was developed through the State of Florida and utilizes a covariate adjustment model for establishing expected student growth. The application provides evidence of rigor of the selected models.		
(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	13	13
<p>Comments:</p> <p>b(3) Based on the strategies in the application, the applicant demonstrates substantial progress in developing a high-quality plan for multiple teacher and principal observations. The application indicates the SEEC program will conduct teacher practice observations using multiple observers, and the same instruments for observing and evaluating instructional personnel e(42). Multiple observers using the same instruments will allow for the review of and calibration between observers for the purposes of consistency strengthens this application. Trained consultants will observe teachers and district administrators will observe principals (e40, e43).</p> <p>Inter-rater reliability will be addressed by conducting training of teachers and school leaders by an external consultant experienced in implementing evaluation systems (e45).</p>		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
<p>Comments:</p> <p>b(4) As partners in the Florida Rttt plan the partner LEAs have at least one year experience using implementing components of the evaluator system, (ex., VAM model, FCAT and evaluation rubrics) which strengthens this section. The VAM was used by all of the LEAs during the 2011-12 school year (e45). Additionally, all LEAs have experience using a formal rubric-based model of practice assessment (e46) in addition to the VAM model which measures growth at the classroom level. The data from practice assessment rubric provides data on educator practice and when coupled with the data from</p>		

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the VAM and are two components of the evaluation system that all LEAs have had experience with.		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	6	5
<p>Comments:</p> <p>b(5)(i) The application clearly describes in inclusion of student growth as a significant part of the evaluation of teachers and principals. As it is described in the application, the inclusion of student growth could result in a significant variation between LEAs (e46). According to the application, the weighting of the student growth is being left to each LEA to determine. This could lead to variation in the weighting of the significance of student growth between LEAs and should be monitored by the project staff. This is a weakness in this section.</p> <p>b(5)(ii) This application includes teachers of special populations as "Non-FCAT" teachers (Table 14, e33) and utilizes district-developed assessments, industry certifications, the Florida Assessment for students with disabilities, principal approved learning targets and School-wide VAM scores to evaluate the practice of teachers working with these populations of students. The use of tools designed to measure the growth and achievement levels of special populations of students is a strength in this section.</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.	6	6
<p>Comments:</p> <p>b(6)(i) Principal evaluations in this application are based upon two equally weighted factors: the leadership practice assessment and the school-wide Value Added Measure e(48). The VAM accounts</p>		

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for a full 50% of the principal effectiveness and is a measure of school-wide growth. This is a significant weight as 50% of principal effectiveness will be determined by the amount of growth the school demonstrates. Schools are also exploring the possibility of using a subset of the school-wide score for assessing principals in the case of large high schools with assistant principals who are assigned to specific grade levels.

b(6)(ii)The principal evaluation uses a leadership practice assessment to observe and evaluate the principals' attention and support of individual teachers, the school community and support school culture focused on continuous improvement. The principals will use the Professional Development Organizational Plan (e50), to support teachers as a result of their evaluations including a 3-day in district training for small groups of teachers and a 2-day training for cross-district groups. The attention to school groups is a strength in this section and allows principals to focus attention on establishing a collaborative school culture focused on continuous improvement.

The application addresses supporting the academic needs of special student populations through planning and goal setting, the use of student achievement results, modeling, coaching, and mentoring for teachers and the use of technology to improve instruction (e49).

TOTAL	35	34
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SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points) We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	6
Comments: c(1) The application addresses the disaggregation of data with a table that shows research protocol for selecting, interpreting, making instructional decisions and framing relevant questions on e53. While		

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<p>the applicant addresses the disaggregation of data, it does not specify what data are to be used in this protocol. If all the data generated by the educator evaluation system is to be included, that should have been stated in the application. The inclusion of the specific data points used in the disaggregation that lead to the identification of individual professional development would have strengthened this section. This section would have been strengthened by the inclusion of an explanation of how professional development will be individualized for educators and schools.</p>		
<p>(2) Provide professional development in a timely way (2 points);</p>	<p>2</p>	<p>2</p>
<p>Comments:</p> <p>c(2) The application proposes to conduct day-long professional development sessions, conducted 5 times per year, involving small groups of educators analyzing their own student performance data. The result will be that educators will leave the day-long sessions with real-time data to differentiate instruction for their students (e54). Giving educators a full day opportunity to analyze student work, 5 times per school year, allows teachers to reflect upon their practice and modify instruction based upon current student performance indicators.</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>c(3) The application indicates the career ladder positions will serve a dual purpose of providing opportunities for school-based, job-embedded professional development for teachers (e54, e55). Additionally, educators identified as being high-performing from each of the 9 LEAs will support the transfer of new knowledge into instructional practices by conducting 2 cross-district training days for educators (e55). This professional development strategy also provides leadership opportunities for high-performing teachers.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>20</p>
<p>Comments:</p> <p>c(4) The application describes a professional development strategy that will result in improved instructional and leadership practices (e56). The strategy indicates specific attention will be given to the needs of principal and teacher evaluation in such areas as the calibration of indicator ratings, best practices for teachers, teacher delivery and attention to student outcomes. Strategies to be addressed</p>		

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for principal and teacher practice include establishing a feedback cycle and effective and descriptive feedback. The implementation of a feedback cycle is a primary component of the professional development strategy in the application. Each year, the professional topics for refinement build upon the previous years' offerings resulting in a comprehensive professional development plan to improve instruction and leadership practices over the life of the grant.		
TOTAL	35	33

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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>d(1) Representative stakeholder teams from each district participated in the design of the educator evaluation system (e58) and the design the PBCS and evaluation system (e92-e100). Additionally union leadership has provided a letter of support pledging continued collaboration on the project. This commitment indicates educator involvement was extensive in the design of the PBCS and the evaluation system. In the letter of support, union leadership has pledged to continue that level of educator support throughout the life of the project.</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>d(2) The application states that 28% of teachers supported the SEEC teacher evaluation system implemented in 2011-12 and 52% support the proposed system. This shows increasing educator support for the elements of the proposed PBCS and the educator evaluation system (e62).</p> <p>Additionally, all LEAs have provided signed MOUs committing to the continued support of the elements of the proposed PBCS and the educator evaluation systems described in the application (e91-101).</p>		
TOTAL	35	35

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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>e(1) The roles of key project personnel are clearly identified and defined in the application listing what each staff person will contribute to the project. The responsibilities of the project director, project manager and eight student growth team members are defined on e63 and e64. The project director and manager will provide oversight to the project staff, and LEA implementation. The student growth team members will provide support to the educators in each of the LEAs by providing professional development as determined by the educator evaluations. The clear identification of the roles and responsibilities of key personnel strengthens this section.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	2
<p>Comments;</p> <p>e(2) The application allocates human resources (e65-e67) to successfully implement project tasks, however the number of student support team members identified may not be sufficient to deliver professional development to the entire (9 LEAs) as outlined in the application. If the project scales up to 71 schools from 14 schools as proposed, project staff may need to added to reflect increased reporting and monitoring responsibilities.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments:</p> <p>e(3) The project objectives and expected outcomes are listed on e67-e69. Performance measures are not identified. This section would be improved by the inclusion of clearly identified performance measures (e67).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments:</p> <p>e(4) The included project evaluation plan includes formative and summative components and describes a hands on initiative that provides opportunities for both formal and informal feedback to LEAs (e69-</p>		

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e74) on the meeting of project objectives as outlined in the application (e67, e69). Project evaluation will generate information from the assessment of the progress toward meeting project objectives that will improve the project during the grant cycle. Information regarding the success of the implementation and the impact of the project on the HCMS and PBCS will be generated by the conclusion of the project. The inclusion of this project evaluation plan strengthens the application.		
(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
Comments: e(5)(i) Realistic and achievable timelines for implementing components of the HCMS, PBCS and educator evaluation systems are included in the first chart on e75. The intended scale up of the participating schools from 14 to 71 in a single year (the second of the grant cycle) is a substantial increase in the number of schools served by this project. As a result, timelines may need to be adjusted to allow for the increased time needed to assist all of the schools with the implementation of school-wide and individualized professional development.		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	3
Comments: e(5)(ii) Realistic timelines for achieving project tasks and objectives are included in the chart on pages e75-e77. While the scale up to 71 schools is addressed in the timelines, it is not clear that the timeline is realistic to support the number of schools with the current staff proposed to serve the LEAs (student growth team members). As a result, the full implementation of 71 schools may provide a challenge to the project timelines. Project staff should consider the need to adjust timelines to meet project tasks such as monitoring requirements and the delivery of professional development.		
TOTAL	30	23

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

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(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	8
<p>Comments:</p> <p>f(1) The application proposes to gradually assume the costs of the PBCS awards to teachers, school leaders and other personnel (e77). It is not clear, however if 25% of the grant costs, resourced with non-TIF funds, will be adequate to sustain the costs of the project beyond the grant period. Additionally, non-TIF funds should be identified in order to sustain the project after the grant project. General funds, private foundations and the redistributing of eligible federal funds should be examined to ensure there is a sufficient commitment to support the PBCS and the educator evaluation systems during and after the grant period.</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>f(2) If implemented as proposed, and funded as requested, this project will likely result in a sustained PBCS and continuing educator evaluation systems after the end of the 5 year grant period. The increasing percentage of educator support is an early indicator that LEA staff is becoming comfortable with the new educator evaluation system. This type of support, if it continues to grow, will support the institutionalization of the new HBCS and PBCS in each of the partner LEAs. However, if educator support decreases, so will the likelihood of sustainability beyond the grant period.</p>		
TOTAL	20	16

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part	Total Possible	Assigned Score
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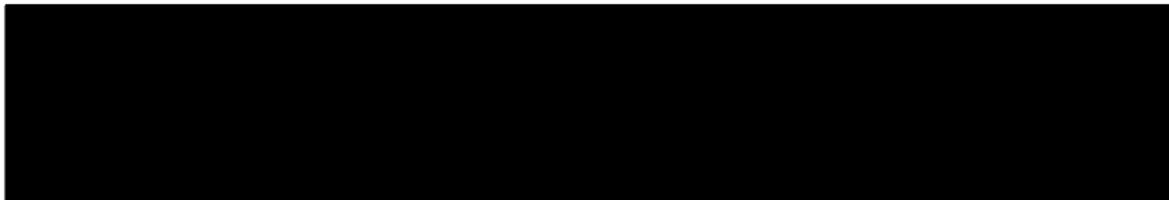
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<p>of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on 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	5
<p>Comments:</p> <p>(a)The applicant has not provided evidence that the teacher and principal salary structures are based upon effectiveness. The salary structures are established and only incentives will be awarded based upon the educators' effectiveness. Attention should be given to the development of a salary structure that uses effectiveness as the base for salary placement and advancement.</p> <p>(b)The salary structure described is a bonus structure and TIF funds will support the bonuses for effective teaching and leadership. As described in the application it is the bonuses are based upon educator effectiveness. The lack of attention to the determination of salary range based upon educator effectiveness weakens this section of the application.</p> <p>(c)The feasibility of the proposed implementation is questionable due the need to negotiate stakeholder support and LEA level policies require union support. As a result any attempt to restructure the salary scale (range) is feasible only with union support. If such support is secured, a restructuring of the salary scale is feasible by this applicant.</p>		
TOTAL	20	5
GRAND TOTAL	220	189



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