

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

Application Number: S374A120030



Applicant Name: Green Dot Public Schools, CA

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 | 10 |
| <p>Comments: The applicant clearly describes the vision of instructional improvement. The focus of the comprehensive and coherent HCMS is driven to recognize effective teachers and instructional leaders, which in turn will lead to higher student achievement. This is done by employing effective teachers that are lifting the achievement level of students coming from historically underserved populations. The HCMS includes a robust teacher evaluation system that is the basis for PBCS that puts student achievement first. In the proposed system, student achievement, professional development aligned to student achievement need identified by data disaggregation, is at the heart of instructional decisions made. Career ladder moves, based on support provided to colleagues is the guide for compensation of educators. In the proposed system, no longer do master teachers have to leave the classroom to have an impact on instruction which supports student achievement. There is an emphasis on recognizing talent, recruiting and developing the skills necessary to help student growth and development.(p. e20-e23)</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 | 33 |
| <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> | | |

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| <p>including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p> | | |
| <p>Comments:</p> <p>i. Human capital decisions are made based on merit and displayed skill level which has an impact on student achievement, not occupancy of the classroom. The evaluation system is the basis for PBCS and has a strong alignment with teacher practice to compensation. The applicant is reviewing the leadership evaluation to include in the HCMS. This process is in the developmental stage (e16). The application would have been strengthened to include the proposed plan for the principal's effectiveness data impact on the HCMS.</p> <p>ii. The proposed plan looks at recruitment practices, hiring and placing teachers and principals where the talent and classroom/school needs coincide, and the retention of quality teachers. The data looks at the impact on teaching practices with student performance (e23-e24). The weight given to educator effectiveness is sufficient to support the proposed plan.</p> <p>iii. The feasibility of the HCMS described in the application is limited. The district piloted components of the educator evaluation system which is supportive of the implementation of the proposed plan, this experience will help support the move forward into the next phase of the plan (e29).</p> <p>iv. The documentation that supports the commitment of the LEA's leadership is sufficient to support implementing the described HCMS. Letters of support from stakeholders are included as evidence of this support (e31-32; e82).</p> <p>v. The planned proposal looks at incentives to entice, invite and encourage educators who will make a lasting impact on student achievement (e26-e29). Financial and non-financial strategies are adequately employed to gain the best of the best educators to work in high-needs schools.</p> | | |
| | 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--

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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: Each participating LEA has a finalized high-quality evaluation rubric, with (4) performance levels indicated for teachers-ineffective (level I); ineffective (level II); proficient (level III); proficient (level IV). The evaluation rubric is based on the College Ready Teaching Framework (Danielson) that is comprised of (5) domains adapted to align with the district's core values. The five domains are-Data-driven planning and assessing student learning; the classroom learning environment; instruction; developing professional practice; and developing partnerships with family and community. The rubric aligned with each domain proficiency level gives a concrete example for educators to follow (e33-e44).</p> <p>The principal also has performance levels identified and contains (6) measures of leadership practice. The evaluation system is measured between (2) categories: Leadership performance and school-wide student achievement. The leadership rubric is currently under development to garner input from focus groups of principals to be piloted in the 2012-2013 school year (p. e45).</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 | 2 |
| <p>Comments:</p> <p>i. The applicant provides a rationale to support its consideration of the level of student growth in differentiating performance levels. The applicant states that student growth measures will be calculated in both the teacher and principal evaluation systems. HCMS driven by student outcomes is used as a factor in human capital decisions (p. e30-e39). Career ladder advancement is promoted when student outcomes are significantly present with "highly effective teachers." Student growth percentiles at the classroom and school-levels align with the</p> | | |

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| <p>educator framework. The combination of teacher practice and student data consideration provides support of the vision that the district has proposed.</p> <p>ii. The district uses classroom and state level assessments to measure student performance. It is unclear how the students' growth factors are calculated into the overall performance formula (p. e42).</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: The participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations. A pilot of the observation cycle was conducted in 2011-2012 which contained feedback provided to teacher and principals provided by designated evaluators. Teachers were observed by trained administrators familiar with the observation tool (principals had to qualify for observations, which led to calibration of instrument and ensured a high degree of inter-rater reliability) as well as peers which provided feedback on given indicators. The events to be observed (milestones) were provided as performance indicators for educators to earn benchmarks of quality. The transparency provided in the evaluation tool led to buy-in from teachers and union support. These tie directly into the compensation system proposed for the evaluation measurement (e35, e37).</p> | | |
| <p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p> | <p>4</p> | <p>2</p> |
| <p>Comments: The LEA piloted the educator evaluation systems based on student growth measures and teacher practice in the 2011-2012 school term; however, the experience measuring student growth measure calculation is limited, due to it being based on one year's pilot (e. 43). Educators have reflected on the student growth measure (SGM) and are aligning the educator evaluation system with non-tested target populations that were not addressed during the pilot year (e38). With an eye on instructional practice related to student growth measures for the upcoming year, the tiered support will measure all educators fairly and consistently. The district's evaluation system puts student outcomes first (p. e. 45).</p> | | |

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| <p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p> | 6 | 5 |
| <p>Comments:</p> <p>i. Supporting the needs of special populations of students (SWD and ELL students), is built into the application's educator evaluation system. 40% of the evaluation is based on student growth (p. e38), which is significant.</p> <p>ii. The applicant evaluates the practice of all teachers, including general education teacher and teachers of special populations. Teachers are armed with instructional strategies that address all populations. The proposed plan of including student growth measures for teachers of non-tested areas needs further development, as the equity of measurement is not sufficient (e36-e38).</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> | 6 | 5 |
| <p>Comments:</p> <p>i. The principal evaluation is significant on the part of student growth measures (30% of the school-wide growth measures is included in the evaluation system (p. e 47).</p> <p>ii. The applicant mentions that there is a systematic approach built into the evaluation systems that provides resources for successful teaching practices to meet the needs of all learners. The principal's primary role is to be supportive and focus the school</p> | | |

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| <p>community on student growth (e. 47-48). The rubric addresses the instructional strategies to meet the needs of special populations of students. The principal evaluation rubric does acknowledge that the principal's role is to establish a collaborative school culture which focuses on continuous improvement; however, this is in the developmental stages (p. e48-49). The plan lacks specificity on research-based intervention services, or similar activities that address special populations (SWD/ELL).</p> | | |
| TOTAL | 35 | 27 |

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 professional development system uses the disaggregated information generated by the educator evaluation system to identify professional development needs (e53-54). This professional development survey includes classroom observation, student growth measures (performance matters, etc.), and survey information from stakeholders (parents, students) to develop highly qualified teachers and improve instructional practice. This approach to professional development allows the educator to take ownership of systems of support. Whether it is coaching, observation and/or shared research-based instructional practices, the professional development is available for educators at all levels. Examples of school and district level support include, collaboration days, weekly school-wide professional development offerings. Trend data is used and progress on implementation of learned practices is included with the professional development implementation.</p> | | |

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| (2) Provide professional development in a timely way (2 points); | 2 | 2 |
| <p>Comments: Professional development is built in to support the needs of teachers and principals identified through the survey process (p. e54-55). There is on-going support provided for the identified teacher needing additional support, as well as to the master teacher that needs to learn how to coach teachers in effective instructional practices. There is something for everyone. The professional development results takes surveyed information and doesn't wait until it is too late; rather the assessment tool provides a timely, customized professional development plan to aid educators at all level (p. e55-e56). The availability of software designed to determine needs is convenient and practical for educators at all levels.</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: School-based professional development is provided by teacher leaders and specially-trained staff development personnel. This is beneficial to the instructional staff and leadership development because the professional development experts are familiar with the demographics and the needs of students and teachers. There is more likelihood of implementation if support is provided in a timely manner with someone who knows the student population that is served. The principal in turn, also has job embedded professional development through shared experiences, reflective dialogue centered around practice and coaching and support from experienced, successful instructional leaders (p. e55-57)</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: Surveys provided by stakeholders guides professional development which is likely to improve instruction and instructional leadership practices. The teacher completes a self-assessment to determine the needed areas of professional development. (p. e59) The survey results, coupled with the observations on instructional practices lead to tailored professional development. There needs to be consideration for the novice teacher or the struggling teacher on reflective practices. Attention to reflection is built into the recruitment of highly effective teachers; but is a skill that needs to be developed.</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 | 10 |
| <p>Comments: Much evidence has been provided that supports the educator involvement in the collaborative design of the PBCS and the educator evaluation system. Letters of support from educators (teachers and principals) are included with the evaluation and plans are shared with regards to how the involvement will continue (i.e. Counselors are included with the development of the rubric aligned to performance measures, a pilot group of counselors has been solicited and will help develop the evaluation rubric) (p. e65-66). This transparency and collaboration has increased the likelihood that the evaluation tool will not only be understood by all parties, but will also be accepted with the PBCS (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 | 24 |
| <p>Comments: The applicant's teachers and principals were surveyed during the pilot year of implementation. The survey assessed their understanding of the proposed system and their perceived level of involvement with the evaluation tool. This survey was conducted two times throughout the year. Increasing the amount of opportunities to share feedback from other stakeholders (parents, community, charter board members) with regard to development of a strong PBCS would further strengthen the application. Supporting documentation was provided that shared resources for educators to become familiar with the evaluation tool. (p. e64) Focus groups and advisory panels were instrumental in garnering feedback.</p> | | |
| TOTAL | 35 | 34 |

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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: Key personnel associated with the grant's goal and objective implementation, as well as the data collection, disaggregation and communication was shared in the application. The dedication, supported by leadership on all levels, is more likely to have buy-in from all stakeholders. Identified personnel include: project management, human capital lead, counselor evaluation lead, employee solutions lead, professional development lead, CEO, President and Chief Academic Officer (p. e70-72). The organizational structure provided lends itself to sound implementation practices.</p> | | |
| (2) Allocates sufficient human resources to complete project tasks (5 points); | 5 | 4 |
| <p>Comments: The applicant allocates sufficient human resources to complete projected tasks. The observation cycle completed by teacher leaders, instructional leaders and district staff ensure that the vision, mission, goals and objectives are implemented with fidelity and examined to see if results are produced. The human resource capital is carefully considered when developing and retaining key personnel (p. e69-e70). The organizational structure provided indicates the key personnel dedicated to TIF project implementation. It is unclear how much time identified personnel can devote to additional TIF responsibilities (p. e72).</p> | | |
| (3) Includes measurable project objectives and performance measures (5 points); and | 5 | 5 |
| <p>Comments: The project evaluation metric includes observable objectives and performance measures. This is done to determine if allocations in human capital and performance based measures have an impact on student achievement. The desired effect is to have an increase in the amount of teachers rated as effective, as well as an improvement of student achievement scores (SGP) p. e7-e75. An external evaluator will determine the effectiveness of these measures.</p> | | |
| (4) Includes an effective project evaluation plan (5 points); | 5 | 4 |
| <p>Comments: An effective project evaluation plan is outlined in the proposal shared. The plan details the</p> | | |

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| <p>yearly benchmarks of quality assurance, as well as assigned personnel that would monitor progress. Budgetary considerations are shared with regards to the performance based merit pay. There is a concern that an outside analysis is not being conducted for the evaluation of the plan. The communication of these results would also further strengthen the plan. (e78-e79)</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> | 8 | 7 |
| <p>Comments: The applicant proposed timelines within the proposed project are set with regards to implementing components of the HCMS, and educator evaluation systems; however the implementation provided lack specificity (p e214-220). The evaluation system for school leaders will be phased in with a rubric developed (input from practitioners) and counselors. These evaluations will be clearly defined for practitioners to ensure inter-rater reliability and trust built within the educational field. (p. e80-e81)</p> | | |
| <p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p> | 4 | 2 |
| <p>Comments: The applicant notes a range of years for implementation of goals and objectives aligned to proposed phases of the entire plan (p. e214-220). The lack of specificity on dates makes it difficult to discern if project tasks and objectives will be completed during the grant funding timeframe. The application could be strengthened if achievable objectives have been shared with stakeholders and project tasks clearly identified.</p> | | |
| TOTAL | 30 | 25 |

SELECTION CRITERION (f) Sustainability. (20 points)

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

| Factor/Sub-criterion | Total Possible | Assigned Score |
|--|----------------|----------------|
| <p>(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);</p> | 10 | 10 |
| <p>Comments: Non-TIF resources (both financial and nonfinancial) have been identified that would help</p> | | |

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| sustain the visionary measures outlined in the grant. Previous grants awarded to the applicant have led to successful implementation of key initiatives. The applicant notes that the student achievement growth is the impetus for gaining additional funding efforts. By tying student performance into evaluation measures, entities are more willing to invest in the future academic success (p. e77-e80). | | |
| (2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points). | 10 | 10 |
| Comments: The application has a sustainability factor that is long lasting as proven by the application of grant funds allocation history (p. e81). The professional development of educators sparks growth and development within human capital. That investment has long reaching results into student achievement. The applicant has provided evidence that as a strong measure of the educational evaluation system, instructional practice is strengthened and student proficiency increases. The blending of strong instructional measures with student outcome data will have a sustained impact over time (p. e77-e81). | | |
| TOTAL | 20 | 20 |

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

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| 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-- (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. | Total Possible | Assigned Score |
| | 20 | 20 |
| Comments: i. The LEA has committed to recognizing highly effective and effective educators through compensation (p. e49). As educators improve in their practice and as they share quality instructional practices (through professional development, coaching | | |

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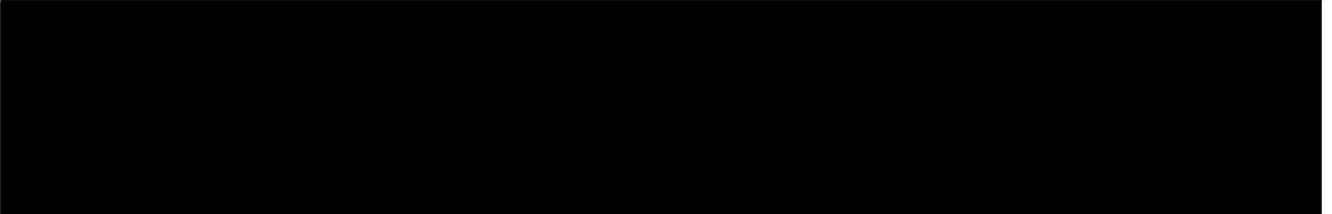
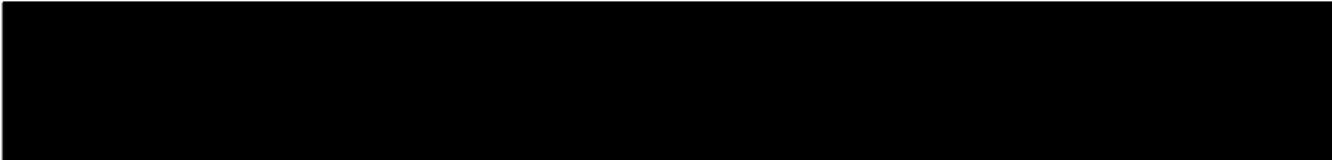
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| <p>and mentoring) the field of education is strengthened. The applicant provides a timeline for the salary structure (implementation plan) on pages e75-e77. This is proposed in a year-by-year format with outlined tasks addressed by the implementation grant funding time.</p> | | |
| <p>ii. Educators are compensated for a combined evaluation summative score derived from student performance measures and quality instructional practice; TIF funds will be used to support educator effectiveness in high-needs schools (p. e43). The tables found on pages e29 and e43 support the implementation of this plan.</p> | | |
| <p>iii. The structure that is outlined in the plan makes an investment in human capital and growth and development. The extent to the proposed implementation given is feasible, given that stakeholder support is evident (p. e82-e84). The organization's commitment to integrating performance based compensation as a key to human capital management will have long lasting effects.</p> | | |
| TOTAL | 20 | 20 |
| GRAND TOTAL | 220 | 203 |



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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 |
|---|-----------------------|-----------------------|
| (1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and | 10 | 10 |
| <p>Comments</p> <p>The applicant provides a strong rationale for their vision of instruction improvement. Their vision is based on the needs of their students with a clear "college readiness" outcome (p. e20). They have included an instructional framework that is aligned to their evaluation system and human capital management system (p. e20-e23). The applicant established the vision in collaboration with their teachers and counselors (p. e21).</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 | 31 |

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Comments

(i) The applicant provides specific details on a range of human capital activities which are informed by the evaluation system. These include hiring, recruitment, placement, and dismissal. They provide a clear and strong rationale for the weight and use of the data in these decisions (p. e22-e27). It would strengthen the application to see how educator effectiveness data are used to inform a range of human capital decisions for principals. The applicant does acknowledge that they are working on the plan for this component (p. e16).

(ii) The applicant discusses the use of different types of information when making human capital decisions including such as using multiple data points in the hiring process (p. e23-e24). Educator effectiveness data is weighted strongly in making decisions about recruitment, hiring, and placement strategies (p. e22-e25). It would be helpful to understand how educator effectiveness is weighted to inform human capital decisions related to principals.

(iii) The applicant describes in detail the evaluation systems data they currently use in a range of HCMS decisions. The applicant piloted an HCMS in 2011-2012 (p. e28-e29). This PBCS is pending union approval to begin implementation in 2012-2013. Their plan seems to have a limited degree of feasibility based on the extent of their prior experience.

(iv) The applicant sufficiently describes the support of Green Dot's leadership for the HCMS including the Chief Executive Officer and Chief Academic Officer (p. e31-e32). They have also included a detailed Memorandum of Understanding which has been signed by their principals (appendix). Finally, there is documentation of an agreement with the teachers union (appendix).

(v) The applicant adequately details financial incentives for teachers who are effective and provides a description of non-financial incentives such as job opportunities in the form of a career ladder (p. e26 – e30). There is a description of how compensation will be provided to principals as an incentive (p. e49). However, it is unclear how or if non-financial incentives will be provided to principals which might strengthen the application.

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| <i>TOTAL</i> | 45 | 41 |
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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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|---|----------------|----------------|
| (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 currently is using a quality teacher evaluation rubric which aligns to their teaching framework and instructional vision. The rubric has four overall performance levels (p. e33-e44, e46-e49, and appendix). The applicant has identified a principal rubric that will be piloted in the 2012-2013 school year (p. e45). The principal evaluation rubric contains four performance levels (p. e49).</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 | 1 |
| <p>Comments</p> <p>(i) The applicant states that they will use student growth percentiles (SGP) as a means for measuring growth (p. e37) and describe how they would calculate these scores and use them for differentiating the performance levels (p. e42).</p> <p>(ii) Traditional means of calculating SGPs as developed by the National Center for Assessment are somewhat complex. The applicant stipulates a different method for calculating these scores (p. e42) but no research base is identified for this calculation method. Further, it was unclear how this formula was derived or if it is acceptable. Most notably, this formula states the use of a single "raw" student test score. The formula does not provide clear evidence of the use of two or more student test scores (i.e., baseline and final score) which would be necessary to measure student academic growth.</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, | 13 | 11 |

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| <p>the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p> | | |
| <p>Comments</p> <p>The applicant clearly describes the use of six formal and informal observations for teachers per year (p. e34) and what evidence will be associated with each evaluation domain (p. e35). There is a thorough explanation of the administrator training on the teacher observation rubric and the plan designates administrators as the staff who will conduct teacher evaluations. The applicant also provides sufficient detail on how reliability is established for teacher observations.</p> <p>The applicant also clearly describes bi-weekly observations of the school leadership by the Cluster Directors, events that will be observed, and the observation tool (p. e46). Part of the observation includes ongoing training to ensure consistency in the application of the rubric but it is unclear who is qualified to conduct the training. There is also a description on page e47 that the Vice-President of Education, Cluster Directors and Chief Academic Officers will review the evaluations to ensure consistency. However, it is unclear how this will support inter-rater reliability or what level of reliability is acceptable.</p> | | |
| <p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p> | <p>4</p> | <p>2</p> |
| <p>Comments</p> <p>The applicant describes the use of SGPs to measure student growth (p. e36-e38). It appears that the LEA used student growth as part of their system pilot which was conducted in the 2011-2012 school year. Their experience with using student growth seems limited to this pilot (p. e43). The LEA also states that it is developing measures of student growth for teachers of students in non-test subjects (p. e38).</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</p> | <p>6</p> | <p>3</p> |

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| <p>needs of special student populations, including students with disabilities and English learners;</p> | | |
| <p>Comments</p> <p>(i) The applicant states that 40% of the teachers' overall ratings would be based on student growth (measured at the school and class level) for teachers of students who participate in the state assessment (p. e38). Thirty percent of the teacher's effectiveness rating is comprised of the scores from the students in that teacher's classroom. For this group of students, student growth seems like a significant portion of the teacher effectiveness rating. However, teachers of students in non-tested subject areas receive ratings based on 20-25% school wide student growth which seems inadequate. The application would be strengthened with the inclusion of teacher-level student growth information in non-tested subjects. The applicant acknowledges that they have a plan to do so which is critical to the success of the evaluation system (p. e38).</p> <p>(ii) The applicant discusses the inclusion of IDEA compliance for its special education teachers (p. e40). It was unclear how the applicant evaluates teachers on practices related to other special needs populations.</p> | | |
| <p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal's practice in--</p> <p>(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) The applicant states that 30% of the leaders' effectiveness scores will be based on school level student growth which seems to meet the criteria of being significant (p. e46).</p> <p>(ii) (A) The applicant provides a detailed description of how the principal's evaluation will incorporate factors related to student growth, teacher effectiveness, and college readiness (p. e48 - e50).</p> | | |

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(B) The applicant acknowledges that collaboration is not directly measured on their rubric but provides criteria that implied some measurement of collaboration (p. e50). The application might be strengthened by more fully developing concepts of collaboration as a separate evaluation component.

(C) The applicant states that the principal is evaluated on programs (e.g., after school programing) that are being implemented for struggling learners and ELL students (p. e49-e50). It is difficult to discern the criteria for ensuring the efficacy or research-based nature of these programs for special populations.

| | | |
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| | 35 | 24 |
| 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 |

Comments

The applicant states that the use of disaggregated teacher evaluation data to inform professional development (PD) is in place. They are also committed to the ongoing use of those data (p. e53-e54). The applicant describes a dashboard tool that they use to manage multiple evaluation tasks (e.g., manage evaluation data, communicate feedback, and provide PD) (p. e54). There is a thorough description of teachers using a professional growth proposal to facilitate collaboration with a school administrator to create goals and supports to meet those goals (p. e60). They also describe principal PD that uses principal mentors to support professional growth in school leaders (p. e58 and p. e62-e63).

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| (2) Provide professional development in a timely way (2 points); | 2 | 2 |
| <p>Comments</p> <p>The applicant details specific ways that professional development (PD) is provided to ensure it is ongoing and timely for educators (p. e54-e55). The PD is delivered in a variety of ways such as coaching feedback conferences, and research-based articles. Teachers can also access peer support provided by qualified school staff to ensure that PD is conducted ongoingly (e.g., mentor teachers, principal mentors).</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>The applicant clearly details a range of job-embedded support for educators. For example, the applicant details elements of these opportunities such as teacher leader facilitators and demonstration classroom teachers (p. e56-e57). These programs are inclusive of both teachers and principals.</p> | | |
| (4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points). | 20 | 17 |
| <p>Comments</p> <p>The teaching framework used by the applicant is aligned to the evaluation which in turn informs PD. This process provides a rigorous method for identifying educator weaknesses. There is a great deal of detail in the application regarding use of job-embedded PD and the use of internal staff identified as effective (p. e52-e63). It was less clear if or how the LEA might use outside educators to supply innovative ideas and an outside perspective.</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--

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| 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 has indicated that a large number of teachers and administrators were directly involved in the development of the PBCS and evaluation system (p. e63-e64). The applicant provides survey results of teachers confirming this involvement. There is also a description of focus groups and advisory committees to provide input. They also provide evidence of ongoing teacher involvement in the development of IDEA compliance measures (p. e40) and teachers of non-tested subjects building assessments (p. e65). Principals and counselors have also been engaged in the process (p. e66).</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>Teachers ratified a tentative agreement for system implementation (p. e44) and a union administered survey indicated support from its members for the system (p. e67). There are also several letters of support from teachers and principals have signed a detailed MOU indicating support (appendix). The application might have been strengthened with the inclusion of evidence of the support from parents, charter board members, or the community.</p> | | |
| TOTAL | 35 | 33 |

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 |
|----------------------|----------------|----------------|
| | | |

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| (1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points); | 3 | 3 |
| <p>Comments</p> <p>The applicant identifies numerous key staff members. The applicant provides details on the key staff members' project responsibilities (p. e70-e72). Each named staff member has delineated tasks associated with their roles.</p> | | |
| (2) Allocates sufficient human resources to complete project tasks (5 points); | 5 | 4 |
| <p>Comments</p> <p>The applicant has provided details of staff assigned to the project and their tasks. It appears as though there are sufficient human resources to complete the task (p. e69-e72). However, it would have strengthened the application if there was a designation of the amount of time each staff member would be assigned to the project (e.g., the percentage of a full-time staff member).</p> | | |
| (3) Includes measurable project objectives and performance measures (5 points); and | 5 | 5 |
| <p>Comments</p> <p>The applicant outlines discrete and measureable objectives by year for the reporting elements required by the grant (p. e73). They also include an additional project objective as well as a series of evaluation questions (p. e74).</p> | | |
| (4) Includes an effective project evaluation plan (5 points); | 5 | 3 |
| <p>Comments</p> <p>The applicant describes a series of important formative evaluation questions (p. e74). They also propose to identify an external evaluator will assist in collecting data and providing objective information to inform the implementation. The application might have included details on how evaluation data might be analyzed. Further, the applicant might have indicated how the evaluation report would be disseminated to stakeholders in order to ensure transparency and to ensure the evaluation results would be used to guide program implementation.</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> | | |

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| <p>The applicant has detailed tasks and associated staff responsible for implementing the system components (p. e75-76) including when different components of the system would be phased in. There was also an implementation plan on page e219. However, it was difficult to determine if the timeline was realistic because there is limited detail on the timing. It would have strengthened the application if there were additional details on when specific components would be completed (i.e., completion dates).</p> | | |
| <p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p> | 4 | 2 |
| <p>Comments</p> <p>The applicant provides timelines for a detailed list of project tasks (p. e75-e76). However, the applicant might have included specific details on when the tasks were projected to be complete in order to assess if they were achievable. A more defined timeline is critical to the successful implementation of the project because of the scope and breadth of the tasks and the numerous staff responsible for each task.</p> | | |
| 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 |
|---|----------------|----------------|
| <p>(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);</p> | 10 | 10 |
| <p>Comments</p> <p>The applicant details a plan for sustainability by describing how the new compensation system would not require additional expenditures after year 3 relative to a traditional compensation system (p. e77-e78). They also describe ongoing philanthropy as a means of financial support (p. e81) as well as a growing population of students that would allow for a reduction in non-personnel operating expenses and public funds (p. e82).</p> | | |

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| (2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points). | 10 | 10 |
| <p>Comments</p> <p>The applicant has detailed support for their system from their teachers, leaders, and union (p. e82). The applicant also is developing their staff through the use of career ladder positions (e.g., master coaches) which coupled with a projected increase in the staff retention rate will build the internal capacity of the LEA. The applicant also provides details of their financial funding streams that would support the systems (p. e77-e82). Thus, it appears that they system is likely to be implemented.</p> | | |
| TOTAL | 20 | 20 |

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

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| <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p> | Total Possible | Assigned Score |
| | 20 | 20 |
| <p>Comments</p> <p>(a) The applicant has detailed methods for using ratings in both principal and teacher evaluations. These methods state that those educators who are assigned an “effective” rating or higher would receive additional compensation (p. e29). The weight for each evaluation component is provided for principals (p. e46 and e49) and teachers (p. e41-e43).</p> <p>(b) The applicant has provided support for the salary increases using the TIF funds. The salary increases are based on the overall evaluation ratings and all participating schools are high-</p> | | |

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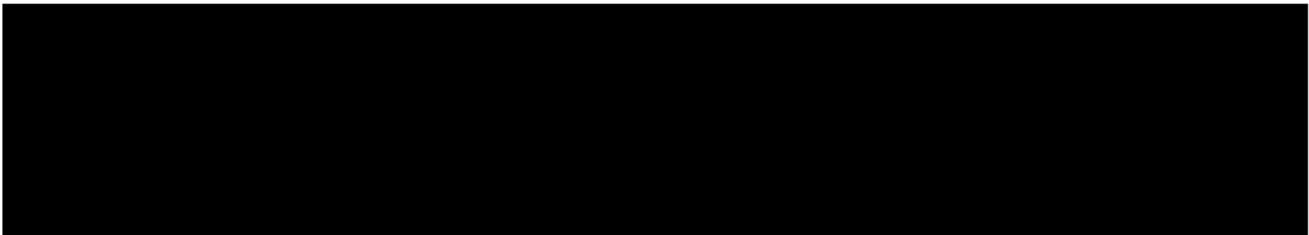
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need (p. e43 and e49).

(c) The applicant has provided detailed evidence of educator support of the system by providing an MOU from principals (appendix) a tentative agreement from teachers for system implementation (p. e44) and data from a union administered survey indicated support from its members for the system (p.e67).

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| | 20 | 20 |
| TOTAL | | |
| GRAND TOTAL | 220 | 193 |



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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 | 10 |
| <p>Comments</p> <p>The applicant's overall mission of preparing students for college, career, leadership, and life, is highlighted by the applicant's focus on preparing students to attend and succeed in college (p. e16, p. e19). This clearly aligns with instructional improvement. Intense collaboration is listed as a byproduct of mission (p. e20). Applicant has included an instructional framework that is aligned to HCMS and to their evaluation system (p. e20-23). The HCMS includes a comprehensive teacher evaluation system, which is the foundation for PBCS. Student achievement is the focus of all efforts regarding educator evaluation, PBCS, and HCMS.</p> | | |
| <p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <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 | 30 |

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| and retaining them in those schools. | | |
| <p>Comments</p> <p>The applicant states that human capital decisions are weighed heavily by educator effectiveness. These decisions include teachers, principals, home office staff, and counselors as well as a range of possible decisions from recruitment to dismissal (p. e22-26). The applicant states that 60% of the principal effectiveness rating is based on student outcome, but the applicant acknowledges this is a work-in-progress (p. e16). This application would have been strengthened if the applicant would have addressed educator effectiveness data regarding a range of human capital decisions for principals. The applicant states plans to use the data to inform many decisions such as recruitment, hiring decisions, placement strategies, and retention (p. e22-25). The applicant has limited prior experience, having piloted a HCMS in 2011-2012, but the applicant has positioned the organization to implement fully (p. e28-29), based on the pilot. Therefore, the feasibility is somewhat limited. Organizational commitment is stated throughout the application such as support from leadership, including the Chief Executive Officer (CEO) and Chief Academic Officer (CAO), principals and an on-going agreement with the union (p. e31-32, e82). This support is sufficient to implement HCMS. Financial incentives for teachers are clearly and adequately explained by applicant (p. e-27-30), and financial incentives for principals are clearly explained. Non-financial information is unclear (p.e24-27).</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>A College Ready Teaching Framework, based on Danielson's work, is the overarching document that connects instruction to evaluation to performance in this application (p. e21). Four performance levels are listed by the applicant (p. e33 & p. e49). A rubric is included in the appendix, which indicates four performance levels for teachers (ineffective, level 1, ineffective, level 2, proficient level 3, proficient level 4 (p. e-33-44) (beginning p. e173). There are six</p> | | |

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| <p>measures of leadership performance for principals, and the rating scale listed on p. e49 lists four levels. As the applicant indicated, this is under development with plans to pilot in 2012-2013 academic year (p. e45).</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> | <p>4</p> | <p>1</p> |
| <p>Comments</p> <p>The applicant states that they will use student growth percentiles (SGP) to measure the level of student growth. The applicant describes a rationale for using SGPs on p. e37. However, it is unclear how the formula was created by the applicant (p. e42). The applicant includes a growth measure that is research-based; however it is unclear how the growth measures are calculated into the formula presented on p. e42. No best practice or research citation was identified for this method of calculation.</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 applicant delineates a number of observations for teachers, and identifies who conducts them, the principals. Principals must achieve certification as an observer addressing calibration issues (p. e35-36) in order to actually observe. This instrument was developed in-house and inter-rater reliability is addressed through a certification process. The applicant clearly indicates that home office staff as well as areas superintendents will observe building principals (p. e47) using the Interstate School Leadership Licensure Consortium Leadership Standards developed by the Council of Chief State School Officers. The level of reliability for observing principals, however, is not specified (p. e47).</p> | | |
| <p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p> | <p>4</p> | <p>2</p> |

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| <p>Comments</p> <p>The applicant has limited experience measuring student growth. This experience is based on the previous year's pilot program (p. e43). The applicant recognized that it needs to develop tools to measure student growth for teachers in non-tested subject areas that were not addressed in the pilot year (p. e38). The applicant is making progress using measures in non-tested areas, and focus groups of teachers are involved in the process of development of those measures (p. e38).</p> | | |
| <p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p> | <p>6</p> | <p>5</p> |
| <p>Comments</p> <p>Applicant presents a plan to include the evaluation of all teachers, based on a teacher's specific teaching assignment, and this plan is synthesized in chart form (p. e41). Forty percent of evaluation is based on student growth; 30% is classroom-level median SGP score and 10% being school-level median SGP score. (p. e38). This is significant. The plan for evaluating teachers of students in non-tested subject areas, however, needs further development and consideration in order for these teachers' evaluations to be equitable with all teachers' evaluations. The Danielson framework (p. e38, e39, and e40) plays a prominent role in evaluating the practice of teachers. The applicant indicated continued work on evaluation of teachers with special populations (p. e-40) will occur.</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</p> | <p>6</p> | <p>5</p> |

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| research-based intervention services, or similar activities. | | |
| <p>Comments</p> <p>The applicant meets the criteria for the evaluation system being significantly based on student growth. The applicant intends to pilot principal evaluation in the upcoming 2012-13 school year. The proposed evaluation will be based on 30% of school-level SGPs (p. e46-47). Other factors related to teacher effectiveness and college readiness are stated in the plan. In addition, there is a focus on the community as it relates to school improvement as evidenced by use of family surveys to evaluate the principal (p. e46). The inclusion of surveys indicates that the principal has a responsibility to focus the community on student growth. Mechanisms for collaboration are considered at both the school level and across the system; however, collaboration is not directly measured by the rubric. In regard to the principal's role in supporting the academic needs of all learners, this is addressed through several components such as after school programming that is focused on the special needs of learners (p. e49). The applicant has not specified how research-based interventions that address the needs of special populations will be included.</p> | | |
| TOTAL | 35 | 26 |

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's Professional Development (PD) system utilizes disaggregated data to pinpoint specific needs. The applicant provides for individual and school wide PD which is presented as both tailored and collective (p. e54-55). One-to-one coaching tied to non-evaluative observations, collaborative days (p. e57), individual professional growth proposals (p. e60),</p> | | |

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| conferences with administrators (p. e61), and access to research and professional literature (p. e60) are all presented as individual teacher PD options. Administrator PD that is individualized includes school visit options (p. e62). | | |
| (2) Provide professional development in a timely way (2 points); | 2 | 2 |
| <p>Comments</p> <p>Professional development (PD) is delivered in timely ways (p. e54-55). Methods of PD such as coaching, immediate access to professional articles and research studies, and administrator conferences appear to be timely. The home office PD provided for principals also appears to be in response to perceived needs as well as delivered in a timely fashion.</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>Job-embedded opportunities include collaborative days, coaching, and demonstration classroom visits that are options for teachers (p. e55-57). Regarding principals, shared experiences, shared dialogs opportunities, the in-residence program for administrators and, principal professional development advisors, are all opportunities that appear to be job-embedded. These programs appear to be job embedded and provide opportunities that pertain to both educator categories.</p> | | |
| (4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points). | 20 | 18 |
| <p>Comments</p> <p>Opportunities provided for professional development (PD) is very likely to improve instructional and leadership practices as they are job-embedded, based on data, and are specific for campus faculties as well as individuals. Many opportunities are included that should meet the needs of individuals (p. e59). While a myriad of opportunities are provided for school members and across the Green Dot system (pp e60-63), no mention is made of sources for PD outside the system. PD could become insular if opportunities are only provided from within the system.</p> | | |
| 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>The applicant states that 1/3 of all 500 employees participated in the process to develop PBCS (p. e63), indicating involvement. Teacher focus groups were used to provide feedback and input, a clear indication of involvement (p. e64). This applicant also indicates a plan to include counselors, which is a further indication of inclusive involvement (p. e66).</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>Evidence of support includes administering a survey in the pilot year, which was administered twice annually (p. e64). Further, focus group and advisory panel support are also included in appendices via signatures. A tentative, not a final agreement, was ratified with the union, Asociacion de Maestros Unidos, regarding the PBCS and the 18 schools listed in this application, operating as green Dot Charter Management Organization (p. e67; p. e138-141).</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> | | |

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| <p>Roles and responsibilities of key personnel are listed in the narrative (p. e70-72). In addition, an organizational flow chart is also presented that delineates the levels of supervision (p. e72). Key personnel job descriptions are provided in detail in the narrative and include: a project manager/implementation lead, a human capital lead, a counselor evaluation system lead, a professional development lead, the chief academic officer, the chief executive officer, and chief financial officer, all of whom are in place. A compliance manager is slated for hire (p. e70-72).</p> | | |
| (2) Allocates sufficient human resources to complete project tasks (5 points); | 5 | 4 |
| <p>Comments The applicant appears to have considered the resources needed to accomplish tasks (p. e69-72). It appears that there are sufficient resources allocated to complete project tasks. The application would have been strengthened if the applicant had also indicated if the personnel listed were dedicated to TIF or, if they were also responsible for additional duties and responsibilities.</p> | | |
| (3) Includes measurable project objectives and performance measures (5 points); and | 5 | 5 |
| <p>Comments The project's overall goal (p. e73) is to increase the number of effective teachers and to improve student achievement. The applicant lists objectives and performance measures in percentages for teacher effectiveness, student growth, and school growth (p. e16) tied to this goal. The applicant's metric addresses (p. e74-75) the measurability of objectives and measures of performance.</p> | | |
| (4) Includes an effective project evaluation plan (5 points); | 5 | 3 |
| <p>Comments The applicant intends to hire an external evaluator (p. e73) who will increase objectivity and reduce bias in the evaluation plan. The applicant does not include an analysis plan for the overall evaluation. No plan for sharing results within stakeholders is presented, which would have strengthened this application.</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 |
| <p>Comments A year-by-year plan is presented that identifies events and individuals responsible for project</p> | | |

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| tasks (p. e75-76), yet it does not specify dates to begin or completion dates. An implementation plan is provided in the form of Table 9 (p. 214-220). However, no actual timeline is presented. Despite the limitations of the year-by-year plan and the implementation plan, it appears the applicant's plans for implementing the HCMS, PBCS, and educator evaluation system are reasonable and achievable. | | |
| (5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points). | 4 | 2 |
| <p>Comments</p> <p>The applicant presents a timeline in a year-by-year format and an implementation plan (p. e75-77) that lack specificity and detail regarding project tasks. For example, in year 1, the applicant intends to refine the College Ready Teaching Framework. However, because no start date or date for when this will be actually defined as a task is supplied, it is difficult to determine the degree to how realistic and achievable the completion of tasks are in this application. In addition, it appears some tasks are linked, and thus, some tasks are dependent on others. This would have been a stronger application if the timeline was precise, detailed, and tasks were prioritized.</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 | 10 |
| <p>Comments</p> <p>The applicant presents several strategies such as philanthropic grants and public revenue as non-TIF resources that will be accessed to support the PBCS and educator evaluation systems during and after the grant period (p. e-77-82). Philanthropic grants have historically comprised 5-15 % of operational costs and supplies. This indicates a successful track record of grants being awarded. The applicant also discusses economy of scale (p. e81) as a financial strategy</p> | | |

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| the applicant plans to employ as an example of financial responsibility that will be used during and after the grant duration. | | |
| (2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points). | 10 | 9 |
| <p>Comments</p> <p>The applicant has established a commitment to implement and sustain a viable PBCS, HCMS, and educator evaluation system after the grant period ends. Sustainability based on philanthropic grants and public revenue may be difficult to predict. However, past history indicates the applicant has been successful with securing both philanthropic grants and public grants.</p> | | |
| TOTAL | 20 | 19 |

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

| | | |
|---|-----------------------|-----------------------|
| <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p> | Total Possible | Assigned Score |
| | 20 | 20 |
| <p>Comments</p> <p>The applicant is committed to continue increasing the effectiveness of educators within the system. Rating systems are directly tied to educator effectiveness as evidenced by Table 5 and 7 (p. e29; e43). Thus, educators who are deemed effective or higher would receive additional compensation (p. e29). TIF funds are slated to be used to support overall educator effectiveness. Given the stakeholder support presented in the narrative (p. e82-84) the proposed implementation is feasible.</p> | | |
| | 20 | 20 |

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| TOTAL | | |
| GRAND TOTAL | 220 | 192 |

