

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

Application Number S374A120095



Applicant Name: Hillsborough County, FL

Reviewer Code: 25A

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>This proposal is clearly aligned with Hillsborough County Public Schools (HCPS) vision for instructional improvement for all students, but particularly those in its high-needs schools. This is demonstrated by HCPS using educator evaluations and student achievement as the basis for compensation and human capital decisions (e-20-23).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <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	35

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Comments:

This application demonstrates HCPS's commitment to increase their number of effective teachers particularly in high needs schools in the following comprehensive ways:

- i. The range of 8 human capital decisions (HCMS) is supported by teacher effectiveness ratings as determined by the evaluation system. The HCMS includes teacher preparation/recruitment, hiring/selection, induction/assignment, staffing/deployment, performance management, professional development, compensation/benefits, and career management (e23-25);
- ii. Peers and mentors, recognized effective educators who serve three years terms, evaluate educators' patterns of effectiveness as a rating. The educators' effectiveness rating determines career ladder movement, both up or down (e26);
- iii. The feasibility of LEA's educator evaluator system as demonstrated by its 7-year process of revisions and modifications and resulting in the currently used educator effectiveness rubric, informs all human capital decisions. With the advent of this rubric, HCPS challenge is to clearly communicate teaching effectiveness expectations with the individual schools (e28);
- iv. LEA's leadership has focused on stakeholder support through a range of public communications--MOUs, town hall meetings, and surveys—to assure the successful buy in and implementation of the HCMS components which uses evaluations and student achievement to inform HCMS decisions. Stakeholders include school board, key educational partners, the public, teachers, and principals (e30);
- v. LEA's strategic strategies for attracting and retaining effective educators in high-need schools include a marketing plan, paid professional development, stakeholder initiated incentives, and support through the newly created position of Teacher Leader, a recognized effective educator with pedagogy expertise. (Stakeholders include the teachers' association, principals, teachers, and district staff) (e31-32).

These described components are indicators of a quality and comprehensive HCMS system.

TOTAL	45	45
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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 application presents descriptions for high quality teacher and principal evaluation rubrics. There are four (4) weighted effectiveness levels identified in both types of evaluations: highly effective, effective, needs improvement, and unsatisfactory. These levels point to clear actions the educators can take to improve their instruction, and the weight gives strength to the district's vision of effective teaching (e35).</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	4	4
<p>Comments</p> <p>The application describes a strong rationale for using the Value-added model of determining student growth based on teaching effectiveness (e36-37). This model, based on three years of achievement data for each student, is rooted in research and correlates student achievement to teaching effectiveness. This gives strong impetus to teaching improvement particularly in high needs schools.</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);	13	13

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Comments		
<p>The application identifies strategic, high-quality plans for observing both teachers and principals (e21-22). The strength of the plan is that it incorporates feedback from multiple observers, multiple observations, clearly identified events for observing, and ongoing monthly training for inter-rater reliability (e40). Teachers are observed by peer evaluators and a principal, while principals are observed by former high performing principals (e22). Teachers are rated on four domains which include planning and preparation, classroom environment, instruction, professional responsibilities (e39-40). Principals are rated on their daily activities such as events, conferences, meetings, and teacher observations (e41). Additionally, results from surveys are incorporated into the final evaluation (e41).</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
Comments		
<p>HCPS has demonstrated innovation in its educator evaluation systems using outside funding and expertise to further its vision toward teaching excellence. The application describes HCPS' progress toward evaluating instruction based on student growth. Teachers have used the results to reflect on their instruction and work toward increasing student learning (e41). This is evidence of how HCPS will continue to build toward teaching excellence and student achievement.</p>		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	6	4
Comments		
<p>The application describes how the teacher evaluations include a significant student growth component</p>		

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<p>(e42). Important to the success of this component is the innovative ability to predict and recalculate student growth of all students. The teacher evaluations address general education but not the abilities and needs of special student populations. (e42-43) (e71) The application could be improved by adding clarity to how special student populations are measured.</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>The application addresses two types of principal evaluations, assistant principal and principal evaluations.</p> <p>i. Although the principal evaluations include a student growth component, the application is not clear regarding how the principals will focus the school community on student growth. (e45)</p> <p>ii. The collaborative school culture focuses on continuous improvement and is achieved through monitoring student learning gains, gathering teacher input on culture and professional behavior. (e47)</p> <p>iii. The academic needs of special student populations are supported through rigorous curriculum, instructional services, and professional development. (e47)</p>		
<p>TOTAL</p>	<p>35</p>	<p>32</p>

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The proposed changes regarding how the LEA chooses professional development for its educators, demonstrates its commitment to its vision of improving teaching and increasing student achievement. (e47) Rather than using random selection, HCPS uses disaggregated information from evaluations to strategically plan professional development with the intent of increasing collegiality and school improvement. A strength of this strategy is that principals benefit because they can give their input to the professional development topics, as well as, attend both teacher and principals professional development (e47-50).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>HCPS commitment to teacher’s professional development is demonstrated in the plan to provide immediate feedback on evaluative observation data and tailor a meaningful PD program (e31). Using social networks allow for immediate observation feedback and create opportunities to document further professional development.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5

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<p>Comments</p> <p>Several quality ways for improving instruction include coaching, POWER UP!, and Professional Action Committees (PAC) (e51). These provide avenues for teachers to discuss and collaborate as they move toward the common goal of improving instruction. There are two intended outcomes: a strong learning community and stronger student outcomes. As a result, new building leadership emerges among teachers even as principals strengthen their leadership skills and practices (e51).</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>The quality of the professional development is revealed through the variety of professional development tools developed for the teachers and principals. The LEA's vision to meet the professional development needs of its educators is demonstrated by the innovative ways the PD is made available to educators: internet, video, presentations, one-on-one, school community, and courses (e52-57). The variety of professional development tools and tailored delivery methods provide for increasing the level of learning for individuals and groups.</p>		
<p>TOTAL</p>	<p>35</p>	<p>35</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>There has been significant educator involvement in the design of the PBCS as evidenced by the coordinated stakeholder meetings, focus groups, and then posting evaluation rubrics on the district website for feedback (e58). This HCPS commitment to involving educators during the grant period is further illustrated in the creation of the Principal Advisory Committee and a site Empowering Effective Teachers (EET) liaisons (e59). These serve as points of contact for principals and teachers.</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>This application describes how HCPS used an outside entity to conduct a district-wide survey to get feedback on the existing evaluation system and Merit Award Program (e60). From the results, HCPS determined the need to create forums for stakeholder input. These have been successful and are embraced by the education committee, thus shaping the direction of the current PBCS and evaluation rubric. This history provided strong evidence that educators support the elements of the current PBCS/evaluation systems (e61-65).</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>The application clearly identifies the names, roles, and responsibilities of the key personnel involved in carrying out the components of the grant application (e66-68). Of particular importance are the resumes of those already the two key positions: Chief Information and Technology Officer and the supervisor for Power Professional Development (e100-102).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The application provides thorough details regarding what LEA human resources will be necessary—and are in place-- for completing the project tasks of this grant proposal (e69) indicating that the LEA is prepared to proceed with the tasks if the grant application is approved. The human resources are established divisions in the LEA: Human Resources, Assessment and Accountability, Professional Development, Information Services, Finance, and Administration. Furthermore, a Planning committee, leadership team and will manage the communications (e69)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	3
<p>Comments</p> <p>The management plan quality is indicated by listing the tasks as objectives. However, the objectives are not written as measurable or with specificity. Additionally, no student learning outcomes are addressed (e70-73) ultimately impacting the management plan’s validity and reliability results.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The application effectively describes how the project was planned using formative questions and with the end in mind. (e73-74) Breadth will be added to the process with the planned qualitative and quantitative methods using a third party (e96). The application could be strengthened by describing</p>		

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how these data could be used.		
(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	4
<p>Comments</p> <p>Although the timetable addresses the person responsible, grant milestones, and the targeted completion year, improvements could be implemented by breaking down the tasks by quarter or month (e74-76).</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	2
<p>Comments</p> <p>The quality of the project management is indicated by the successful past performance of meeting requirements, as well as, the checks and balances of the different district systems. However, the application could be strengthened and made more realistic by addressing tasks and objectives with more specificity (e76-77).</p>		
TOTAL	30	22

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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	8
<p>Comments</p> <p>The application identifies the financial and nonfinancial non-TIF resources that will be needed for supporting the evaluation systems particularly using with LEA personnel (e77, 107-137). However, an aspect of the evaluation system that lacks evidence and explanation is in regard to how the incentives will be funded after the grant period has ended (e77).</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>HCPS has demonstrated the capacity to sustain the PBCS and evaluator systems by its thorough planning, its history of successfully implemented grants, and its practice in incorporating shareholders in its planning. (e78-79)</p>		
TOTAL	20	18

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	20
<p>Comments</p> <p>An educator salary structure has been approved (e25) and included in the budget (e117). This educator salary structure is described as tied to high-level performance and career ladder progress (e25). The salary structure was approved by the teachers’ association and will be initiated in 2013 based on student achievement and negotiations.</p>		
TOTAL	20	20
GRAND TOTAL	220	207

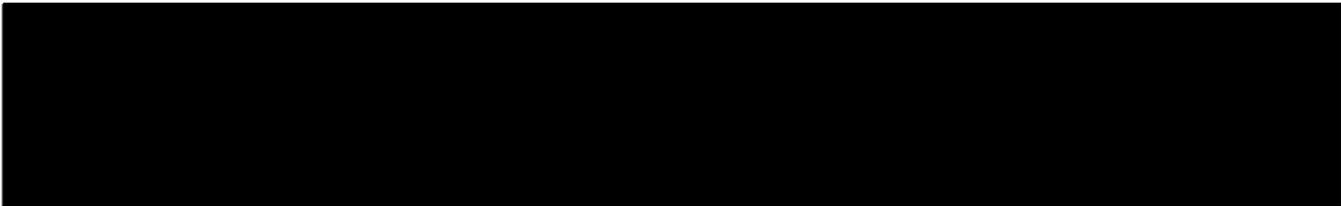
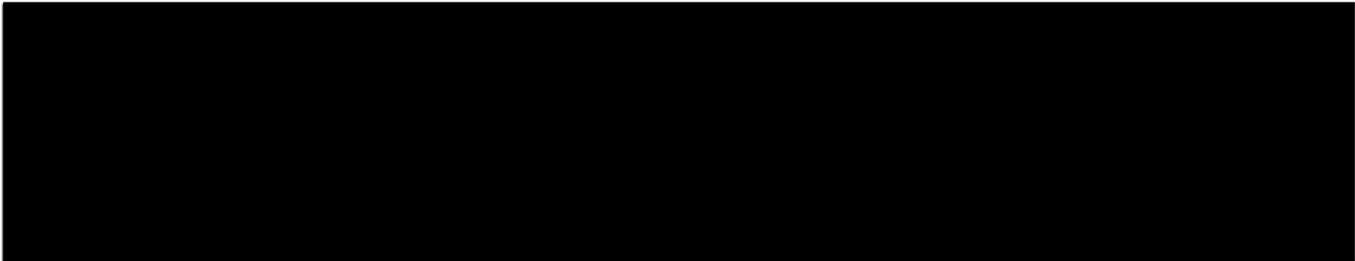
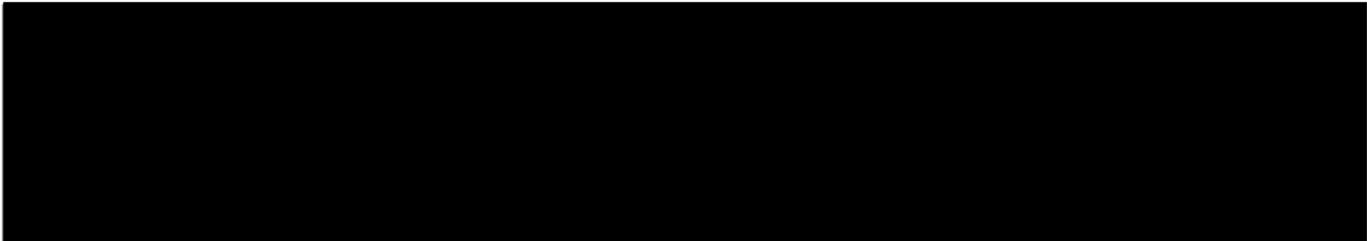
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Applicant Name: Hillsborough County, FL

Reviewer Code: 25B

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 clearly describes its vision of instructional improvement and clearly aligns its proposed HCMS with that vision. The district states a vision focused on placing highly effective teachers and principals in every classroom and school (p1). The project, POWER III, represents the third iteration of the district’s instructional vision to increase the number of effective teachers and principals in district schools (p1). Project development began with attracting and rewarding effective educators (p2) to basing a range of human capital decisions on educator effectiveness (p4). The intent to create an integrated system that connects what teachers do in the classroom to decisions regarding their progression in the profession is evidence that the proposal is aligned with the LEAs vision for instructional improvement.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS,</p>	35	35

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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>2i</p> <p>The applicant clearly states that educator effectiveness will be considered when designated human capital decisions are made. Eight key human capital decisions are clearly delineated and discussed in detail: teacher preparation/recruitment, hiring/selection, induction and assignment, staffing and deployment, performance management, professional development/HR functions, compensation/benefits, and career management (p4). Text provided on each decision is evidence that the applicant has thoughtfully considered components of its proposed HCMS.</p> <p>2ii</p> <p>The applicant provides a clear discussion of how it will use weight assigned to educator effectiveness in decisions regarding hiring, promotion and dismissals. The applicant makes several statements that effectiveness will be considered when, for instance, filling vacancies, entry into training programs, and determining training needs (p2, 3, 4, 5). Increases in pay that accompany educator advances on the LEAs performance-based career ladder (abstract-p2, 14) and decreases in pay tied to underperformance (p7) are additional examples of the priority placed on effectiveness ratings.</p> <p>2iii</p> <p>The proposed POWER III human capital management system is feasible because it integrates the district's evaluation program into a process that guides employee development. Feasibility is also ensured because the LEA created a seven-year performance-based compensation plan in 2009 (p9) that integrates district initiatives involving teacher evaluation, professional development and incentives. The current proposal further develops this linear progression to include guidance for all human capital management decisions (p10).</p> <p>2iv</p> <p>The applicant demonstrates strong commitment to implementing the HCMS. The applicant has been engaged in developing and implementing various components of the HCMS since 2006 (p17, 22). The</p>		

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expansion from POWER I (differentiated pay, p9) to POWER II (value-added assessments, teacher effectiveness rubric, p10) and to finally to the proposal's POWER III framework (HCMS) is further evidence of a system committed to developing, refining and implementing a human capital management system and its components. A system of supports including town hall and focus group meetings to engage the community, support from other district grants that highlighted the PBCS (RT3, Wallace Foundation), and the LEA acting as the proposal applicant provide additional evidence that the LEA is in full support of the HCMS and its components (p11-12).

2v

The applicant provides evidence that proposed financial and nonfinancial strategies are adequate to attract and retain teachers in high-need schools. Differentiated pay for teachers and other instructional personnel (p12), salary supplements (p13, 14), on-demand instructional and PD resources (p13), and supports offered by teacher leaders will likely improve the retention rate in high-need schools. The integration of pedagogy-specific supports are particularly encouraging in that financial incentives alone were noted as unsuccessful in the LEA's Renaissance schools (p12).

	TOTAL	45	45
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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 clearly defines a common evaluation rubric that addresses teacher and principal effectiveness ratings (p16). Highlighted ratings are “highly effective”, “effective”, “needs improvement”, and “unsatisfactory” (p16). The applicant should, however, review effectiveness ratings noted throughout the narrative to ensure consistency (p16-4 levels noted, p24-3 levels noted).</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	4
<p>Comments</p> <p>2i</p> <p>The applicant’s rationale for inclusion of student growth, that target schools are high-need (abstract) and effective school educators are a primary factor in reversing student underperformance, is strong. The applicant also clearly presents an explanation of its use of student growth in determining educator performance levels. Both the teacher and principal evaluation frameworks incorporate student growth in the determination of the educator’s performance level (p16). Student achievement weight allocation among evaluation domains (40%-principal; 40%-teachers) is strong evidence that the applicant places a priority on assessment indicators addressing student growth, p16).</p>		

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2ii		
<p>The applicant references authors and studies in the evaluation discourse that support the use of value-added domains in educator evaluation systems (p18-19). The LEA’s locally-developed POWER assessment framework is strong in that it uses covariate adjustment models to control for demographic variables and assesses validity of local end-of-course tests through qualitative and quantitative psychometric analyses (p18). The framework is also supplemented with other evaluation tools (i.e., observation, mentoring, etc) to ensure that the proposed POWER III framework is rigorous and comparable to other frameworks that the applicant considered (i.e., Chicago, Milwaukee, New York City Schools) (p17).</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);	13	12
<p>Comments</p> <p>The applicant presents evidence of substantial progress toward developing a high-quality evaluation system. The narrative clearly indicates the number of teacher and principal annual observations (at least 2), persons responsible for conducting observations (administrators, LEA supervisors, peer and mentor evaluators), and the qualifications of and training provided to observers (p20). The narrative clearly delineates teacher and principal evaluation domains included in the rubric (p 20-22). Observer activities involving training to use the rubric, calibration exercises to ensure inter-rater reliability, and monthly meetings to continue calibration efforts (p22) are further evidence that the applicant has developed a high-quality plan to evaluate educators. Moreover, the evaluation instrument references classroom observations for teachers (p20). Principal observations will involve meetings, parent/community events, walkthroughs and feedback conferences (p22). However, a copy of the Charlotte Danielson Framework for Teaching and the Vanderbilt Assessment for Leadership in Education (VAL-ED) evaluation rubrics are not provided (p2-3). A copy of the rubrics may have strengthened the application.</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

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<p>Comments:</p> <p>The applicant provides adequate evidence that it has experience measuring student growth at the classroom level and has implemented the proposed educator evaluation system. Past experience with measuring student growth includes activities associated with Florida’s Merit Award Program (p22), the LEA’s Empowering Effective Teachers program (p2), and a district data system that combines HR functions with student assessment data (p23). The narrative notes that components of the proposed human capital management system are already in place including staffing and deployment, merged HR and PD functions and compensation/benefits.</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>4</p>
<p>Comments:</p> <p>5i</p> <p>The applicant specifically states that its teacher evaluation system is based, in significant part, on student growth (p1). The teacher evaluation is separate from the administrator evaluation system and contains four domains and 22 components (p20). Domains are weighted. Student achievement, a value-added component, accounts for 40% of the total teacher effectiveness rating (p16).</p> <p>5ii</p> <p>The applicant provides a clear overview of how it evaluates the practice of teachers. The Danielson Framework for Teaching (p15) is research-based and highlights effective teaching behaviors and a focus on student achievement goals. The applicant does not provide a copy of the Danielson rubric, therefore it is difficult to determine if the framework addresses meeting the needs of special populations. The applicant does mention using ELL data when conducting data analysis (p24), but does not clearly address specific strategies to evaluate how well teachers meet the needs of special student populations. More details regarding the Danielson framework may have provided clarity.</p>		

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<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal’s practice in--</p> <p style="padding-left: 40px;">(A) Focusing every teacher, and the school community generally, on student growth;</p> <p style="padding-left: 40px;">(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p style="padding-left: 40px;">(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>5</p>
<p>Comments:</p> <p>6i: The applicant provides evidence that the LEA’s principal evaluation system is based, in significant part, on student growth. The criteria that address learning gains is weighted at 40% of the overall effectiveness score (p26). The criteria related to school-wide student achievement is weighted 30% of the principal’s overall effectiveness score (p25).</p> <p>6iiA-The applicant does not specifically note that the proposed principal evaluation system captures the principal’s ability to focus the school community on student growth. While it is clear that the proposed PBCS will innately focus teacher attention on student growth, there is limited documentation to suggest that the principal rubric evaluates the administrator’s role in facilitating this focus. A copy of the administrative rubric may have provided clarity.</p> <p>6iiB: The principal evaluation process will focus on school culture with feedback provided by the assigned Area Leadership Directors (p22). A survey assessing school culture will likely yield formative data and guide conversations regarding improvement.</p> <p>6iiC: The applicant’s use of the VAL-ED 360 Degree Assessment for School Leaders rubric captures the principal’s ability to support the academic needs of special education students. Rigorous growth targets, serving as student advocate, faculty expectations, resource identification based on student data and developing a rigorous curriculum are examples of best practice and evidence of inclusion in administrative evaluation (p28).</p>		
<p>TOTAL</p>	<p>35</p>	<p>31</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The proposed evaluation system utilizes peer and mentor evaluators to facilitate the identification and implementation of professional development for individual educators and schools (p29). The use of POWER III's POWER UP! online portal that allows educators to select appropriate PD resources and get and share feedback on videotaped lessons is strong evidence that site-specific and individual-specific PD is used by teachers and principals (p29). Expanded delivery options, learning communities and frequent classroom observations are additional evidence that the evaluation system yields PD catered to individual teachers, principals and schools.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The applicant clearly delineates strategies to ensure timely professional development. Strong strategies noted that will likely decrease professional development "wait time" include individual professional learning plans, site-based professional action committees and an online conference room where teachers and principals can address concerns quickly (p31).</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5

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<p>Comments:</p> <p>Perhaps the most encouraging structure to ensure teachers have the opportunity to transfer new knowledge into instructional/leadership practices is the use of teacher leaders and principal coaches (p32). Site-specific support from a colleague who is given time and resources to assist classroom teachers is invaluable. Also teachers have the opportunity to serve as experts in the field through the online portal POWERUP! While an informal way to contribute strategies, resources, and professional contacts across the district, the portal provides classroom teachers and principals the opportunity to serve in new leadership roles and learn from other professionals (p30-33).</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>The applicant describes several strategies that will likely improve instructional and leadership practices in the LEA. The use of teacher leaders, quarterly review of individual professional development plans, and small learning communities are evidence of best practice to narrowly tailor PD to suit each individual and school (p34). The use of an online portal with a dashboard reminiscent of social media is also a strong practice in that it will likely encourage teachers and administrators to visit the website frequently and upload resources, questions and videos of instruction (p34).</p>		
<p>TOTAL</p>	<p>35</p>	<p>35</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments</p> <p>The narrative documents that educator involvement in the development of the LEA's 2009 performance-based compensation system involved educators, union representatives and community members (p38). The narrative notes that extensive outreach engaged key stakeholder in the development of POWER III (p39). Strategies for continued involvement noted are appropriate (i.e., principal advisory committee, website access, surveys and focus group analysis report) (p41).</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>Strong evidence of support is noted in the narrative. The support of the local union, (p43), quarterly educator surveys indicating support (p45-46), and feedback from focus groups (p46) assessing teacher buy-in is adequate evidence that project components have buy-in from educators in targeted sites.</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>The project management matrix presented in comprehensive and reflects project design noted in the narrative (p 47-49). Qualifications for each position, slated responsibilities and supervisors for noted project personnel are clearly delineated. The project will retain leaders associated with POWER II, most notably the LEA Chief Information and Technology Officer and the supervisor for POWER professional development. Retaining staff from prior projects will likely decrease time normally associate with ramping up a new project because of their expertise and familiarity with program design.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant allocates sufficient human resources to complete tasks noted in the narrative. The members of the planning committee, leadership team and operating committee assigned to execute myriad tasks represent sufficient human resources allocated to the project (p 50-51).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	3
<p>Comments</p> <p>The evaluation plan addresses project objectives referenced in the narrative. The level of specificity noted in the outcome measures will likely facilitate data collection in the evaluation plan. However, several objectives noted in the narrative and evaluation crosswalk are not measurable (i.e., 1a, 1b, 1c, etc). The lack of measureable objectives may prove problematic during program implementation.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The applicant provides a comprehensive evaluation plan (p51-54) and evaluation crosswalk that address major program components. The crosswalk, a strength of the proposal, includes target evaluation questions, outcome measures and data sources. Target dates and targeted methodologies</p>		

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are also listed in the crosswalk (p e96-e97).		
(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 timeline addresses major project components and clearly aligns tasks with project years. The timeline does not, however, clearly indicate specific strategies to implement components of the educator evaluation system. The hiring of teacher leaders and mentors should be integrated into the timeline. The creation of the individual professional development plans and Professional Action Committees (p31) should also be indicated in the timeline.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	2
<p>Comments</p> <p>The applicant identifies broad project goals referenced in the narrative in the five-year timeline (p 55-57). Major project components are noted in planning-year one but no specific deadlines are noted. Implementation and development of the project are noted in years two through four, but milestone statements are too broad and may hinder project evaluation. The addition of persons responsible may also provide needed specificity.</p>		
TOTAL	30	23

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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The applicant contributes sufficient non-TIF resources. The LEA contributes the yeoman’s share of funds to support POWER III’s performance assessments and resultant salaries/supplements (p58). The district’s obvious commitment to its PBCS and the proposed HCMS is strong evidence to support project sustainability. Perhaps the most substantial nonfinancial resources used in the proposed POWER III program are templates and processes developed in the POWER II iteration (p58). Because the evaluation system has already been implemented at the school, costs associated with program development and testing are controlled. The use of vetted documents and procedures to guide the operation of the proposed HCMS and staff familiarly with the processes will also likely improve sustainability.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The likelihood of program continuance after cessation of the grant is high in that buy-in for the LEA’s PBCS has occurred due to district adoption of the performance-based evaluation system. Integrated project strategies noted in the organizational graphic (p4) and the district’s commitment to review resource allocation will likely support sustainability.</p>		
TOTAL	20	20

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	20
Comments The applicant clearly states that the HCMS structure will determine educator salaries (p6). The applicant clearly intends to use teacher evaluation ratings to determine salaries (p6, 8, 14) and to provide for mentor, and administrator increases (p 8, e117). The proposal is feasible in that a PBCS is already offered in the district and has been since 2005 (p8).		
TOTAL	20	20
GRAND TOTAL	220	209

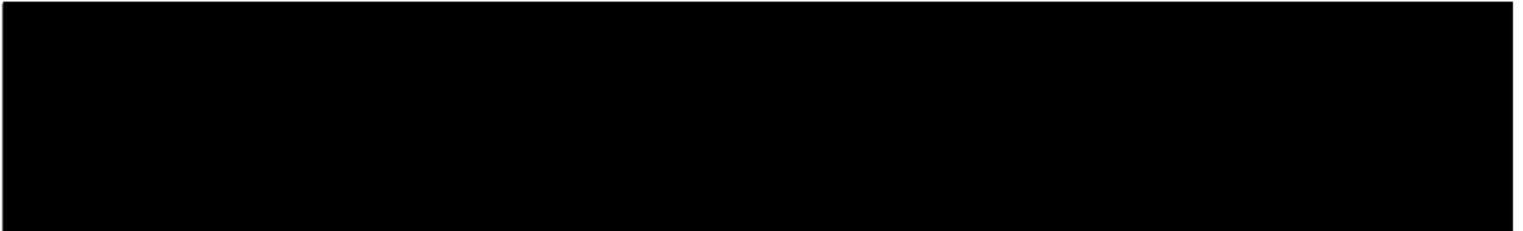
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Applicant Name: Hillsborough County PS

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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 articulates a clear vision of instructional improvement (pg. 1). Competencies for teachers are aligned with the Charlotte Danielson Framework. Competencies for principals are aligned with the Vanderbilt Assessment. Both the Danielson and Vanderbilt assessments are research-based and articulate the current knowledge of teacher and principal effectiveness. Therefore, a summary of key competencies for educators has been articulated. The current HCMS was established to link teacher evaluation to student achievement and provide justification for human capital decisions related to compensation.</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>	35	35

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(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)** The applicant provided multiple examples of how the effectiveness ratings, utilized in the educator evaluation system, are strategically used to make recruitment, teacher leadership, professional development, and hiring/selection decisions. The applicant articulates the important role of the principal in using the data as the learning leader. In addition, the data from effectiveness ratings are used by HR, curriculum specialists, as well as other school leaders to make informed employment decisions. (pg. 4-5)
- (ii)** The applicant demonstrates significant weighted use of the educator effectiveness ratings in their human capital decisions. The applicant has already altered the salary structure and has a plan for systematically offering the performance based salary to new and veteran teachers. This shows thoughtful planning for change and commitment for educator effectiveness evaluations and compensation models (pg. 6). In addition, career ladders are in place for both teachers and principals. The new career ladder and salary structure explicitly ties salary increases to sustained high-level performance (pg. 6). Additional leadership roles (e.g., principal coach, peer and mentor evaluators) are designed to support systematic improvement of all educators throughout the district (pg. 8). Compensation is included in these leadership roles. The applicant also uses effectiveness ratings to make changes in pay, such as an increase with two years of consecutive improvement in effectiveness ratings or a decrease in pay as a result of three consecutive lower ratings, and new teachers with four years of employment and less than effective rating are released from service (pg. 7).
- (iii)** The applicant demonstrated feasibility of the HCMS described in the application, prior experience in their commitment and implementation of using information gathered through the educator evaluation system (e.g., three year value-added student learning growth model) to inform human capital decisions, including payroll (Page 10). The applicant also shared the challenges with instituting change in a large district such as accurate communication, the integration of systems, and expertise needed to make the change (Page 10).
- (iv)** The applicant has demonstrated that key leaders – school board, State DOE and Superintendents, have formal lines of authority and communication built within and external to

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the district (e.g., professional associations, university administration, and community foundations) (pgs. 11-12). Deliverables for the component parts of the HCMS have been met through previous TIF and Wallace Foundation grants (pg. 11). As a result, the applicant has the commitment of key leadership needed to productively manage grant activities.

- (v) The applicant systematically built a case for using incentives and opportunities for professional growth to attract highly effective educators to their struggling schools (pgs.12-15). As an example, highly effective teachers have the opportunity to serve as teacher leaders in high needs schools (pg. 13). Support for this work includes half-day release from classroom duties and an annual salary supplement. Principals will have access to tools that support their work as instructional leaders (pg. 13)

	TOTAL	45	45
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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 is utilizing two well-known rubrics as a basis for their educator effectiveness evaluations. Each of the rubrics has four levels of performance in which to determine the effectiveness of an educator (pg. 16). It would be helpful to understand how the levels of performance for the teacher effectiveness ratings are used, as applicant refers to the Danielson Framework (4 LOPs). The overall performance calculation places teachers in one of five LOPs (pg. 23), and then refers to progression and exit implications that have three LOPs – effective, highly effective, and underperforming (pg. 24).</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	4	4
<p>Comments:</p> <p>(i) The applicant provides a rationale for the student growth model based on their review of other student growth models to determine which variables would be used locally (pg. 17). The applicant demonstrated commitment to developing a district model. In addition, the applicant stated their willingness to refine the model, value longitudinal data to assess student learning growth to identify effective practices and evaluate educators (pgs. 17-18).</p>		

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<p>(ii) The applicant clearly outlined the construct for their student growth model (pg.17). The applicant has been committed to refining their growth model based on their experiences to clearly align student growth to teacher effectiveness. Balancing the observed practice data with value-added modeling (VAM) promotes confidence in the applicant to carefully construct future refinements of the growth model through the grant activities.</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>The applicant has made substantial progress in developing a high quality plan by providing their system around observations of teachers and principals starting with the screening of observers based on qualifications (pg. 20).Qualifications include either formal training or five years of experiences and highly effective ratings (pg. 20).The observation tools are the respective evaluation rubrics for teachers and principals. A minimum of two observations are required. In addition, the applicant provides quality assurance through multiple efforts in building the capacity of observers for inter-rater reliability by training, annual recertification, and field calibration (pg. 22.) Finally, the applicant articulated procedures (e.g., formal and informal observations, conferencing, documentation) for observations that include different sources of evidence and in multiple contexts.</p>		
<p>(4)The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>4</p>
<p>Comments:</p> <p>The applicant has experience measuring student growth at the classroom level as it was the first Florida district to create a system of linking individual teachers and the growth of their students through the Merit Award Program (MAP) since 2006 (pg. 22). As a result, the applicant has a data infrastructure that links student achievement data to payroll and the human resources system, employees and students have assigned ID numbers that remain with</p>		

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them over the years, and the district (LEA) is able to link students to teachers (pg. 23).

<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	4
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Comments:

(i) The applicant's weight of the student learning growth (40%) is significant in calculating the effectiveness of an educator (pgs. 23-24)

(ii) The applicant will evaluate general education teachers and teachers of special student population in meeting the needs of special student populations. The applicant presents an understanding of the complexity in **measuring** student learning growth in special student populations, but does not provide information on **how to address** the needs of special populations (pg. 24). The narrative provides the current constructs for measuring growth and will need to be refined as the work continues.

<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
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Comments:

(i) The principal's ratings are weighted significantly on student growth (40%) as compared to other factors with lesser weights (pg. 25) such as attendance, school-wide discipline,

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<p>The applicant has set up school-based, job-embedded opportunities for educators to transfer new knowledge into practice. An example of this is through peer coaches and mentors for teachers and principal coaches for principals. The supports from these individuals will help transfer new knowledge to practice through the establishment of collegial discussions and the use of artifacts and data (pg. 32). The strong presence of administrators in these professional learning opportunities will communicate value and commitment to improving professional and student learning.</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>The applicant's professional development plan is likely to improve instructional and leadership practices. The professional development plan provides an interesting rationale for limiting access of POWER III to high need participating schools (pg. 36). In the pursuit of specialized knowledge, leaders are controlling the enrollment of participants to those who serve in similar environments. The applicant has utilized the justification for the TIF grant focus on high-need schools to the implementation level of professional learning, providing a laser focus on the challenges surrounding student learning in high need schools(pg. 36).</p>		
<p>TOTAL</p>	<p>35</p>	<p>35</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	10
<p>Comments:</p> <p>The applicant uses a blend of communication, advisory, and representative involvement to ensure awareness and opportunity to involve of all major stakeholders, i.e., teachers, administrators, district personnel, and parent/community members (pgs. 38-41). In addition, the applicant communicates value in strengthening communication and professional relationships between stakeholders, building capacity to collaborate on other issues not related to the grant (pg. 40). The applicant involved the leaders within the district and schools, and teacher representatives in designing the grant and has established various committees that continue to provide stakeholders with opportunities to be involved in the design and modification process of the evaluation system (pg. 40).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments:</p> <p>The applicant documents the changes in perceptions of major stakeholders over time through intentional actions by leaders to listen, involve, and include the influence of educators in the design of the PBCS (pg. 38-39) . The forums and surveys are examples of how the applicant utilized stakeholder feedback from principals and teachers to identify issues and perceptions. The results were then used to formulate strategies such as a communication plans and support for changes in practice. Some promising early indicators of positive change is a movement from miscommunication to educators becoming involved in the writing of the Gates Grant for the PBCS and evaluation system (pg. 42). Educators have responded favorably to the applicant's efforts to maintain a transparent planning and implementation process (pg. 43).</p>		

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The continued collaboration will ensure likely success of the evaluation system to impact student learning. Through the applicant's experience, the district is building processes and protocols that will serve them well as they continue to initiate and refine changes to improve student learning outcomes.		
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>The applicant clearly identified and defined the desired qualifications as well as key responsibilities for personnel funded by grant. The resumes and qualifications of the project leads include experience in evaluating compensation models and managing LEA reform models (pg. 47). Each of the positions requires a master’s degree and experience in a related field. As a result, the applicant has a qualified team to manage and support the work embedded in this project.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments:</p> <p>(Pages 49-51) The applicant articulated sufficient human resources at the systems level to complete project tasks. These resources include major divisions that house important technical expertise for the work (e.g., Human Resources for performance-based compensation and educator evaluation; Assessment and Accountability for assessment development, etc.).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	3
<p>Comments:</p> <p>(Pages 52-54) The project objectives are not measurable. In addition, performance measures did not include measuring impact on student learning outcomes, the reason for the vision of instructional improvement (pg. 1).</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments:</p> <p>The applicant’s project evaluation plan is effective as there is a detailed evaluation crosswalk (Appendix) and the applicant will use an external evaluator to examine the processes, implementation, and impact (pg. 52-54). While expertise to conduct a project evaluation may be found within the LEA,</p>		

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<p>an external evaluator would ensure that no biases enter into analyzing quality or needed adjustments to the project activities.</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>4</p>
<p>Comments:</p> <p>The applicant did not provide sufficient details to the timeline (pg. 55-56). The matrix provided did not yield much information except to share the onset of milestones. Changes in activities for subsequent years were not articulated. It is unclear if the applicant has the major activities with the HCMS, PBCS, and evaluation system embedded in the timeline (e.g., hiring and training teacher leaders).</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>2</p>
<p>Comments:</p> <p>The applicant did not share the specifics for tasks and deliverables (pg. 57-58). This could have been done through a project management template that included a work breakdown structure. Details would support the applicant's claim that past performance is a strong indicator of potential success.</p>		
<p>TOTAL</p>	<p>30</p>	<p>22</p>

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SELECTION CRITERION (f) Sustainability.(20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	8
<p>Comments:</p> <p>(Page 58-59) The applicant shared the use of non-TIF grant resources that will support the design of POWER III and thus provides a rationale for sustainability after the grant period for systems operation. However, if the applicant’s theory of change is correct, there will be a substantial increase in payout to educators serving in high needs schools. The applicant has done projection calculations (pg. 60) for the cost of incentives, but did not address how they will continue to fund incentives built to support high needs school.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments:</p> <p>(Page 60) The applicant’s history of commitment to creating an evaluation system based on assessing educator effectiveness is long-standing and success in securing grant monies, promotes confidence that the system will be implemented.</p>		
TOTAL	20	18

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	20
<p>Comments:</p> <p>The applicant’s proposed implementation is feasible because it articulates its intentions to begin a performance–based salary structure in TIF Year 2 (pg. 6).</p> <p>The applicant articulated in the timeline the onset of providing performance-based salary increases (pg. 5) to instructional personnel and school administrators serving in high needs schools and rated as highly effective in Year 2 of grant (pg. 56). The applicant currently has a performance evaluation system for educators that includes student growth.</p> <p>The budget template highlights the use of TIF funds for incentives (7.65%) and bonuses (pg. e117).</p> <p>The applicant has a long history of designing and implementing a performance-based evaluation program for educators.</p>		
TOTAL	20	20
GRAND TOTAL	220	207

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