

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

Application Number S374A120024



Applicant Name: School District of Lee County

Reviewer Code: 8A

**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	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The applicant, a single LEA, clearly describes how the ten (10) components of its HCMS are aligned to the vision of instructional improvement. This is evident through Table 1 (pages 3-6/e19-e22).</p> <p>The vision of instructional improvement is also aligned to the state's Race to the Top project which is consistent with the expectations of the Teacher Incentive Fund program (page 2/e18). The applicant has already begun to revise and implement aspects of the HCMS -- including teacher and principal evaluation and performance based pay (pages 4-5/e20-21).</p>		

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<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>	<p>35</p>	<p>35</p>
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Comments		
<p>The applicant provides detailed information for nine (9) areas of the HMCS that rely on data from the educator evaluation systems (pages 7-14/e23-e30) <u>to increase the number of effective teachers and principals in the thirty-two (32) targeted high-need schools.</u></p> <p>The applicant provides specific examples of human capital decisions connected to educator effectiveness, e.g., signing bonuses for highly effective teachers and principals who agree to work in high-need schools (page8/e24), salary step increases for fiscal year 2013 based on overall evaluation rating of highly effective or effective (page 11/e27 and page 69/e103), loss of tenure and possible dismissal for teachers who receive unsatisfactory performance ratings for two consecutive years (page 12/e28), and career ladder opportunities (page 12/e28).</p> <p>The applicant provides sufficient information and evidence on the feasibility of the HCMS (pages 15-16/e31-e32). Furthermore, the incorporation of the Race to the Top (RTTT) project and the implementation of the RTTT requirements establishes feasibility and prior experience (page 15/e31).</p> <p>The adequacy of these incentives is due in major part to the applicant having worked closely with the only teacher negotiation body using an interest-based model of negotiation since 2000. This facilitates use of education effectiveness in human capital decisions, especially performance-based compensation (page 11/e27 and page 69/e103), loss of tenure, and dismissal (page 12/e28).</p> <p>The applicant clearly describes the weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made. The applicant establishes this as 50 percent of the final performance rating (page 14/e30).</p> <p>The applicant clearly explains the acceptable level of commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts (pages 16-17/e32-e33). This includes the assembling of a committee of teachers and administrators. However, the level of involvement of teachers and administrators of targeted schools was not presented. This issue is addressed in a later item that is more appropriate to the extensive involvement of educators.</p>		
<b>TOTAL</b>	<b>45</b>	<b>45</b>

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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 provides evidence of an initial teacher evaluation rubric based on the work of Charlotte Danielson and contains four ratings: Unsatisfactory, Needs Improvement/Developing, Effective, and Highly Effective (pages 19-20/e35-e36 and Appendix pages 28-36/e106-e114). This was developed by a task force composed of teachers, union representatives, and school and district administrators and is evidence of the commitment of various groups to the process (page 19/e35).</p> <p>The applicant provides evidence of an administrator evaluation rubric (the Florida State Leader Assessment) for annual evaluation that addresses four domains and contains four performance levels: Unsatisfactory, Needs Improvement/Developing, Effective, and Highly Effective (pages 20/e36 and Appendix pages 40-43/e118-e121).</p>		
(2) Each participating LEA has presented (4 points)--	4	2
<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>		

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<p>Comments</p> <p>The applicant provides a rationale for the use of the Florida Comprehensive Test data, state-adopted growth measures, and for students at special centers, growth as measured by established learning targets. Following State guidelines, the applicant is using Florida's value-added model (VAM) (pages 21-22/e37-e38). This is adequate information and evidence.</p> <p>The applicant provides only one source for research. A state committee conducted a review of current research and made the decision to use a covariate adjustment of VAM (page 22/e38). This is limited information at best.</p> <p>The applicant does not provide information on what comprises a teacher or principal rating of Unsatisfactory, Needs Improvement/Developing, Effective, or Highly Effective.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>4</b></p>

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<p>Comments</p> <p>The applicant provides a detailed and reasonable timeline for the process of observing and evaluating and teachers (pages 24-25/e40-e41) and administrators (pages 25-27/e41-e43).</p> <p>The applicant does not provide evidence regarding the events to be observed or the observation tool. The rubrics that are provided (Appendix pages 28-36/e106-e114 and Appendix pages 40-43/e118-e121) are scoring guides, not observation tools. There is no evidence on how to apply the rubric when conducting an observation.</p> <p>The language used on training for inter-rater reliability lacks specificity as to what will take place, who will be trained, and by whom. This was not addressed in Table 4: Allocation of human resources for project tasks (pages 48-50/e64-e66).</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 reports using classroom level data when available and options when classroom level data is not available. Student achievement data comprises 50 percent of the teacher evaluation results (page 27/e43).</p> <p>The applicant did not include an example or sample of classroom level student achievement data linked to determining teacher evaluation rating.</p> <p>The applicant is unclear as to the components of the proposed educator evaluation system that have been implemented.</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>	<p>6</p>	<p>3</p>
<p>Comments</p> <p>Student growth data, where available, currently constitutes 50 percent of teacher evaluation results (page 28/e44) and is deemed significant.</p> <p>The applicant states that a final performance rating is calculated using a point system ranging from 0-6. It is unclear what is used to assign the specific point score, i.e., 0-6, described on page 28/e44. Additional language or the use of a chart could be used to provide clarity.</p> <p>The applicant provides language from the performance rating rubric regarding meeting the needs of special student populations. However, it is unclear as to what is expected as evidence of student growth to meet the elements of the rubric (page 29/e45). Providing details of specific expectations of student growth for the elements of the rubric would help clarify the response to this section, especially considering the demographic and achievement data that is reportedly available.</p> <p>The Sample Teacher Training Plan, Mathematics K-5 (Appendix pages 37-39/e115-e117) does not reference offerings specifically for or adaptable to special education, diversity, or language learners.</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><b>6</b></p>	<p><b>4</b></p>
<p>Comment</p> <p>Fifty percent of principal and assistant principal performance rating is based on student growth (page 29/e45). This 50 percent indicates a significant part of the overall evaluation rating.</p> <p>The Florida School Leader Assessment (FSLA), the rubric used by the applicant, addresses focusing on student growth, establishing a collaborative school culture, and special student populations (Appendix pages 40-43/e118-e121). Although the FSLA is provided, the applicant is unclear as to how it is used to evaluate elements (ii)(A), (B), and (C).</p> <p>The FSLA is a rubric or scoring guide. It would be beneficial to provide an example of what is evidence of the key indicators, e.g., Indicator 5.3-Diversity: to align diversity with system objectives (Appendix page 41/e119).</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>17</b></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	6
<p>Comments</p> <p>The applicant has a plan for addressing the professional development needs of individual schools and teachers based on the Race to the Top project requirements that are consistent with the TIF requirements (page 35/e51). Linking the RTTT plan with the TIF proposal provides a complimentary effort rather than a potential conflict of efforts, especially for professional development.</p> <p>A sample of K-5 mathematics teacher professional development is included in the Appendix (page 37-39/e115-e117). There are no samples for other disciplines or grades. There is no sample for administrators. The applicant did not provide examples of professional development that is specific to the individual school sites.</p> <p>The applicant is planning on aligning individual teacher and principal evaluation results with professional development offerings. Rather than being self-selected, an array of offerings will be linked to ratings of “needs improvement” or “unsatisfactory”. The applicant has detailed how educator participation in recommended offerings will be compared to improvement, or lack of improvement, on evaluation rankings (page 37/e53).</p>		

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(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>The applicant will offer an array of methods to deliver professional development to teachers (pages 37-38/e53-e54).</p> <p>The online professional development is definitely timely. The applicant could have explained how the other professional development offerings are done in a timely manner.</p> <p>The applicant does not address the delivery methods of professional development for administrators.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4
<p>Comments</p> <p>The applicant provides clear examples of school-based, job embedded opportunities that are mostly for teachers, e.g., lesson study, coaching, and co-teaching with classroom teachers (pages 38-39/e54-55).</p> <p>The applicant provides only one example, i.e., administrative mentors, of school-based, job embedded opportunities for principals (pages 38-39/e54-55). It is unclear as to how these mentors will address the needs of the 32 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	10

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Comments		
<p>The applicant lists six categories for professional development content for instruction without providing examples or sample offerings for each of the six as they pertain to the targeted grades and disciplines, aside from the already mentioned sample for K-5 teachers of mathematics (page 40/e56).</p> <p>The applicant provides a clear description of the plan to provide individualized professional development plans based on the needs of teachers and school level improvement plans. As stated, the plan will allow personal selection from a needs-based list with accountability. This includes the use of data collected from the educator evaluation system, connected to professional development taken by educators, and linked to ongoing evaluation using the PBCS (pages 40-42/e56-e58).</p> <p>A weakness in this application is that the information provided by the applicant on principal professional development is limited to one reference on ate 41/e57 that a list of recommended courses will be generated after the annual evaluations are completed in June.</p>		
TOTAL	35	21

**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	5

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Comments		
<p>The applicant states that the superintendent formed a committee of teacher and administrator representatives, including the president and executive director of the teacher's association, to work on the design and revision of the PBCS (page 43/e59). This indicates representation from educator groups but the applicant is unclear as to whether or not teachers and administrators were from the targeted schools. It is difficult to determine that the representation is truly extensive. The applicant could provide evidence of extensive teacher or administrative involvement from the targeted schools through minutes from focus groups, site-level meetings, web-based surveys or other offerings.</p> <p>However, the applicant does not address how extensive educator involvement will be conducted during the grant funding period.</p> <p>The applicant does not provide evidence indicating that educator involvement in the design of the PBCS and the educator evaluation systems will continue during the grant funding period.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	11

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Comments		
<p>The applicant provides clear evidence of support for the PBCS by the teacher bargaining unit (page 42/e58 and Appendix pages 14-25/e92-e103). This includes information on the 89.9 percent membership ratification of the current collective bargaining agreement for the proposed PBCS. It is unclear as to the representation of teacher support from the 32 schools targeted in this proposal.</p> <p>The applicant does not provide explicit evidence as to principal support for the proposed PBCS and educator evaluation system, especially for the 32 schools targeted by the proposal.</p> <p>The applicant does not include evidence of teacher and principal support for the proposed PBCS for the 32 schools targeted by the proposal. The applicant could have included a signed list of site staff from the 32 sites targeted by the proposal and their acceptance of the conditions of the proposal or data from teacher and principal focus groups or survey.</p> <p>Principal support, although crucial, is not at the same level of criticality as teachers. Principals are accountable to central office administration and can be reassigned easier than teachers can be reassigned.</p> <p>There is a lack of specific evidence for this criterion.</p>		
<b>TOTAL</b>	<b>35</b>	<b>16</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score

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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 clearly identifies and defines the roles and responsibilities for the project director, TIF steering committee, zone directors, director of leadership and professional development, teacher leaders, principal leaders/mentors, and teacher mentors (pages46-48/e62-e64).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant includes a detailed table (Table 4, ages 54-55/e70-e71) that clearly identifies representation of project tasks and the human resources matched to the tasks. The applicant indicates the hiring of a additional staff, i.e., project director, 83 Teacher Leaders, clerical staff, mentor teachers, and administrative mentors, to complete the project tasks. These additional human resources devoted to the project are sufficient for the proposed tasks.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>The applicant includes four (4) project objectives and performance measures for design model 2. The information is clearly provided in Table 5 (pages 51-53/e67-69). The performance measures, i.e., recruit 5 percent and retain at least 90 percent, are the same for the four objectives.</p> <p>It is unclear what the measures will be for subsequent years.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	4

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<p>Comments</p> <p>The applicant provides a general description of the evaluation plan and the work of an external evaluator for the project, i.e, information and data gathering, analysis, and development of interim and final evaluation reports (page 53/e69).</p> <p>The applicant states that quantitative data related to the educator evaluation system s will be used extensively to measure all for objectives. The applicant also states that qualitative data through interviews and focus with teachers and administrators involved in the project will be used (page 54/e70). This provides some evidence of effectiveness in providing data specific to the four project objectives, but not enough to be considered fully effective and awarding full points (page 53/e69).</p>		
<p>(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	<p>8</p>	<p>6</p>
<p>Comments</p> <p>The applicant has already begun to incorporate revised HCMS, PBCS, and educator evaluation system (pages 4-5/e20-21).</p> <p>The timeline in Table 6 indicates that many of the tasks and objectives fall under the same reference point, e.g., the first quarter of year 1 (pages 54-55/e70-71). This might limit achieving all the tasks being achieved on time. For example, a delay in hiring the TIF project director in the first quarter of year might delay the completion of other tasks creating a domino effect.</p> <p>The applicant only addresses phasing in the participating 32 target high-needs schools (page 54/e70). The applicant does not provide information regarding phasing in other high-needs schools in an LEA of over 70 elementary, middle, and schools.</p>		

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(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>3</b>
<p>Comments</p> <p>The timeline provided in the application is mostly realistic and achievable (pages 54-55/e70-71). The timeline has many tasks taking place in the first quarter of the first year which could have a negative impact on the the completion of tasks.</p>		
<b>TOTAL</b>	<b>30</b>	<b>25</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The applicant identifies steps taken by the LEA to increase the likelihood of sustainability during and after the grant period. This includes the existing collective bargaining agreement with the union that includes support for career ladder and performance schedules (page 56/e72).</p> <p>The applicant indicates that the RTTT funds have established the infrastructure for the PBCS. This removes potential delays in implementing the plan and indicates districts understanding of linking federal programs (page 57/e73).</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).	<b>10</b>	<b>6</b>
<p>Comments</p> <p>The application, in its aggregate, has high promise of being implemented during the 5-year grant period. The applicant could have included evidence of broad teacher and principal support, especially from the 32 schools. This would have provided even greater evidence for sustainability.</p> <p>There is limited evidence for the likelihood of sustainability after the grant period ends.</p> <p>The use of RTTT resources, commitment of the bargaining unit, and existing implementation of HCMS and PBCS support a few examples of why this application might be sustained after the grant period ends.</p>		
<b>TOTAL</b>	<b>20</b>	<b>16</b>

**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	<b>Total Possible</b>	<b>Assigned Score</b>
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<p>salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p><b>20</b></p>	<p><b>15</b></p>
<p>Comments</p> <p>(a) and (b) The applicant has already secured a collective bargaining agreement for 2013-2014 pages (e92-e103). This agreement addresses the PBCS and includes career ladder options for educators, i.e., teachers and principals. The Top Teacher/Administrator Pay for Performance is evidence of both teacher and principal differentiated pay based on performance (pages e131-e133).</p> <p>(c). The applicant indicates that implementation of the project is feasible given that the applicant already has begun implementation of a salary structure based on effectiveness, the use of the LEA's RTTT program which includes a salary structure based on effectiveness, and clear support for the project from stakeholders with the exception of principals.</p> <p>The applicant infers but does not provide specific evidence of principal support. Principal support, although crucial, is not at the same level of criticality as teachers. Principals are accountable to central office administration and can be reassigned easier than teachers can be reassigned.</p>		
<p><b>TOTAL</b></p>	<p><b>20</b></p>	<p><b>15</b></p>
<p><b>GRAND TOTAL</b></p>	<p><b>220</b></p>	<p><b>155</b></p>

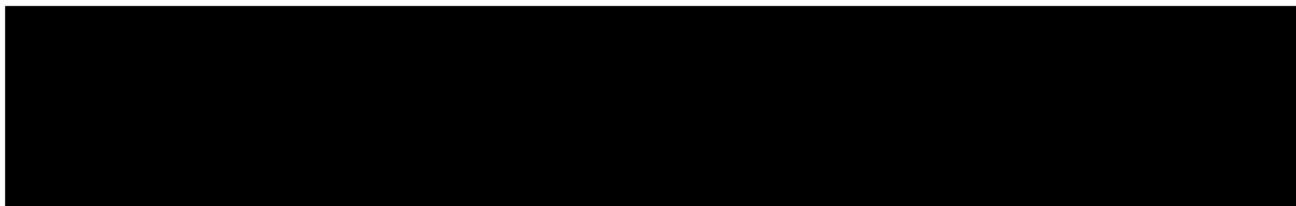
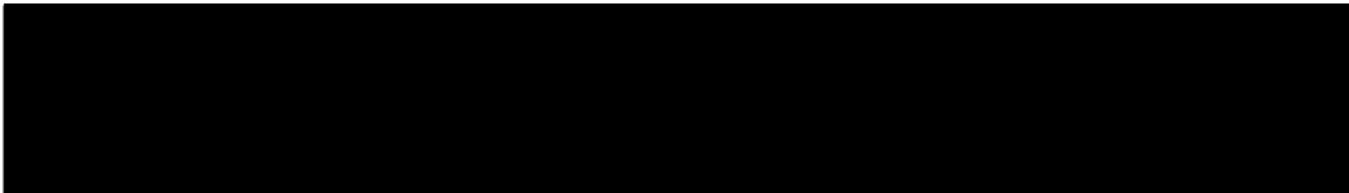
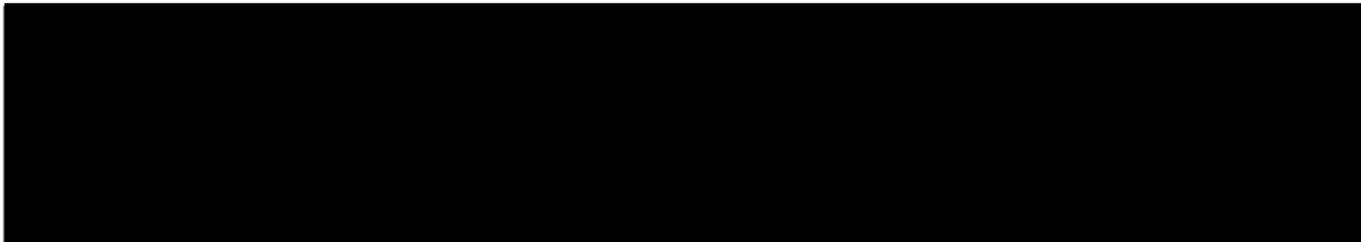
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Applicant Name: School District of Lee County, FL

Reviewer Code: 8-B

**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>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p><b>Comment</b></p> <p>The application indicates that the LEA has adopted the vision of instructional improvement that includes hiring and supporting high quality teachers, some of whom will become teacher leaders and high quality administrators. Prequalifying components are identified when considering hiring a new teacher. (Page e25) An evaluation system has already been developed for teachers and administrators (Pages e35-e36) that will be used to support the vision.</p> <p>Also, there is a focus on a theory of action for supporting change. Table 1 (Pages e19-e22) aligns the HCMS with Instructional Improvement and Theory of Action. Again, evaluation is a key component that ties into other instructional improvements. For example, professional development is linked to the evaluation system (Pages e51-e53) along with compensation for high quality teachers and principals to work in targeted high need schools. (Pages e27-e28)</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)--	<b>35</b>	<b>35</b>
(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.		
(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;		

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<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>		
<p>Comments</p> <p>(i) There is evidence that the evaluation systems described in the application for both teachers and principals impact the proposed HCMS. (Pages e19-e22) Decisions in the areas of recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion all will rely on information generated from the teacher and administrator evaluation systems. This matches the vision of continuously improving teaching.</p> <p>(ii) The teacher and principal evaluations both are closely aligned with 50% ratings based on student growth and 50% based on educator evaluation. Human capital decisions, such as dismissal, professional development, and supplemental pay are made based on these evaluations as seen in Table 1. (Pages e19-e22)</p> <p>(iii) The LEA provides prior experience using information from the educator evaluation system to inform human capital decisions. Previous changes have been made to the salary schedule to add more money to the front end of the salary structure for teachers who grow the most during the first few year. The teacher contract links the connection between the teacher evaluation and human capital decisions, demonstrating the feasibility of the HCMS described in the application. This success can pave the way to improving the teacher evaluations and performance pay, linking them to human capital decisions that will ultimately produce high quality educators in high-need positions. (Page e31)</p> <p>(iv) There is evidence of commitment from the Superintendent in implementing the HCMS, specifically by reorganizing leadership and creating new Teacher Leader and Teacher Mentor positions. The hiring of a director of leadership and professional development will support and monitor professional growth and</p>		

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needs. (Page e63)

(v) There are adequate financial and nonfinancial strategies and incentives in place. The LEA states that hiring and performance bonuses for high need subjects in high need schools, mentoring new or challenged teachers and promotion to teacher leader will be used to attract and retain educators. (Pages e33-34) This is supported by the evaluation system in place. There is opportunity for nonfinancial strategies that focus on productive work environment that support teaching and learning that attracts educators to continue working in high-need schools. (Page e34)

<b>TOTAL</b>	<b>45</b>	<b>45</b>
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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 LEA developed a high-quality evaluation rubric based on Charlotte Danielson’s Framework for Teaching and their district goals that focuses on four domains with four performance levels to be used for teachers (Page e35) and an administrator evaluation rubric including the same four performance levels. (Page e36)</p>		
(2) Each participating LEA has presented (4 points)--	4	3
<p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;</p>		
<p>Comments</p> <p>(i) The applicant provides a clear rationale to support its student growth model evident in the</p>		

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<p>use of the Florida Comprehensive Achievement Test scores to determine overall student growth. The State of Florida's value-added model (VAM) is used to differentiate teacher performance by using statistical models to measure student learning growth and attribute this growth to specific teachers. The overall student growth measure will weight the School VAM score at 60% and the Teacher VAM score at 40%. (Page e37) 50% of teacher evaluation is based on student growth</p> <p>(ii) The LEA studied various student growth models based on current research demonstrating the relationships across commonly used value-added model approaches and implements the covariate adjustment model, but there is no evidence as to how that data is analyzed. (Page e39)</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>9</b></p>
<p>Comments</p> <p>Table 2 and Table 3 provided a sample schedule for teacher and administrator observation using the educator evaluator observation tool (Pages e106-e114), there is evidence for newly hired experienced teachers and beginning teachers, but there is no evidence of when experienced teachers that are not newly hired are evaluated. The LEA identifies persons for conducting the observations. The LEA will provide training programs for all individuals with evaluation responsibilities. (Pages e40, e42) The LEA provides indication of inter-rater reliability, as well as continuing training. (Page e41)</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p><b>4</b></p>	<p><b>3</b></p>
<p>Comments</p> <p>The LEA has experience measuring student growth at the classroom level. The LEA used the growth results for classroom teachers during the last school year and provides a figure (Page e38) describing how to calculate the overall student growth measure. There is no evidence of</p>		

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implementation of components of the proposed education evaluation other than student growth, which equals 50% of evaluation result.		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;  (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	<b>6</b>	<b>3</b>
<p>Comments</p> <p>(i) The overall evaluation rating for classroom teachers and other instructional personnel will equal 50%. (Page e44) A final performance rating is calculated using a point system with total scores rating 0 to 6. A maximum of 3 points can be earned through the student growth, it is unclear how the ratings are valued.</p> <p>(ii) The teacher evaluation rubric addresses special student populations, including students with disabilities and English learners, with general education teachers and teachers of special student populations. (Page e45) This is presented in specific language in the teacher performance rating rubric.</p>		
(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal's practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.	<b>6</b>	<b>3</b>
<p>Comments</p> <p>(i) Student growth equals 50% of the new evaluation system for principals but, it is unclear as</p>		

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to how this is measured, (Page e45)

(II) (A) Under Domain 1 of the administrator evaluation, student learning is a priority and focuses faculty and staff on student growth by engaging faculty and staff in closing gaps among subgroups. (Page e46)

(B) Under Domain 2 of the administrator evaluation, principals are expected to provide resources and time and engage faculty in effective individual and collaborative professional learning.

(C) Under Principal Leadership Standard 5 within the learning environment a focus is on equitable opportunities for special student populations. This includes educating the faculty on research of pedagogy and ongoing monitoring and feedback it is represented by hiring and retaining high quality teachers as stated in the LEA's vision. (Page e50)

<b>TOTAL</b>	<b>35</b>	<b>23</b>
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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);	<b>8</b>	<b>7</b>
<p>Comments</p> <p>The application provides a schedule for planned professional development including training schedules that are linked to the professional development needs of individual educators based</p>		

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<p>on the educator evaluator systems. There is a comprehensive list of activities planned as professional development topics that reflect the use of evaluation results. There is lack of evidence providing professional development needs of individual schools.</p>		
(2) Provide professional development in a timely way (2 points);	<b>2</b>	<b>1</b>
<p><b>Comments</b></p> <p>The LEA provides timely Professional Development by means of electronic interactive. There is evidence of analysis of trends collected from the previous year's teacher evaluations. Professional development is recommended to educators based on the evaluation indicators of "needs improvement" or "satisfactory". However, the schedule indicates an approximate timeframe and suggests numerous times for this to occur (one on one coaching, grade level, afterschool, faculty meetings). This schedule, specifically the timeframe allowed, presents a challenge with presenting this new learning to allow for understanding of the material. (Page e115)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	<b>5</b>	<b>4</b>
<p><b>Comments</b></p> <p>The application provides job-embedded opportunities for school-based educators as Teacher Leaders and Teacher Mentors who will demonstrate high quality instruction and guide classroom teachers in developing similar skills. However, it is unclear how it will address principals. (Page e55, e63, e64,)</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).	<b>20</b>	<b>18</b>
<p><b>Comments</b></p> <p>The application demonstrates a thorough plan to provide professional development and the to enhance teacher effectiveness. (Page e57) Also, additional minutes each week provide more time for professional development time. However, the application is lacking specific professional development that will support the improvement of leadership practices.</p>		
	<b>35</b>	<b>30</b>

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TOTAL		
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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	<b>10</b>	<b>5</b>
<p>Comments</p> <p>Teachers, union representatives, and school administrators worked together revising the PBCS and was agreed to by the Teachers Association. (Page e105) (Page e59) Also, there is indication that the president and executive director reside on the committee. However, there is lacking evidence as to how the educator involvement will continue during the grant period.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>18</b>
<p>Comments</p> <p>The application provides the Collective Bargaining Agreement between the School Board and the Teacher's Association for the proposed PBCS and the educator evaluation systems. (Page e92) The contact was agreed upon by 89.9% of the instructional personnel. This presents evidence of support PBCS and the educator evaluation system. (Page e60) There lack of evidence for support from the principals.</p>		
<b>TOTAL</b>	<b>35</b>	<b>23</b>

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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 identifies numerous roles and responsibilities of key personnel, including project manager, chief human resource officer, zone directors, director of leadership and professional development, teacher leaders, teacher mentors, and principal leaders/mentors. The roles are clearly identified providing details toward successfully implementing the vision of the LEA. (Pages e62, e63, e64)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>Table 4 (Page e64) indicates the allocated human resources needed to complete the project are sufficient. The table presents the project tasks needed to support High Need Schools and the allocated human resources. Additionally, the TIF funds will allow for a project manager to closely monitor and evaluate project tasks.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>The four objectives are clearly stated and all have an attainable performance measure. There is clear evidence as to how they will be supported to meet this performance level and in Year 1. It is unclear as to what the measures will be in subsequent years of this project. (Page e67)</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>A qualified independent evaluator, that will be hired using the LEAs formal bid process, will analyze and share findings with the project director. (Page 69) The evaluation will include the</p>		

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analysis of the four project objectives, survey data related to professional development, and student achievement. This will ensure a fair and non-biased evaluation and provide information to analyze progress.		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>5</b>
<p>Comments</p> <p>(i) Table 6 (Page e70) provides a timeline for the implementation of the components of the project. This takes into account hiring a TIF Project Manager and Teacher Leaders in Quarter 1, Year 1, this will ensure immediate implementation of the project to support high-needs schools. However, there is no mention of phasing in additional high need schools.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>4</b>
<p>Comments</p> <p>(ii) Table 6 (Page e70) provides a timeline of project tasks and objectives to be met each year of the project providing realistic and achievable evidence of completion of the project. Continued training, expectations, and ongoing support are provided to Teacher Mentors and Teacher Leaders and Principals and Principal Leaders. This also justifies successful completion of the project.</p>		
<b>TOTAL</b>	<b>30</b>	<b>26</b>

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

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

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Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The application states that performance pay has been implemented in the past and the new collective bargaining agreement allows for it. (Page e72) The LEA's Race to the Top (RTTT) project has provided the district with the infrastructure to support the development of a performance pay. The new leadership continuum also provides career ladder opportunities for teachers. Also, the hiring of a new director of leadership and professional development shows commitment to the vision of indentifying and rewarding high quality educators.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	<b>10</b>	<b>8</b>
<p>Comments</p> <p>The LEA is committed to implementing the PBCS and educator evaluation system as indicated in the READ To The Top project. It will fully implement all components by 2012-2014, but (Page e73) there is no evidence of sustainability of a plan to continue the project after the grant period ends.</p>		
<b>TOTAL</b>	<b>20</b>	<b>18</b>

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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.	<b>20</b>	<b>19</b>
<p>Comments</p> <p>(a) The instructional salary structure indicates that Step increases for FY13 will be contingent upon on overall educator evaluation rating of highly effective or effective. (Page e103)</p> <p>(b) Bonuses for highly effective teachers and principals working in high-need schools are allocated each year using TIF funds. (Page e131) Funds are allocated for Years 1-5.</p> <p>(c) There is teacher support to the proposed implementation of the salary structure based on effectiveness and educator evaluation system indicated by the Collective Bargaining Agreement; however, the support of principals is unclear. Administrators have developed a timeline for implementation of the project. (Page e70). The RTTT project, already implemented, has provided the district with the infrastructure to support the PDCS and educator evaluation system. Also, the LEA has already invested in hiring a new director of leadership and professional development, this shows commitment to the process.</p>		
<b>TOTAL</b>	<b>20</b>	<b>19</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>184</b>

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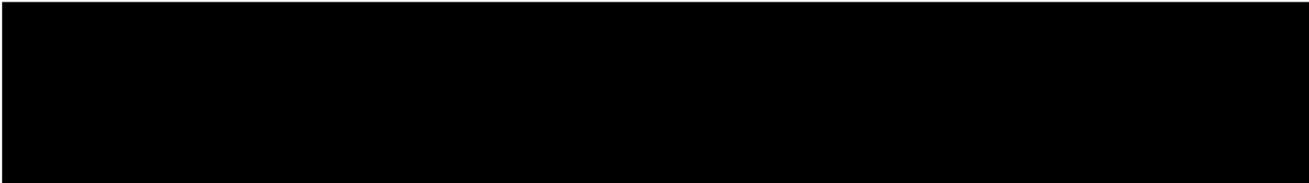
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**Reviewer Code:** 8-C

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

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

<i>Factor/Sub-criterion</i>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The applicant will hire and support high quality teachers and provide professional development to them (e18). The application explains strides during the 2011-2012 school year to implement change and innovation in the HCMS to support the Race To The Top reform (closely aligned with TIF requirements). There has been prior effort to align with TIF requirements through recruiting, developing, rewarding, and retaining effective teachers and principals in high need areas.</p> <p>Michael Fullan's seven components of change theory for school systems are being utilized as the core for sustainable instructional improvement (e19). Recruitment targets African American and Hispanic/Latino teachers and principals (to mirror the student population). Hiring involves a prequalified pool of teachers and principal. Placement provides incentives for educators in high need schools (32 of them). Retention involves monetary incentives and coaching and modeling opportunities. 50% of all educator evaluations are based on student growth. Extra compensation is provided for those educators who provide additional services to other educators. High performing educators are utilized to help carry out and create professional development activities (e21).</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)--	<b>35</b>	<b>35</b>
<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</p>		

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systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;

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

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

Comments

- i. The LEA has identified 32 high need schools, 27 of these are 80% free or reduced lunch and 15 are 90% free and reduced. HCMS will utilize information from educator evaluation systems to make decisions for recruitment, hiring, placement, retention, dismissal, compensation, professional development, and promotion. HCMS is continually undergoing revisions based on improving evaluation systems (e22). The LEA recruits from historically black colleges to represent the district. The LEA negotiated a double salary step to increase new teacher salaries (e23) Signing bonuses will be offered to highly qualified experienced teachers who serve in high need subject areas in a high school (e24). Transfers are available to high need schools. Teacher Incentive online interviews will be used to ensure a higher probability of student achievement (e25). The LEA is continuing to improve the principal applicant pool by restructuring the system and upcoming retirements. Teacher leaders are offered two paths to leadership. Professional Development has been undergoing a makeover since 2010 to meet Florida's RTTT requirements. The Current Employee Ratified Contract agree to employment performance salary schedules (e27). TIF funds will allow the LEA to pilot a mentor, leader, and critical need teacher plan to become implemented (e29). Teacher leaders will be paid \$10,000. plus their salary to work one on one with teachers in need of coaching. Principals will also be identified to coach principals in need of coaching and mentoring (e30).
- ii. The applicant new teacher and the new principal evaluation systems are aligned and entail 50% of the final performance ratings on student growth (e30). The new teacher tool is one year old and the new principal tool has been revised and is new this year. Student growth is determined by the Florida Comprehensive Achievement Test. The other 50% centers on instructional practice for teachers and leadership abilities for principals. Both systems impact

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<p>placement, retention, dismissal, compensation, professional development, tenure, and promotion. High needs schools target those achieving effective or highly effective ratings.</p> <p>iii. The applicant has previous experience and success implementing state performance pay programs linked to teacher evaluations and student achievement. The LEA and professional associations have used interest based bargaining and have establish a system to support and focus on teaching and learning (e31). The LEA has changed the salary schedule to add more money to the front end salary in order to be competitive. The current teacher contract links teacher evaluation and human capital decisions.</p> <p>iv. The superintendent assigned a Chief Human Resources Officer, Director of Personnel, RTTT Coordinator, Chief Academic Officer, Executive Director, President of Teacher Association, teachers, and other personal to improve the teacher and principal evaluation systems and impact the HCMS (e32). A committee of teacher and administrator representatives began discussions last year to discuss program requirements and work to improve the system. This committee will remain intact to have an active role in implementation.</p> <p>v. The applicant looked at many models and enacted teacher financial incentives for high need schools including hiring bonuses for high need subjects, performance bonus for high need subject, mentoring new or challenged teachers, mentor performance bonus, and promotion to teacher leaders (e33). The principal financial incentive for high need schools are hiring bonuses and performance bonuses. Nonfinancial strategies focus on productive work environments to support teaching and learning in high need schools (e34). This will be accomplished with a clear mission, stimulating PD opportunities, supportive leadership, professional culture, opportunities for use of skills, well kept facility, adequate time to perform duties, and providing need materials and equipment.</p>	<b>TOTAL</b>	<b>45</b>	<b>45</b>
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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,		

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unsatisfactory), under which educators will be evaluated (2 points);	<b>2</b>	<b>2</b>
<p>Comments</p> <p>The applicant used the four domains in Charlotte Danielson’s Framework for Teaching to create the teacher and the principal evaluation tool (e106-e114 AND e122-e123). It was adapted to support the Florida Educator Accomplished Practices and district strategic goals (e35). The tool is divided into 50% on final performance rating, 25% from an additional metric, and 25% from supervisor ratings on Domains 1-4. Four performance levels are utilized (e36).</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>	<b>4</b>	<b>2</b>
<p>Comments</p> <p>i The applicant is using the Florida Comprehensive Achievement Test scores, end of course assessments, and learning targets (for special needs students). The school value added model will weight the school score at 60% and the teacher score at 40% (e37). Fifty percent of the educator rating score is made up of student growth achievement (e30).</p> <p>ii The LEA uses the covariate adjustment model suggested by the state of Florida over a learning path model(e38-39). The chosen model includes two prior test scores as variable (except 4<sup>th</sup> grade). Only one source is used for research (e22/38). The documentation does not establish comparability or determination of ratings of Unsatisfactory, Needs Improvement/ Developing, Effective, or Highly Effective.</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>	<b>13</b>	<b>9</b>
<p>Comments</p>		

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Teacher evaluations will be carried out by the school principal, department director, or other department administrator. Input will be used from trained personnel as part of multi metric evaluation process. Those assigned to observe and evaluate educators will complete a comprehensive training and will be required to obtain a passing score on an assessment of their skills using the system (e41). Evaluators' qualifications were not specified for teachers or for principals (e42). It was stated that the assessment is designed to ensure inter-rater reliability and consistency of evaluation practices, but there is no evidence of this. A detailed timeline for the year is included.

(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	<b>4</b>	<b>4</b>
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Comments  
The LEA used grade level growth assessments during the last school year (e43). The state adopted grade level growth measures were used.

(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;  (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	<b>6</b>	<b>3</b>
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Comments  
i Only 50% of the educators' evaluation is based on student growth (e44). A 50% evaluation tool is also used to evaluate instructional personnel who are not teachers. Unclear criteria were used to describe the point score for teacher evaluation ratings.  
  
ii Teachers are rated on their knowledge and skill when teaching special needs students and English language learners (e107 and e111). This is addressed in multiple places within the instrument.

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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>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>2</b></p>
<p>Comments</p> <p>i The principal evaluation system bases its performance rating at 50% concerning student growth (e45). This percentage needs to be increased in order to be significant.</p> <p>ii A Domain 1 focuses on student achievement. Standard 2 states that student learning is a priority (e46 and e122).</p> <p>B The principal evaluations include collaborative language. Domain 2 is instruction leadership (e47 and e122).</p> <p>C The applicant states it will help new principals with supporting academic needs of special student populations, but there is no direct plan for this. The applicant claims the evaluation tool from the state does mention this area (e49), but it is not evident in the assessment tool for principals included in the application.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>22</b></p>

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

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Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	<b>8</b>	<b>8</b>
<p>Comments</p> <p>The LEA provides a schedule for professional development and a schedule for training linked to the individual needs of the teachers. The applicant has included a list of activities to reflect the use of individual results from the evaluations.</p> <p>LEA had a plan to disaggregate data using domains. An exterior group will be brought in to assist with this area (e50). Data will be used to plan PD. Training has been aligned with the Florida Professional Development Protocol Standards, the Next Generation Sunshine State Standards, and the Common Core State Standards (e51). By connecting with RTTT plan currently in place, the TIF project will compliment the professional development needs of the educators.</p>		
(2) Provide professional development in a timely way (2 points);	<b>2</b>	<b>1</b>
<p>Comments</p> <p>The evaluation data offered immediate feedback from PD 360. This provided immediate feedback and individualized ongoing development. There was no time frame for face-to-face feedback with the mentor (e53-54). The applicant does not explain the method of delivery for professional development pertaining to principals.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	<b>5</b>	<b>4</b>
<p>Comments</p> <p>A sample training plan is included in the proposal. Results from the evaluations in the previous school year have been sorted by domain and aligned with PD (e52). Scores will also be used to</p>		

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help develop individual plans to improve. Recommended courses will be available for these plans (e53). Leadership development is available for the teacher leader, but no evidence of principal development (e54).		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	<b>20</b>	<b>14</b>
<p>Comments</p> <p>Each teacher takes part in an evaluation system and creates an individual professional development plan with a supervisor (e55). New teachers have the APPLES program available to them for professional development. The applicant's professional development content spans many categories (e56). There was limited information on principal development. It is unclear if the LEA has a professional development plan to improve principal leadership.</p>		
<b>TOTAL</b>	<b>35</b>	<b>27</b>

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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	<b>10</b>	<b>5</b>
<p>Comments</p> <p>A diverse group of teachers, union representatives, and administrators redeveloped the Performance Based Compensation System being used (e59). The local union accepted the system. The committee has discussed how to improve the PBCS in the future. There is no mention of continued participation in the design of the PBCS and the educator evaluation systems after the grant period.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>22</b>
<p>Comments</p> <p>The local teachers' association and the bargaining committee agreed to the contract for instructional personnel with 90% union support for the PBCS and the educator evaluation system (e61). The STAR system was implemented, but not funded by the state. Principals were unclear in their support for the TIF project. It is unclear whether or not the principals belong to the local teachers' association or have a voice in the bargaining committee. There was no mention of principal acceptance for the proposed PBCS.</p>		
<b>TOTAL</b>	<b>35</b>	<b>27</b>

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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);	<b>3</b>	<b>3</b>
<p>Comments</p> <p>The applicant identifies many key personnel and their roles in the project (e62-64). A project manager will oversee the grant activities (e62). The project director will report to the chief human resources officer and the three zone executive. The steering committee will meet quarterly the first year which is adequate to support the project.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	<b>5</b>	<b>5</b>
<p>Comments</p> <p>A detailed table of the sufficient human resources allocation of the project tasks is included (e64-e66). The superintendant will communicate the project roles and expectations for high need schools and HCMS. A TIF project director, secretary, and 83 teacher leaders will be hired and trained.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	<b>5</b>	<b>5</b>
<p>Comments</p> <p>Measurable project objectives and performance measures are explained in a table spanning e67-e69. The LEA will increase teachers in high need subjects and administrators in high need schools. It will increase human capital decisions based on recruitment, hiring, placement, retention, and professional development (e67).</p>		
(4) Includes an effective project evaluation plan (5 points);	<b>5</b>	<b>5</b>
<p>Comments</p> <p>An independent external evaluator of the project will evaluate procedures extensively. The evaluator will gather data, analyze the data, and then develop reports for district use (e69). Quantitative data will be used to measure all four objectives. Survey data related to PD and student achievement data will be</p>		

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used to report progress on the objectives.		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>5</b>
<p>Comments</p> <p>A detailed two page timeline is on pages e70-e71. The LEA will hire a TIF Project Director, secretary, and 83 Teacher Leaders. Training will be provided to Teacher Leaders, Principal Leaders, and Mentor Teachers. The PBCS and HCMS will be continually monitored. There is no mention of phasing in additional high need schools.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>3</b>
<p>Comments</p> <p>The timeline is realistic and seems achievable, except for the first year of implementation. (e70-e71). Some of the first semester year one timeline may take more time and might need to be spread throughout the first year. The LEA plans to share goals, lay out expectations, hire all personnel, recruit teachers and principals, and assess the school needs in the first semester. Too many tasks are in the first year to be fully accomplished considering the hiring, training, and implementation.</p>		
<b>TOTAL</b>	<b>30</b>	<b>26</b>

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

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

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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 LEA agrees to provide \$5 million in additional funds to support the new career ladder and performance schedule for the coming year (e72). RTTT funds will also be available for resources to be used in the evaluation system. A new leadership structure provides career ladder options for teachers. A new director will be hired to show a commitment to the project of rewarding high performing educators.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	8
<p>Comments</p> <p>The LEA is committed to implementing the PBCS and educator evaluation system because the LEA is implementing these with RTTT funds for this year. The educator evaluation process has already begun (e73). The applicant adequately explained a sustainability plan within the five years, but no plans to continue after the grant period ends. (e74).</p>		
<b>TOTAL</b>	<b>20</b>	<b>18</b>

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

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p><b>Total Possible</b></p>	<p><b>Assigned Score</b></p>
	<p><b>20</b></p>	<p><b>19</b></p>

**Comments**

a A timeline is presented for implementing a salary structure based on effectiveness for both teachers and principals (e103). The School Districts of Lee County’s RTTT project has provided the district with the infrastructure to support the development of a performance pay plan and educator evaluation systems.

b Bonuses and salary adjustments will be awarded to highly effective educators in high need schools during each year of the TIF program (e131-133). Funds are allocated for high need subjects and teacher and principal mentors.

c The teachers have demonstrated support through their collective bargaining commitment. Administrators and other board members have shared their commitments through planning and creating a timeline for implementation of a salary structure based on effectiveness. The LEA hired a director of leadership and professional development to assist with the leadership continuum. The LEA has previously supported teacher incentive pay and utilized policy to comply with RTTT funding. The current HCMS provides four objectives to promote teachers and principals using an evaluation system. There may have been support by the principals, though it was unclear.

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<b>TOTAL</b>	<b>20</b>	<b>19</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>184</b>

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