

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

Application Number S374A120090



Applicant Name: LifeSchool of Dallas, TX

Reviewer Code: 19-A

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

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

<b>Factor/Sub-criterion</b>	<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's proposed human capital management system (HCMS) is aligned with each participating LEA's clearly described vision of instructional improvement. The applicant currently has an HCMS that addresses a moderately broad range of human capital decisions. The applicant states that the existing HCMS is already closely aligned with their enhanced vision. It is stated that the proposed HCMS will be comprised of a revised educator evaluation system and the new performance-based compensation system (page e23). The new system would "use valid and reliable measures of student achievement as a primary indicator of effective teacher and principal performance." (page e14)</p> <p>The stated mission of LifeSchool is "to train students to become leaders with life skills for the 21<sup>st</sup> century by establishing strong academics, character training, and a parenting program." The applicant states the HCMS is outlined in a 112 page employee handbook.</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 is mostly adequate based on the educator evaluation systems described in the application. However, it is unclear how this proposed plan will impact teacher and principal retention. (page e22)</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 is 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</p>	<b>35</b>	29

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<p>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>		
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<p>Comments</p> <ul style="list-style-type: none"> <li>(i) The range of human capital decisions covered by the HCMS seems standard – staffing levels, training/development, improvement plans, recruiting/selection, and compensation/benefits (page e22). However, it seems more geared toward system-wide decisions than decisions based on individual educator strengths and weaknesses.</li> <li>(ii) The applicant states that “the weight given to teacher effectiveness will exceed 50%” (page e22). The existing HCMS is being modified to include a revised educator evaluation system and PBCS. Details are needed as to what modifications are being made. When developing the PBCS, the applicant will need to ensure that there is detail focus on the weight given to the educator evaluation.</li> <li>(iii) The applicant currently has an HCMS that addresses a moderately broad range of human capital decisions. However, it is not clear that the new system would significantly increase the LEAs ability to address educator effectiveness. More information on effectiveness would be useful. However, given the prior experience the LEA has with an HCMS, the use of an enhanced system seems moderately feasible.</li> <li>(iv) Letters of support (pages e69 &amp; e70) say that LEA leadership was involved in project development and will continue to support it during and after the grant period. There are similar letters from 4 principals and 1 assistant principal (pages e71-e83).</li> <li>(v) The basic structure of the financial incentives is shown in the table on page e25. Parts of it are heavily dependent upon student performance on subtests of STAAR. Additional learning measures should be considered. There is a possible flaw in the range of financial incentives for teachers. It appears the incentives are meant to total \$4,000 when a teacher reaches all performance targets, including all core subject areas. However, this does not take into consideration teachers in non-core subjects and middle or high school teachers who typically</li> </ul>
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don't teach all core subjects. Some incentives don't seem to be entirely under the individual teacher's control, such as "campus rating." There is an incentive for 4-year completion rate, but it's not stated which teachers the student has had during those 4 years would receive credit for the student completing school in 4 years. There is a \$500 incentive for teacher/professional performing a leadership role, but the nature of that role is not spelled out in the application.

<b>TOTAL</b>	<b>45</b>	39
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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	1
<p><b>Comments</b></p> <p>The LEA will use the standard 4 level Texas rubric which has the following classifications: exemplary, recognized, academically acceptable, and academically unacceptable (pages e27-e28). The achievement criteria in the rubric seem to address school-wide student performance on tests. It would be necessary to adjust the criteria to apply to individual teachers into to use the rubric for teacher evaluation. Given the lack of focus on observable teacher effectiveness characteristics, the rubric does not seem to be of high enough quality.</p>		
(2) Each participating LEA has presented (4 points)—	4	4
<p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>		
<p><b>Comments</b></p>		

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<p>(i) The rationale for the levels of student growth achieved in differentiating performance levels is that they are part of the Texas Education Agency’s accountability system (page e28).</p> <p>(ii) The applicant indicated the growth model is based on the State of Texas Assessments of Academic Readiness (STARR) along with a statistical approach known as Student Growth Percentiles (SGP) which measure the degree to which a student has learned compared to his or her academic peers (page e28). The state of Texas has been using the instrument through the years and it appears the approach is research based.</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>12</b></p>
<p><b>Comment</b></p> <p>The applicant includes extensive information on teacher evaluation. In addition, a flowchart is included that identifies the evaluators, their positions, years of experience and degree levels (page e30). The graph and flowchart provided by the applicant clearly details a high-quality plan for multiple teacher and principal observations (page e30). Additional teacher observations will be conducted using the Professional Development Appraisal System (PDAS) that is currently in place (pages e27-e28).</p> <p>The teacher observation tool is provided in the appendix (p. e89-e93), along with a listing of the eight domains on which teachers will be measured (page e32). The applicant states that “evaluations are conducted annually and include observations throughout the year (page e27). However, there is no plan discussed for the principals’ observations, except acknowledging that the Chief Academic Officer (CAO) will conduct the evaluation (page e30). Additionally, inter-rater reliability is implied through state conducted training on the state-wide evaluation system (page e32).</p> <p>It appears the LEA has made progress in developing a plan for multiple educator observations, but specifics are still being worked out. The overall system used for teacher evaluation is the Texas Professional Development and Appraisal System (PDAS). PDAS provides for multiple observations but the elements of those observations are not described. The plan, as</p>		

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presented, is of adequate quality.		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
<p>Comments</p> <p>Texas, among 4 other states, uses a growth model based on student growth percentiles (SGP) in which individual growth is compared with growth of peers who had the same initial state assessment scores (page e28). That model is appropriate for this project since it is the statewide standard. The applicant states on page e34 that there will be additional measures of student growth, including standardized assessments, test scores and report cards. It is also stated that all of the standardized tests are valid and reliable (page e34).</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	6
<p>Comments</p> <p>(i) The application provides a clear rationale to support its consideration of the level of student growth in establishing an educator evaluation system. The applicant states that more than 50% of the evaluation score will be based on student growth (page e35) which is significant. Student growth is considered at all levels of the rating system.</p> <p>(ii) A Response to Intervention approach is used to address the needs of special student populations (pages e35-e36). Special accommodations are considered in the Professional Development and Appraisal System (page e93). It would be helpful to explain how RtI performance would be taken into consideration for teacher evaluation, and how that would differ from evaluation in which RtI is not being used. Also, it would be helpful to describe any provisions or other special populations.</p>		
(6) In the case of principal evaluations, the proposed evaluation system (6 points)	6	6

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<p>(i) Bases the overall evaluation rating on, in significant part, student growth; and                  (ii) Evaluates, among other factors, a principal's practice in--                      (A) Focusing every teacher, and the school community generally, on student growth;                      (B) Establishing a collaborative school culture focused on continuous improvement; and                      (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>		
<p>Comments</p> <p>The current principal evaluation system will be used and a fourth component will be added so that student growth accounts for more than 50% of the evaluation score, which is significant. The existing 3 components are mission management, stakeholder management, and operational management (page e35). It appears that stakeholder management may address the principal's focus on every teacher and the school community, but the description of that category is very general so it is hard to ascertain with any certainty.</p> <p>The applicant mentions that the LEA plans to introduce the "establishment and sustainment of a collaborative school culture focused on continuous improvement" into its components under stakeholder management (page e35). One strength of this proposal is that much of it is geared toward ensuring that teachers support the schools' mission and that is infused in the culture of the schools. As stated previously, the mission is for students to become leaders, and building leadership implies continuous improvement.</p> <p>Response to Intervention is proposed to be the primary vehicle for addressing special needs of students (pages e35 and e36). The LEA has a district coordinator who oversees their overall approach to supporting the academic needs of special student populations. There are also certified specialists at the school level.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>33</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

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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	5
<p>Comments</p> <p>While the applicant has recognized that they need to use disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools, there is inadequate information to describe how they will use disaggregated data. The applicant does state that a component is being added to target PD toward each principal and teacher based on students' academic performance, observations, PDAS results and other factors (page e36).</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>The applicant states that "an introductory training session will be conducted for all teachers and principals at the targeted campuses within the first 60 days of the project period. Professional development and training will be provided quarterly thereafter" (page e36). It appears that most PD would be provided using a one size fits all approach. This is evident in the timeline, where one of the major activities is scheduling PD in advance. It is also evident in the fact that PD is done quarterly and not in response to specific teacher deficiencies.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments</p> <p>The applicant states that there will be job embedded PD (page e36) based on the Teacher</p>		

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<p>Leader Model Standards. During planning of the professional development component of the model, it would be helpful if the applicant provide explicit information to differentiate between job-embedded PD and school-based professional development. The applicant also indicates that the LEA is planning a Disney Institute training and professional learning communities. But, while those are both excellent PD offerings, the applicant does not explain how they would incorporate job embedded PD.</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><b>20</b></p>	<p><b>20</b></p>
<p>Comments:</p> <p>The applicant clearly presents how Life School will offer a combination of in-district, out-of-district, and online resources to provide ongoing, job-embedded professional development to its teachers and administrators that will undoubtedly bring new ideas to instructional and leadership practice (pages e39-e40). The applicant clearly articulates their PD plan for teachers and principals. The applicant indicates that educators are involved in ongoing observations, collaborations, and PLC's designed to address the specific needs of individual educators. The will receive PD from external and internal stakeholders. (pages 38-40).</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>31</b></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 are 16 letters of support from teachers, principals, and a counselor saying that they were involved in development of the project approach. They also say they look forward to continued involvement during the project. (pages e71-e86). The schools' culture seems to support educator input, so it's not surprising that they were included in the development process. Educator involvement seems to be extensive and it appears they will be extensive during the grant period.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	25
<p>Comments</p> <p>There are 16 letters of from teachers, principals, and a counselor saying support the project. (pages e71-e86). While that does not represent all staff, it is still an indication that significant support exists. This is restated on page e40.</p>		
<b>TOTAL</b>	<b>35</b>	<b>35</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>In the appendices, the applicant included a job description for the project director, outlining key tasks. Based on the job description, the project director seems to be a hands-on and high level management position combined (page e95). Roles are also described on pages e41-e43.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The percent of time allocated to tasks seems appropriate for the project (pages e41-e43). For instance, it would be expected that the academics director would play a larger role than other LEA leaders. That person would devote 30% time vs. 10% or 15% for other leaders. The only exception is the principal who would only devote 10% time.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>Goals and objectives are clearly stated and measurable (page e43). One discrepancy is in objective 4 (page e44). It states that 60% of teachers would be eligible for incentive pay in year 1, increasing ultimately to 100% by years 3, 4, and 5. However, the budget does not reflect this 40% increase for teachers over the 5 years.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The applicant provided an appropriate amount of evidence of an effective evaluation plan, focused on quantitative data that address four pre-determined measures (pages e48-e52). Services will be secured from an external evaluation team. Some general expectations are provided and those should be useful</p>		

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in securing an evaluator. Some may need to be adjusted later, based on expert advice of the evaluator.		
(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>8</b>
<p>Comments</p> <p>The timelines seem realistic and achievable as shown in a table (page e45). The timeline for the HCMS and PBCS seems reasonable. The dates provided are feasible and realistic.</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>The timeline outlined in the narrative is realistic and reasonable for successfully completing project tasks and achieving objectives. There is a detailed and reasonable timeline beginning on page e45. The applicant anticipates that all elements will be implemented by the end of year one, including the development of the PBCS. This will provide sufficient time for gathering solid data during subsequent years (pages e45-e48).</p>		
<b>TOTAL</b>	<b>30</b>	<b>29</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>

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<p>Comments</p> <p>Based on the budget narrative (pages e107-e109), most key project personnel would be paid with local matching funds, so that would suggest sustainability as long as those personnel continue to oversee their areas of responsibility related to the grant. Professional development would come from grant funds (\$200,000 over 5 years) and a contract Data Collection Specialist would be paid with grant funds (\$454,000 over 5 years). The schools would continue to benefit from the PD beyond the grant period but the contract services of the Data Collection Specialist would end. The LEA plans to phase in some matching funds over the 5 years.</p>		
<p>(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).</p>	<p><b>10</b></p>	<p><b>10</b></p>
<p>Comments</p> <p>The sustainability plan shows the LEA would commit their own funds that would normally be for pay increases, to the PBCS (page e52). Amounts increase from 5% in year 1, to 10% in year 2, 12% in year 3, and 15% in years 4 and 5. That demonstrates a reasonable commitment on the part of the LEA. Clearly, it is far less than the grant funded amounts, but the applicant states that they will seek funds from donors and foundations. The LEA has a person responsible for development, so it is well positioned to seek those outside funds.</p>		
<p><b>TOTAL</b></p>	<p><b>20</b></p>	<p><b>20</b></p>

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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>20</b>
<p><b>Comments</b></p> <p>(a) The applicant provided a table (pages e25 and e26) showing how incentive funds would be determined based on STAAR scores, campus rating, attendance of 98%, four year completion rate of 90%, performance evaluation, and assuming extra job duties. The incentives will be for “teacher/other professional, principal, instructional support staff, and other support positions.” The applicant has proposed a revised salary structure (pages e25-e26).</p> <p>(b) Based on data provided in the proposal, these schools serve high need students (pages e17 – e19). Funds are requested in the budget (page e107) for salaries and there is a table showing financial rewards available to qualifying teachers (page e25).</p> <p>(c) Letters of support were provided and staff participated in design teams (beginning on page e68).</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>207</b>

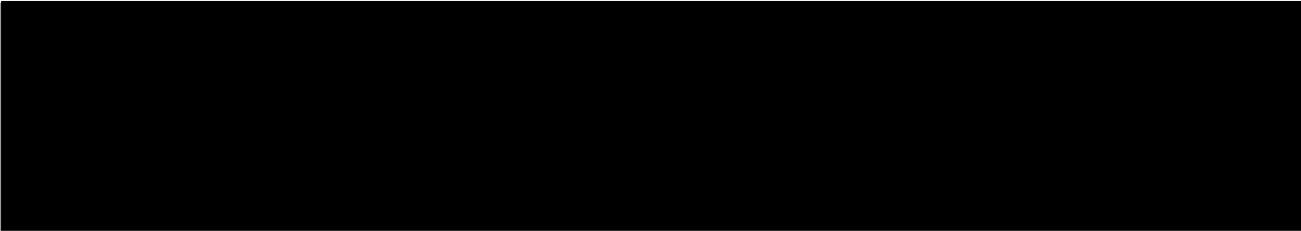
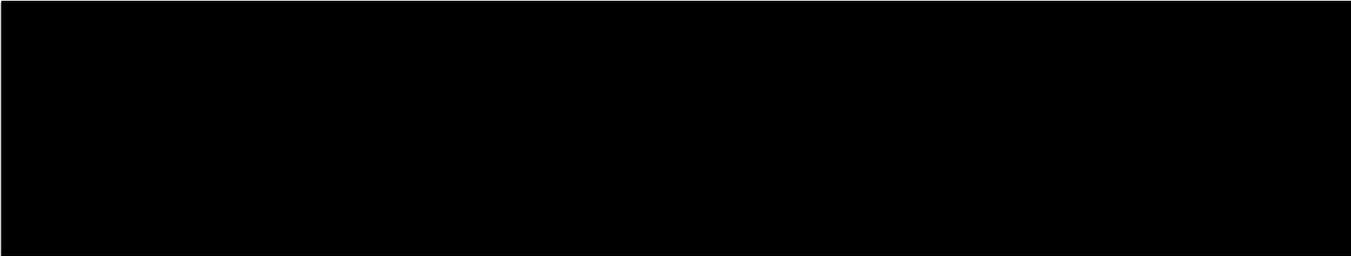
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(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--

<b>Factor/Sub-criterion</b>	<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 gives adequate evidence that the current HCMS along with the modified one will be directly aligned to each LEAs clearly described vision of instructional improvement. The applicant clearly delineates the human capital decisions as staffing levels, training and development, district/campus improvement plans, recruitment and selection and compensation and benefits (p. e22). The applicant also clearly indicates that the existing HCMS will be comprised of a revised educator evaluation system and the new performance-based compensation system (p. e23).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools</p>	<b>35</b>	<b>29</b>

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and retaining them in those schools.

Comments

The applicant thoroughly justified how their HCMS will likely increase the number of effective educators in the LEA schools.

- (i) The applicant includes the range of human capital decisions for which educator effectiveness is considered. The current educator evaluation system on each level including recruitment selection, compensation and benefits was clearly outlined. However, it was not clear how this proposed plan will impact retention of educators (p. e22).
- (ii) The applicant describes the significant weight that is given to educator effectiveness when human capital decisions are made in the proposed modified HCMS. Thorough details are given to determine if a teacher is meeting the labels of exemplary, recognized, academically acceptable and academically unacceptable in order to lead to promotion, retention or dismissal. The LEAs will implement strategies based upon the following two processes: 1) ensuring that human capital decisions are made to employ and retain the most effective teachers and principals, and leveraging teachers and principal skill sets to meet the needs of the students, and 2) utilizing the teacher and principal evaluation instrument as a means of making the aforementioned human capital decisions (p. e24). However, the weight given to educator effectiveness when human capital decisions are made under the revised evaluation rating plan needs to be specified. When developing the PBCS, the applicant will need to ensure that there is detailed focus given to the weight given to the educator evaluation system.
- (iii) The applicant demonstrates the proposed updated HCMS is highly feasible. The overall project has been collaboratively designed with extensive involvement by educators, principals, support personnel and administrators and implementation of the HCMS will be supported through ongoing, job-embedded professional development, leadership opportunities for teachers and a commitment from Life School leadership to sustain the initiative beyond the five-year grant period (p. e23).
- (iv) The letters of support that are included by Life School leadership in the Appendix demonstrate their commitment to the project and show that they have been involved in the planning and decision making processes (pp. e69-86).

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(v) The proposed PBCS shows clear financial incentives for retaining effective educators (pp. e10-11). The plan to attract effective educators, however, is lacking in its explanation.		
	<b>TOTAL</b>	<b>45</b>
		<b>39</b>

**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);	<b>2</b>	<b>1</b>
<p>Comments</p> <p>The application includes an evaluation rubric with 4 performance levels under which educators will be evaluated: exemplary, recognized, academically acceptable, and academically unacceptable (pp. e27). Evaluations are conducted annually and include multiple observations. However, the lack of a numeric value system associated with the rubric prevents it from being considered "high-quality."</p>		
(2) Each participating LEA has presented (4 points)--	<b>4</b>	<b>4</b>
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		
(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;		
<p>Comments</p> <p>(i) The application provides a clear rationale to support its consideration of the level of student growth in establishing an educator evaluation system. The Life School student growth model is based on the State of Texas Assessments of Academic Readiness (STARR) along with a statistical approach known as Student Growth Percentiles (SGP)(p. e28).</p>		

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<p>(ii) Substantial hard evidence was cited to support the LEA's use of the Student Growth Percentiles (SGP) in reporting the yearly academic progress of schools, teachers and students (pp. e28-29). The application is convincing in this section of the criterion.</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>11</b></p>
<p><b>Comments</b></p> <p>The applicant clearly demonstrates how each participating LEA has made substantial progress in developing a high-quality educator evaluation system. The application describes a plan for multiple teacher observations using Professional Development Appraisal System (PDAS) as its basis. Evaluator personnel are thoroughly presented in a flow chart, including their positions and qualifications (p. e30). The teacher observation tool is provided in the Appendix (pp. e89-93) along with the listing of the eight domains that teachers will be measured on (p. e32). Teachers will receive a minimum of two formal observations and five informal unannounced observations per year. The observation protocol requires that new teachers receive an orientation while principals oversee the teacher observation process. Inter-rater reliability is further assured through state-conducted training for evaluators (p. e32). The application does not address the evaluation of principals however, except for mentioning that the Chief Academic Officer (CAO) will evaluate them (p. e30).</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>4</b></p>
<p><b>Comments</b></p> <p>The participating LEAs have widespread experience in measuring student growth at the classroom level. Each campus measures student growth by conducting annual STAAR testing as required by Texas state law as well as using objective measures, such as, standardized assessments, test scores and report cards (p. e34).</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6</p>	<p><b>6</b></p>	<p><b>5</b></p>

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<p>points) --                  (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;                   (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments</p> <p>(i) The applicant adequately explains the proposed teacher evaluation system through its components. Student growth is mentioned, but will account for more than 50% of the evaluation score (pp. e34-35). The new evaluation score is significant for student growth.</p> <p>(ii) The proposed teacher evaluation plan does include the evaluation of those who teach special student populations. It would be useful for the applicant to show how the observation itself would connect to the overall evaluation plan (p. e93).</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)                  (i) Bases the overall evaluation rating on, in significant part, student growth; and                  (ii) Evaluates, among other factors, a principal's practice in--                      (A) Focusing every teacher, and the school community generally, on student growth;                      (B) Establishing a collaborative school culture focused on continuous improvement; and                      (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>6</b></p>
<p>Comments</p> <p>(i) The applicant adequately explains the proposed principal evaluation system through its components. Student growth is mentioned, but will account for more than 50% of the evaluation score (pp. e35). The new evaluation score is significant for student growth</p> <p>(ii) The current components of the principal evaluation system do not specifically indicate how the principal will focus every teacher and the school community on student growth (p. e35). The applicant does mention that the LEA plans to introduce the "establishment and sustainment of a collaborative school culture focused on continuous improvement" into its</p>		

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<p>components under "Stakeholder management," but does not provide evidence of what that might look like. The evaluation model for principals includes components that assess the degree to which the academic needs of special students populations are being met (p. e36).</p>		
<b>TOTAL</b>	<b>35</b>	<b>31</b>

**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	5
<p>Comments</p> <p>Although the applicant clearly states that a fourth component – student academic performance and growth – will be added to the new evaluation system, the application does not specify how the LEAs will use the disaggregated data to determine the professional development needs of each teacher and principal (p. e36). Specifics as to how the information will be used and then tailored to differentiate amongst the needs of individual educators and schools would have strengthened the applicant’s response.</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments</p> <p>The applicant states that an introductory training session will be conducted for all teachers and</p>		

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<p>principals at the targeted campuses within the first 60 days of the project period and that professional development will occur quarterly thereafter (p. e36). However, quarterly staff development is insufficient in meeting the individual needs of educators.</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	<p><b>5</b></p>	<p><b>5</b></p>
<p>Comments</p> <p>The application provides clear opportunities for educators to transfer new knowledge into instructional and leadership practices with the recent partnership with the Disney Institute, the adoption of the Teacher Leader Model Standards and the implementation of Professional Learning Communities (pp. e38-39). These professional development opportunities are school-based and job-embedded.</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><b>20</b></p>	<p><b>20</b></p>
<p>Comments</p> <p>The applicant sufficiently presents how Life School will offer a combination in-district, out-of-district, and on-line resources to provide ongoing, job-embedded professional development to its teachers and administrators that will undoubtedly bring new ideas to instructional and leadership practice (pp. e39-40). Professional development will also be provided in collaboration with Life Schools current partners, such as, their day-long intensive teacher 'on-boarding' process, Region 10 resource center, and Teach for America.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>31</b></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--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(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>10</b>
<p>Comments</p> <p>There is strong evidence in the application (16 letters of support from teachers, principals and a counselor) that educator involvement in the design of the PBCS and the educator evaluation system has been extensive and will continue to be so during the grant period (pp. e71-86).</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>25</b>
<p>Comments</p> <p>The applicant has provided substantial evidence that the educators support the components of the proposed PBCS and the educator evaluation systems describes in the application. Letters of support from teachers, principals and a counselor in the Appendix and the narrative includes a section stating that all stakeholders are trained in the mission and goals of the LEAs (pp. e71-86, e40).</p>		
<b>TOTAL</b>	<b>35</b>	<b>35</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 clearly identifies key personnel, such as, the project director, chief operating officer, chief financial officer, academics director, information management, principals, teachers and evaluator. All personnel roles and responsibilities are described as well as resumes provided (pp. e41-43).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The personnel identified by the applicant are thoroughly qualified to complete the project tasks. The supporting resumes in the Appendix document this. The management plan allocates sufficient human resources.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The application adequately includes five measurable annual performance objectives (p. e44). Both teacher and principal performance objectives are clearly outlined. Performance measures are linked to the PBCS.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The applicant presents a clear project evaluation plan. Assessments along with data collection are addressed. A potential evaluator has been identified (pp. e48-52)</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8

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Comments		
A detailed timeline is presented (p. e45). The roles and responsibilities of key personnel as well as the implementation of the proposed HCMS and PBCS are articulated. The target dates are realistic and achievable for the proposed project.		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>4</b>
Comments		
The detailed timeline presented on p. e45 is realistic and achievable for successfully completing project tasks and achieving objectives. The educator evaluation system and PCBS will both be introduced by December 2012 (within Year 1 of implementation of the grant).		
<b>TOTAL</b>	<b>30</b>	<b>30</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>
Comments		
The application demonstrates that Life School avows its commitment to the proposed project.		

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<p>It has committed over \$866,000 over five years of matching funds (p. e14). It also states that it has reached out to over 120 foundations, corporations and philanthropists to fund needs associated with the district's strategic plan (p. e52).</p>		
<p>(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).</p>	<p><b>10</b></p>	<p><b>10</b></p>
<p>Comments</p> <p>The applicant clearly describes in the sustainability plan that the LEA will commit at least 5% of their own funds for pay increases to support the PBCS in the first year, 10% in the second year, 12% in the third year, and 15% in the fourth and fifth years. Such a plan will result in sustainability of the project after the grant period ends.</p>		
<p><b>TOTAL</b></p>	<p><b>20</b></p>	<p><b>20</b></p>

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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>20</b>
<p><b>Comments</b></p> <p>The applicant clearly meets this priority. A detailed timeline is provided for implementing the grant (p. e45).</p> <p>(a) The applicant explains in detail how each LEA will use the overall ratings to determine educator salaries. Life School provides a table (pp. e25-26) showing how incentive funds would be determined based on STARR funds, campus ratings, attendance, school completion rates, performance evaluations and extra job duties.</p> <p>(b) The applicant provides strong evidence to demonstrate how the TIF funds will be used to support the salary structure (pp. 25-26). The budget on p. e107 shows how funds are requested for salaries and data on pp. e17-19 document that LEAs service high need students.</p> <p>(c) The proposed implementation is feasible, given that letters of support are provided and the staff participated in design teams (see Appendix).</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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<b>GRAND TOTAL</b>	<b>220</b>	<b>206</b>
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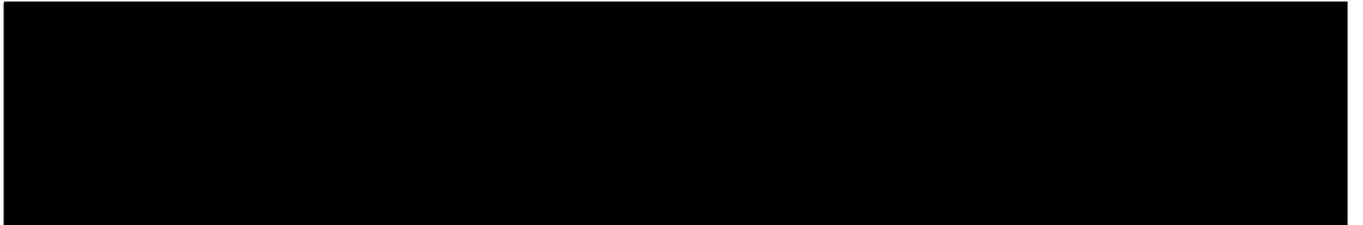
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(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--

<b>Factor/Sub-criterion</b>	<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 clearly described their vision of instructional improvement by proposing a comprehensive HCMS, which is an improvement from the previous HCMS that addressed attraction, selection, training, assessment, and rewarding of employees (p. e21). The proposed HCMS is to implement and evaluate a teacher and principal performance-based compensation system (PBCS) that utilizes valid and reliable measures of student achievement as a primary indicator of effective teacher principal performance (p. e14).</p> <p>This is clearly aligned with the LEA's vision to train students to become leaders. In addition, the proposes that the LEAs human capital decisions will be based on staffing levels, training and development, district and campus improvement, recruitment and selection and compensation and benefits (p. e22).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS,</p>	<b>35</b>	<b>30</b>

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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>The applicant outlined a strong comprehensive plan for increasing the number of effective educators in the LEA.</p> <ul style="list-style-type: none"> <li>(i.) The applicant thoroughly identified five levels to be used in making human capital decisions based on the educator evaluation system (p. e22). These levels will evaluate staffing levels, training and development, district and campus improvement, recruitment and selection, and compensation and benefits. However, it is not clear in the proposed plan how this will impact educator retention.</li> <li>(ii.) The applicant proposes giving a weight in excess of 50% for teacher effectiveness; however, it is not clearly articulated how this weight will determine educator effectiveness based on the educator evaluation system when human capital decisions are made (p. e22). Given that the existing HCMS is being modified to include a PBCS, the applicant will need to ensure that there is a focus on the weight given to the educator evaluation system.</li> <li>(iii.) The feasibility of the HCMS is adequately described in the application (p. e22-23). The applicant brings years of experience in using data to inform their HCMS, while continuing to meet the state-mandated standards (p. e23). The proposed HCMS will include a PBCS in an effort to address educator effectiveness.</li> <li>(iv.) It is evident by the letters of support in the appendices (p. e68-86), that the teachers, principals and administration are committed to the project and have been involved the planning and decision making processes.</li> <li>(v.) The applicant has adequately outlined their financial and non-financial strategies for strategies for current teachers. However, the financial support/incentive involved in the recruitment for effective teachers is lacking in the narrative.</li> </ul>		
	<b>TOTAL</b>	<b>45</b> <b>40</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	1
<p>Comments:</p> <p>The applicant has developed a rubric with four performance levels. However, the specific details are vague regarding what differentiates each level of performance (p. e27-28). It would be beneficial if descriptions were more specific to the expectations of teachers. Not only is a principal evaluation missing from the narrative, the applicant does not provide any evidence that the evaluation model is reliable or valid.</p>		
(2) Each participating LEA has presented (4 points)--	4	4
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		
(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;		
<p>Comments:</p> <p>(i.) The applicant provides a clear rationale to support the levels of student growth by using the State of Texas Assessment System that will be integrated into the existing evaluation system (p. e27). The rubrics that are proposed by the applicant are rigorous and realistic in assessing student growth (p. e27).</p> <p>(ii.) The applicant provides evidence that the evaluation model is based on sound research. The model that is proposed is clearly modeled after the assessment the State of Texas is currently using (p. e27-28).</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	13	12

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<p>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>Comments:</p> <p>The applicant provides details regarding the evaluation of teachers. In addition, a flow chart is included that identifies the evaluators, their positions, years of experience and degree levels (p. e30) personnel including positions and qualifications.</p> <p>The graph and chart provided by the applicant clearly details a high-quality plan for multiple teacher and principal observations (p. e30). Additional teacher observations will be conducted using the Professional Development Appraisal System (PDAS) that is currently in place (p.e27-28). The teacher observation tool is provided in the appendix (p. e89-93), along with a listing of the eight domains that teachers will be measured on (p. e32). The applicant states that “evaluations are conducted annually and include observations throughout the year” (p. e27). However, there is no plan discussed for the principals’ observations, except acknowledging that the Chief Academic Officer (CAO) will conduct the evaluation (p. e30). Additionally inter-rater reliability is implied through state conducted training of the state-wide evaluation system (p. e32).</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 provided significant evidence that the participating LEAs have extensive experience in measuring student growth. The STAAR testing, which is valid and reliable, has been previously used and shown student growth. In addition the applicant will use objective measures, such as, standardized assessments, test scores and report cards.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) ---                  (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;                   (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the</p>	<p>6</p>	<p>6</p>

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needs of special student populations, including students with disabilities and English learners;		
<p>Comments:</p> <ul style="list-style-type: none"> <li>(i.) The applicant appropriately outlines how the teacher performance rating is directly related to student achievement. Student growth is proposed to be measured by more than 50% of the teachers' evaluation, which is significant evidence that the participating LEAs have extensive experience in measuring student growth (p. e35).</li> <li>(ii.) The applicant's proposed plan does address the specific needs of students in special populations (p. 34-35). However, it is limited to only a small component of the Professional Development and Evaluation System (p. 89). In addition, the applicant has provided sufficient evidence of how the teacher observation is connected to the overall evaluation plan (p. 37-38).</li> </ul>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <ul style="list-style-type: none"> <li>(i) Bases the overall evaluation rating on, in significant part, student growth; and</li> <li>(ii) Evaluates, among other factors, a principal's practice in--                             <ul style="list-style-type: none"> <li>(A) Focusing every teacher, and the school community generally, on student growth;</li> <li>(B) Establishing a collaborative school culture focused on continuous improvement; and</li> <li>(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.</li> </ul> </li> </ul>	6	6
<p>Comments:</p> <ul style="list-style-type: none"> <li>(i.) The applicant clearly explains how the principals' performance rating is directly related to student achievement with 50% of their evaluation directly related to student achievement, which is significant evidence that the participating LEAs have extensive experience in measuring student growth (p. e35).</li> <li>(ii.) A. The applicant inadequately demonstrates in the principals' evaluation how they will focus every teacher, and the school community on student growth (p. e35).  B. The applicant adequately addresses establishing a collaborative school culture in the stake holder management portion of the principal evaluation. The evaluation will appraise the principals' level of commitment to parents, students, community, government, private</li> </ul>		

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<p>funders, and/or public school systems (p.e35).</p> <p>C. The applicant proposes to have certified specialists to ensure that the needs of special student populations are being met. In addition, the applicant proposes to include in the principal evaluation components that assess the degree to which the academic needs of special populations are being met (p. e36).</p>		
<b>TOTAL</b>	<b>35</b>	<b>33</b>

**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--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(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>5</b>
<p>Comments:</p> <p>While it is commendable that the applicant recognizes that a fourth domain needs to be added to the evaluation for teachers and principals addressing student academic performance, they do not specify how they will use the disaggregated data to determine their professional development needs. Details regarding how the disaggregated data will be utilized would strengthen the applicant's proposed evaluation system (p. e21).</p>		
(2) Provide professional development in a timely way (2 points);	<b>2</b>	<b>1</b>
<p>Comments:</p> <p>The applicant insufficiently addresses conducting professional development in a timely way. The applicant proposes an introductory training session within the first 60 days of the project and quarterly thereafter; however, quarterly professional development is insufficient in</p>		

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meeting individual needs of educators (p. e36).		
(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>The applicant appropriately provides substantial evidence of school-based, job embedded opportunities for educators, including Professional Learning Communities and the use of the Teacher Leader Model Standards (p. e37) which include collaborative processes that will foster leadership among teachers. In addition, professional development opportunities for teachers are also evident in the collaboration with the Disney Institute (p.e38). A memorandum of understanding from the Disney Institute would be beneficial to the proposal.</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>20</b>
<p>Comments:</p> <p>The applicant clearly articulates their plan for professional development plan for teachers and principals. The applicant proposes that educators will be involved in ongoing observations, collaboration, and PLC's designed to address the specific needs of individual educators. A unique feature is that the LEA educators will receive professional development training and support from both internal and external stakeholders (p. e39-40).</p>		
<b>TOTAL</b>	<b>35</b>	<b>30</b>

**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>10</b>

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Comments:		
The quality of the educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems is soundly described in the application. It is evident in the proposal that the teachers and principals are and have been involved in the design of the PBCS and the evaluation system. The letters of support in the appendices clearly provide evidence of their support. (p. 71-86).		
(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
Comments:		
The applicant has provided substantial evidence to show that educators support the elements of the proposed PBCS. Comments from teachers, principals and assistant principals are thoroughly documented (p. 71-86). It is also adequately discussed in the narrative that all stakeholders are trained on the mission and goals of the LEAs (p. e40).		
<b>TOTAL</b>	<b>35</b>	<b>35</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
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments:		
The applicant provided substantial detail to the identification of key personnel (p. e41-43), including the amount of time to dedicated to the project and their qualifications. In addition the applicant provides supporting resumes show that the key personnel are qualified for their roles (p. 96-105).		

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(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments:</p> <p>The applicant has appropriately considered the quality of the management plan of the proposed project. More than sufficient key personnel have been identified to complete the project tasks. The resumes attached show that the personnel to be more than qualified for their role (p. 96-105).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments:</p> <p>The applicant sufficiently articulates five measurable annual project objectives (p. e44). The applicant has appropriately identified both teacher and principal performance objectives are clearly outlined in observation tools. In addition, throughout the document they also describe plans to ensure that teachers and principals have the opportunity to obtain these objectives.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments:</p> <p>The applicant provided adequate evidence of an effective evaluation plan that focuses on quantitative data processes that address four pre-determined measures (p. e48-52). The applicant has proposed securing an outside evaluation team that is led by a qualified program evaluator which is evident in his resume (appendix).</p>		
<p>(5) Specifies realistic and achievable timelines for:</p> <p>(i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	8	8
<p>Comments:</p> <p>The applicant provides a detailed timeline that succinctly details the roles and responsibilities of all key personnel as well as implementation of the proposed HCMS and PBCS. The dates provided are feasible and realistic to the effective implementation of the proposed project (p. e45).</p>		
<p>(5) Specifies realistic and achievable timelines for:</p> <p>(ii) Successfully completing project tasks and achieving objectives (4 points).</p>	4	4
<p>Comments:</p> <p>The timeline outlined in the narrative provides a solid foundation for effectively completing the project tasks and achieving the outlined objectives. The applicant anticipates that all</p>		

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elements will be implemented by the end of year 1, including the development of the PBCS. This will provide sufficient time for gathering solid data during subsequent years (p. e45-48).		
<b>TOTAL</b>	<b>30</b>	<b>30</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>It is evident that the applicant is committed to the proposed project. By committing over \$866,000 over five years of matching funds, they show their commitment. In addition, they are actively seeking partnerships/donors and other grant funds to see that the project is sustainable. The letters of commitment from the Chief Deputy Commissioner, Superintendent and Chief of Staff also provide substantial evidence that they are committed to the project (p. e68-70).</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>10</b>
<p>Comments:</p> <p>The applicant adequately documents that the districts are commitment to implementation of the proposed project. The commitment of increasing percentages of funds to help ensure they are able to maintain the educator evaluation system after the granting period is evident (p. e52).</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</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>20</b>
<p>Comments:</p> <p>The applicant reasonably meets this priority. The applicant has provided a detailed time-line for implementing the grants projects with the development of the PBCS in the first year (p. e20; p. e45-48).</p> <p>A. The applicant clearly outlines in detail how each LEA will use the overall evaluation ratings to determine educator salaries (p. 25-26) In addition, academic performance targets, student performance targets and teacher performance targets with performance salary goals are sufficiently documented (p. e25-26).</p> <p>B. The applicant clearly demonstrates how they will use TIF funds. The applicant will use the funds to develop the PBCS as well as to provide bonuses to teachers and principals (p. e25-26).</p> <p>C. The applicant effectively addressed the feasibility of the HCMS. They have substantial letters of support in the appendices that the teachers, principals and administration are committed to the project and have been involved the planning and decision making processes (p. e68-86).</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>208</b>

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