

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

Application Number S374A120067



Applicant Name: School Dist. 1 Denver Colorado (City/County)

Reviewer Code: 18-A

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

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

| <i>Factor/Sub-criterion</i>  | <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 makes clear statements and demonstrates through varied examples (e.g., discussion; table/chart) alignment of the proposed HCMS and its relationship to improved student achievement. There is evidence that the vision for an improved HCMS is founded on the applicant's thorough description of existing practices and intended improvements. The applicant provides details of desired improvements that will yield enhancements in teacher quality, instructional leadership and innovations in the existing systems (e22-e24).</p>   |                       |                       |
| <p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described</p> | <b>35</b>             | <b>35</b>             |

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| <p>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: The applicant provides substantial evidence of the adequacy of the financial and nonfinancial strategies and incentives, including the proposed HCMS and PBCS.</p> <p>The LEA appears to have proposed quality mechanisms (e.g., mentor and lead educators; focus groups and incentive pay scales) to increase the number of teachers and principals in the district. The array of incentives, which includes a career ladder, is a way to attract to prospective teachers and principals.</p> <p>The range of decisions the LEA has made regarding ways to improve effectiveness and principal selection is extensive. The examples of improved practices for principals and the show of concern for the use of research based practices in creating educator evaluation documents, is indicative of the weight given by the LEA to creating a high quality HCMS (e26).</p> <p>The applicant provides proof of prior collaboration with teachers, principals, the educator association and district administrators in support of a revised HCMS. Letters of support from state and local officials; finances committed and statements from the LEA give way to the feasibility of the project. This proposal appears to be sustainable for the term of the grant and beyond (e24; e29).</p> <p>The applicant shares the parameters of the LEA's LEAP program. The LEA's inclusion of an existing HCMS in the district, with elements of a quality system, validates the commitment of the district and the community at large to growing the system (e26).</p> |              |           |
|  | <b>TOTAL</b> | <b>45</b> |

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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems** 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—**35 points**

| 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              |
| Comments: A finalized plan was not presented; however, a timeline for accomplishing modifications to the HCMS is presented. References are made to the current plan and the support of district personnel to work to improvements (e32-e38). Levels of evaluation for educators are cited; ranges of developing educator to effective are presented (e44).   |                |                |
| (2) Each participating LEA has presented (4 points)--<br><br>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and<br><br>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;   | 4              | 3              |
| Comments: References are cited regarding student growth and models that will be further explored or used. More information and examples of current models used, best practices implemented, and student academic achievement data should be included. Further, without evidence of the current information or the LEA's rationale for selection, it is difficult for the viewer to determine if best practices, research and/or if a thoughtful connection was made to the proposed levels of the assessment for educators. The applicant refers to rigor, but evidence of rigor in assessments has not been substantiated here (e46-e51). |                |                |
| (3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);   | 13             | 8              |

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|--|----------|----------|
| <p>Comments: The applicant’s evidence of the intent to create high quality plans for multiple educator observations is noted. However, no definitive schedule, roster of responsible professionals and/or expanded description of assigned observers could be cited. The applicant mentions observations and implies the magnitude of them getting done; however, no persons specifically assigned to observe could be found by the reviewer. The LEA does mention the roles of peer observers and other possible roles/skill sets. Further, the applicant shares that the LEA has already begun evaluating teachers. The applicant indicates that the rubric used for teachers needs to be upgraded for principals. According to the evidence presented, the LEA has a system in place that encourages multiple observations for teachers. The applicant indicates that the number of observations accomplished by the principal will increase. The applicant provides information that principals will be asked to go through processes to assess inter-rater agreement and assist the LEA in determining if there are adequate levels of support (e47-e48).</p> |          |          |
| <p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points)</p>   | <p>4</p> | <p>2</p> |
| <p>Comments: The applicant shares experiences in measuring student growth, but does not indicate that a researched based model or standards-based instrument has been created or used in the district. (e46). It is difficult to align an improved PBCS to student growth/achievement without the identification of these major elements and/or proof of their success, The LEA discusses plans to create a platform to display student growth information and valid assessments.</p>  |          |          |
| <p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) ---<br/>                 (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;<br/>                 (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>  | <p>6</p> | <p>4</p> |
| <p>Comments: The applicant references significance of student growth information throughout the proposal (e47-e51). The applicant explains that the LEA proposes that teacher evaluations will occur annually. The evaluations will be based in part on academic growth. According to the applicant, a significant percentage of student growth, at least 50%, will have an impact on teacher evaluation and effectiveness. The LEA proposes to evaluate general and special teachers via rubric. The rubric</p>   |          |          |

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| will show the correlation between teacher effectiveness, student growth and the educator’s work with general, diverse and special student populations (e50).   |           |           |
| (6) In the case of principal evaluations, the proposed evaluation system (6 points)<br>(i) Bases the overall evaluation rating on, in significant part, student growth; and<br>(ii) Evaluates, among other factors, a principal’s practice in--<br>(A) Focusing every teacher, and the school community generally, on student growth;<br>(B) Establishing a collaborative school culture focused on continuous improvement; and<br>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities. | 6         | 4         |
| Comments: The applicant mentions piloting the evaluation of school leaders with reference to their work with special education, diverse, and ESL students. However, the applicant does not provide information that suggests that the overall principal evaluation is based on student growth. The applicant presents evidence of the LEA’s commitment to further develop an instrument for principals beyond the LEAP framework, a rubric that is currently used. The applicant suggests that an evaluation is being developed for principals that will dedicate 50% of the rating to student academic growth. This percentage of student academic growth is significant to the evaluation of principals (e47-e51).               |           |           |
| <b>TOTAL</b>   | <b>35</b> | <b>22</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

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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              | 6              |
| <p>Comments: The applicant presented professional development activities in a table/dashboard format. (e56-e60) The table supports roles, duties and responsibilities of professionals involved and are expected to be involved with professional development. The applicant indicates that information from this table will be used in the district. Survey and goal setting results regarding needed professional development would strengthen this area</p>              |                |                |
| (2) Provide professional development in a timely way (2 points);  | 2              | 2              |
| <p>Comments: The reviewer determines from the description given by the applicant that professional development will be ongoing. This implies that occurrences will be timely (e57). Additionally, information that appears on the attached table indicates day to day training and that that training progressively moves on to include annual planning for professional development (e59).</p>   |                |                |
| (3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points)   | 5              | 3              |
| <p>Comments: Job embedded activities/training is recognized in the applicant's proposal. Use of existing tools, sites and an academy format are mentioned. The applicant mentions professional development that will be led by teachers and principals throughout the school year. Activities based on particular school sites and/or those determined by particular schools (i.e., needs of each individual building) cannot be identified by this reviewer (e58-e60).</p> |                |                |

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|   |           |           |
| (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: The applicant presents information that supports the criterion. It is determined that professional development will be provided to support and improve instructional and leadership practices. The applicant describes the LEA’s customized professional development, but does not identify a method for determining individual teacher needs as they relate to student academic achievement. Cultural sensitivity and classroom management are mentioned as areas of development for all educators (e59). A holistic approach is mentioned to support the knowledge base for educators (e57-e59).</p> |           |           |
| <b>TOTAL</b>  | <b>35</b> | <b>31</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)  | 10             | 10             |
| <p>Comments: The applicant demonstrates in this section that there is extensive educator involvement (e61-e65). The applicant presents as validation its, involvement with Pro Comp, DPS leadership and the Denver Teachers' Association. Letters of support and varied pieces of documentation are found in the attachments to show teacher involvement. Documentation from the LEA is included that gives evidence of prior educator involvement. The reviewer interprets the proof of educator involvement as a show of the commitment of educators to remain involved with the project. The LEA explains that they are positioned to implement this plan and its district educators are committed to remain involved (e53);(e92).</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: The applicant identified names and titles of educators and other leaders that have and will continue to support the project. Educator supported focus groups, design teams and LEAP steering committee members are identified as ongoing supporters (e61; e92)</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              |
| Comments: The applicant identified key personnel, roles responsibilities and prior experiences with project management (e66; 56-58; e121-e130). A diagram shows work streams (e69).  |                |                |
| (2) Allocates sufficient human resources to complete project tasks (5 points);   | 5              | 5              |
| Comments: The applicant defines roles and identifies a Project Director to work with teams, oversight committees and a core group. A roster of names and responsibilities to the project is attached; this roster contains more than 30 titles and assignments to tasks. Two talent management professionals are identified to guide teacher and principal groups through the parameters of the project (e68-e69). Varied professionals are identified to complete the project tasks. The reviewer recognizes sufficient human resources to complete all tasks. (e61-e69); (e11-e112). |                |                |
| (3) Includes measurable project objectives and performance measures (5 points)   | 5              | 5              |
| Comments: The applicant provides a project objectives table (e71-e72) that supports this section. Measurable objectives are presented and meet the criteria for validity in a research based format. Objectives identify teachers and principals as the responsible parties.   |                |                |
| (4) Includes an effective project evaluation plan (5 points);  | 5              | 2              |
| Comments: The applicant explains that the LEA is unable to make definitive plans at this point of planning. For this section, an established evaluation plan was not found by the reviewer. The applicant identified action steps that would be taken toward creating a plan. The action steps outlined (e72-e73) reference the use of longitudinal, cross sectional and qualitative   |                |                |

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| information.   |           |           |
| (5) Specifies realistic and achievable timelines for:<br>(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 applicant presented an explicit timeline. Dates, responsible parties and areas (i.e., HCMS, PBCS and evaluation systems) were delineated. School and educator phase-in was not recognized; however, milestones were identified for the educator evaluation system and PD. Annual turn-in of teacher and principal development plans and annual revisits to the parameters of the grant were cited. The applicant does identify educator evaluation data as key to the ongoing professional development across the district. Based on the information presented the timeline appears realistic and achievable by the LEA (e77).</p> |           |           |
| (5) Specifies realistic and achievable timelines for:<br>(ii) Successfully completing project tasks and achieving objectives (4 points).   | <b>4</b>  | <b>4</b>  |
| <p>Comments: The applicant has presented a timeline that appears realistic. For this reviewer, items on the timeline such as specific dates, action steps and responsible parties help guide the process and appear achievable. The applicant makes clear via this diagram the milestones and key steps in handling the project (e76-e77).</p>   |           |           |
| <b>TOTAL</b>   | <b>30</b> | <b>27</b> |

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

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

| Factor/Sub-criterion   | Total Possible | Assigned Score |
|--|----------------|----------------|
| (1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);  | <b>10</b>      | <b>10</b>      |
| Comments: The applicant states that LEA and SEA remain committed to an improved HCMS and PBCS. The LEA contends that SIF funding and other confirmed resources will allow for improved and ongoing efforts in this regard. The applicant contends that Pro Comp trust and DPS General Funds will be absorbed for this system of improvements (e78-e79).  |                |                |
| (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>      |
| Comments: The applicant purports that this document represents DPS's willingness to sustain this project via dedicated improvements to HCMS and PBCS as outlined. The applicant describes outcomes of improved student achievement through enhancements of these systems. Further, the applicant validates through examples given, the importance of building capacity in the Denver Public Schools. By a show of support (e.g., a letter of endorsement from the state Governor) and projects already implemented (e.g., LEAP), the Denver Public Schools demonstrates a likelihood of sustainability for a revised HCMS and PBCS. Further, Denver cites a new HCMS as a mechanism for change in the district. The applicant adds that a new system would give value to its district, in terms of how it is viewed by constituents (e78-e79). |                |                |

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|-------|----|----|
| TOTAL | 20 | 20 |
|-------|----|----|

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

|  | <b>Total Possible</b> | <b>Assigned Score</b> |
|--|-----------------------|-----------------------|
| <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 grants 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> | <b>20</b>             | <b>19</b>             |
| <p>Comments: The applicant describes DPS's (e39) Salary Structure Based on Effectiveness. It shows a breakdown of incentive dollars for effective educators. The applicant further responds to this section via the inclusion of attached documentation (i.e., timelines, multiple tables displaying salary structure, incentive pay determinants, and stakeholder budget (see Pro Comp trust Pay-Out Summary). Letters of support from the Governor and other state officials support this LEA's plan for TIF funding and innovations. The proposal appears feasible based on the information given with regards to salary structure. The LEA's plan to work with critical stakeholders appears to support the renewal and expansion of the HCMS/PBCS.</p>                    |                       |                       |
| <b>TOTAL</b>   | <b>20</b>             | <b>19</b>             |
| <b>GRAND TOTAL</b>   | <b>220</b>            | <b>199</b>            |

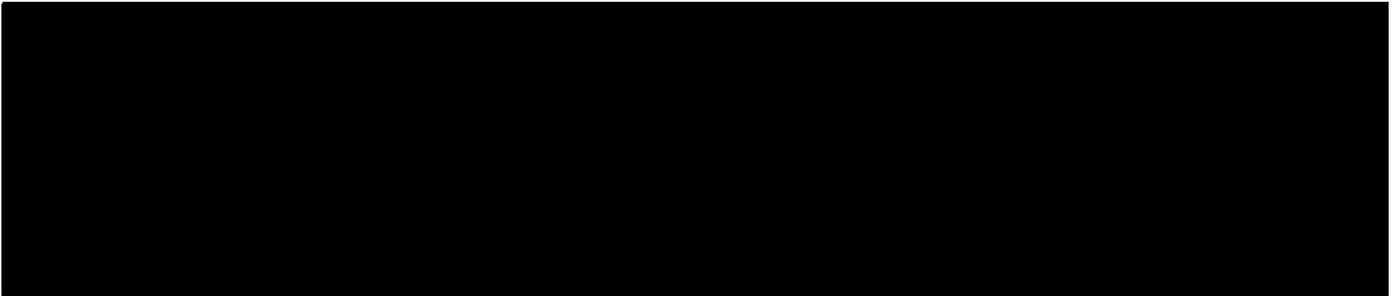
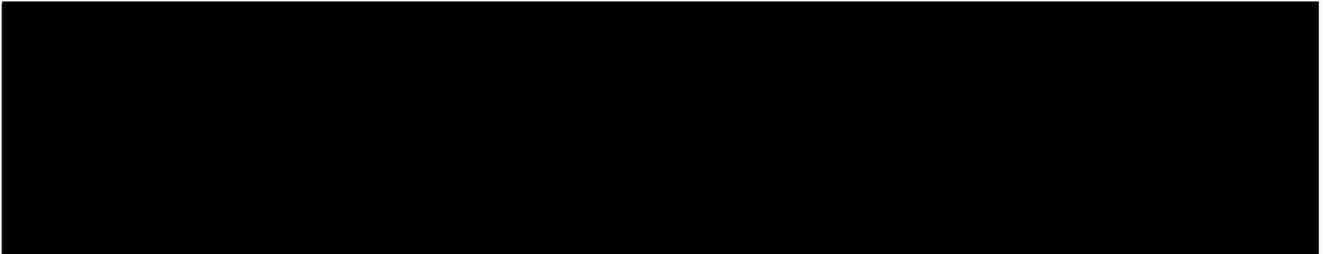
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Application Number S374A120067



Applicant Name: Denver School District No. 1

Reviewer Code: 18-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--

| <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 ambitious vision of the LEA, to lead the nation’s cities in student achievement, high school graduation, and college matriculation is aligned with the district HCMS. This clear vision is clearly the driving force behind the significant work the LEA has already accomplished in the evolution of its HCMS and will surely drive its refinement. The LEA sees continued instructional improvement as a goal of its HCMS and believes that student growth in all schools and over all special groups will follow. Pg. 1</p>   |                       |                       |
| <p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p> | <b>35</b>             | <b>35</b>             |

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Applicant Name: Denver School District No. 1

Reviewer Code: 18-B

Comments

The LEA uses its HCMS to direct the entire range of its decisions: recruitment, hiring, professional development, retention, dismissal, non-probationary status, promotion, and compensation. Pg.19 This LEA in advance of its recruitment efforts, works with teacher preparation providers about its HCMS, the Framework for Effective Teaching, thus preparing potentially effective teachers to understand and aspire to join this exemplary district. pg 17 . The rubric of the framework is the source of more data used to rank teachers and individualize their professional development. An effective rating on the rubric must be earned by teachers who desire to take on more responsibility or receive salary incentives. Pg. 5

Along with rubrics that describe effective teaching and leading at four levels, the district has and intends to continue incorporating multiple data points of student learning and has invested in systems to make this data easily accessible to classroom teachers and principals. Using their evaluation reports and their student learning data, each teacher has two professional areas of focus, one for themselves individually and another as a member of a school with a focus determined by the principal. The LEA invests financial and time resources developing, rewarding and refining systems to nurture excellent educators. Pg. 4

The LEA currently has a PBCS, ProComp, pg. 20 and is working to validate each element of the plan and determine the weight given to effectiveness in the ways educators could be incentivized to move to or remain in a high needs school. The incentives are adequate to accomplish this goal.

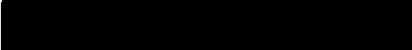
The attached letters of support for the current and proposed PBCS plans from the state Governor, the Senator, the Mayor, and the head of the teachers union, and the Superintendent attest to the high commitment of the LEA and its communities to succeed in the work they have started as they make every decision in their district. pg. e92-95

|              |           |           |
|--------------|-----------|-----------|
| <b>TOTAL</b> | <b>45</b> | <b>45</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--

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Applicant Name: Denver School District No. 1

Reviewer Code: 18-B

| 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>For six years, the LEA has used the Framework for Effective Teaching as its rubric to evaluate educator effectiveness. pg. 8. In the coming year the LEA proposes to add multiple measures to assess teacher effectiveness, the Leading Effective Academic Practice (LEAP). The initiative is the product of a broad collaboration to design an assessment system that provides fair, comprehensive performance assessment grounded in student academic growth which will be the basis for half of an educator’s effectiveness rating. pg. 25. The LEAP evaluations have four levels and will be piloted in 2012-13 for both teachers and principals.</p>  |                |                |
| (2) Each participating LEA has presented (4 points)--<br><br>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and<br><br>(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;  | 4              | 4              |
| <p>Comments</p> <p>Student growth is measured on state common assessments, district common assessments, and the Colorado English Language Acquisition Assessment. The rationale for pioneering the Colorado Growth Model is to express student growth as a percentile relative to others with a similar achievement history rather than test score point gains or losses. pg. 27</p> <p>The measures used to assess student growth meet the criteria for fairness, bias, rigor, comparability, and standards alignment. Pg 27</p> <p>Teacher and Team developed assessments will be piloted during the TIF timeline with support for designing and interpreting the measurements. Colorado has passed a statute that by 2014-15 an educator’s evaluation must be based 50% on his or her student academic outcomes.</p> |                |                |
| (3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including   | 13             | 13             |

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| <p>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>Comments</p> <p>The observation measure is fully developed and implemented. School leaders conduct the observations twice yearly, using the observation rubric.</p> <p>They have received extensive training on rating consistently using the rubric.</p> <p>Training to ensure inter rater reliability is ongoing. Pg 29</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>Teacher and Team developed measures of student growth at the classroom level are not yet implemented, but the intention to support and validate the assessments is part of this plan. Pg. 27</p>   |          |          |
| <p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>   | <p>6</p> | <p>6</p> |
| <p>Comments</p> <p>The LEA has extensive procedures for evaluating the performance of all stakeholders based on both the Framework for Teaching and the Framework for Effective School Leaders. Half the weight of the proposed evaluation is based on student growth. It is a significant part showing that the value added model provides equity in evaluating the effectiveness of teachers of special populations.</p> <p>Teaching rubrics include indicators for measuring teacher practice that is necessary in meeting the</p> |          |          |

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|  |           |           |
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| diverse need of student with disabilities and English Language Learners and multiple measures of student learning. Pg. 28  |           |           |
| (6) In the case of principal evaluations, the proposed evaluation system (6 points)<br>(i) Bases the overall evaluation rating on, in significant part, student growth; and<br>(ii) Evaluates, among other factors, a principal's practice in--<br>(A) Focusing every teacher, and the school community generally, on student growth;<br>(B) Establishing a collaborative school culture focused on continuous improvement; and<br>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.   | 6         | 6         |
| <p>Comments</p> <p>The LEA has developed and is piloting an evaluation system for principals, the Framework for Effective School Leaders. pg. 32 The key areas of the rubric include equity/culture, instruction, human resources, strategy, management, and community leadership. At least 50% of the evaluations, a significant number, will be determined by the academic growth of the student enrolled in the principal's school as measured by the Colorado Growth Model.</p> <p>Other measures are the number and percentage of licensed personnel in the school who are rated as effective or highly effective. Pg. 32</p> <p>Principals' evaluations assess a principal's ability to focus his or her school on the growth and achievement of all students in the school.</p> <p>The rubric of the principal evaluation focuses on ensuring instructional practices to support the needs of linguistically diverse students, English language learners, students with disabilities, and gifted and talented students. Pg 32</p> |           |           |
| <b>TOTAL</b>   | <b>35</b> | <b>33</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>8</b>       |
| <p>Comments</p> <p>The application details the variety of high quality professional growth opportunities a teacher may access. Pg. 37 The offerings are individualized according to the educator need and rating and delivered in a variety of offerings from face to face to online study.</p>   |                |                |
| (2) Provide professional development in a timely way (2 points);  | <b>2</b>       | <b>2</b>       |
| <p>Comments</p> <p>A technology data bank, SchoolNet, contains links to individualized teacher professional development through a variety of media such as courses, resources, and training materials linked to each indicator on the Framework for Effective Teaching. When teachers' evaluation data, including student growth measures, are added to the data bank a dashboard becomes available to direct the teacher to timely, relevant choices of development. Pg.38</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>5</b>       |

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| <p>Comments</p> <p>Effective teachers and leaders may take on roles providing school based and job embedded professional development. They may serve as Team Teacher Lead or Content Reach Lead Teachers for their peers. For these roles they receive training. Pg 39-40</p>  |           |           |
| <p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>   | <p>20</p> | <p>20</p> |
| <p>Comments</p> <p>The application details a comprehensive plan to refine Professional Development, pg. 38, that includes utilizing existing resources, developing new resources in response to identified needs of individual educators and utilizing external PD in areas that are likely to improve practices and impact student learning .</p> |           |           |
| <p><b>TOTAL</b></p>  | <p>35</p> | <p>35</p> |

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

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

| Factor/Sub-criterion  | Total Possible | Assigned Score |
|---|----------------|----------------|
| (1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and   | 10             | 10             |
| <p>Comments</p> <p>The TIF plan documents convincing involvement in the current negotiated PBCS, ProComp by principals and teachers.</p> <p>The letter of support from the DCTA supports the intention for continued extensive negotiations as the system evolves. Pg. 42</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>Speaking on behalf of the members of the DCEA, President Henry Roman, pledges support for the TIF application. Pg e92</p> <p>84% of the LEA teachers are enrolled in ProComp. In 2008 when changes were negotiated, 78% of the membership ratified the changes. Pg. 43</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 plan and the budget clearly detail the roles and responsibilities of project personnel. Pg 56-58 and e121-130</p>  |                |                |
| (2) Allocates sufficient human resources to complete project tasks (5 points);  | 5              | 5              |
| <p>Comments</p> <p>The project has sufficient human resources to complete this project. A director with an impressive resume for taking a variety of complicated tasks from inception to completion. Twenty eight other team members take responsibility for every part of the grant. Pg e 111-112</p>  |                |                |
| (3) Includes measurable project objectives and performance measures (5 points); and   | 5              | 5              |
| <p>Comments</p> <p>The 3 project objectives are outlined on page 1. In the Project Management Plan, pg. 75, the LEA sequentially orders the tasks that lead to measurable project objectives and performance measures.</p>  |                |                |
| (4) Includes an effective project evaluation plan (5 points);   | 5              | 5              |
| <p>Comments</p> <p>The application details activities, responsibilities and the evaluation plans for the TIF proposal. Pg 57-58</p> <p>The LEA plans six separate analyses of data in their local evaluation plan: recruitment, development and retention by cross sectional data, longitudinal data, and qualitative, student achievement analysis, and analysis of use of data in human capital decision making. Pg 72-75 This should generate more than adequate evidence of the effectiveness of the project.</p> |                |                |
| (5) Specifies realistic and achievable timelines for:<br>(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  |           |           |
| <p>The LEA has considerable experience in HCMS, PBCS, and educator evaluation systems so their timeline for refinement of these areas is reasonable. They have the additional pressure of remaining faithful to their collaborative practices and the deadline of legislation which requires teacher evaluation to be measured by at least 50% student learning data. Pg. 2</p> |           |           |
| (5) Specifies realistic and achievable timelines for:<br>(ii) Successfully completing project tasks and achieving objectives (4 points).  | 4         | 4         |
| Comments  |           |           |
| <p>The timeline for completing the TIF project objectives is realistic and achievable.</p> <p>The key personnel, pg. 47-50, comprise a talented, driven, motivated team with high goals and experience to successfully lead the components of this TIF project.</p>   |           |           |
| <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); | 10             | 10             |
| Comments  |                |                |
| <p>Convincing evidence is provided of financial and human resources that have been committed to</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;<br>(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<br>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.   | 20             | 20             |
| <p><b>Comments</b></p> <p>This application details refinements to the salary schedule no later than the fifth year for the LEA PBCS for all educators. During the period of the grant, the district presents a reasonable timeline to involve all stakeholders in the discussions and to conduct analyses of a variety of consequences of their decisions. Pg 19-21</p> <p>By 2014-2015 all teachers will have an effectiveness, LEAP, score that includes a 50% weighting on student growth data. A that time it will be feasible for DPS to align compensation more directly with overall effectiveness. pg. 19</p> |                |                |
| <b>TOTAL</b>  | <b>20</b>      | <b>20</b>      |
| <b>GRAND TOTAL</b>  | <b>220</b>     | <b>218</b>     |

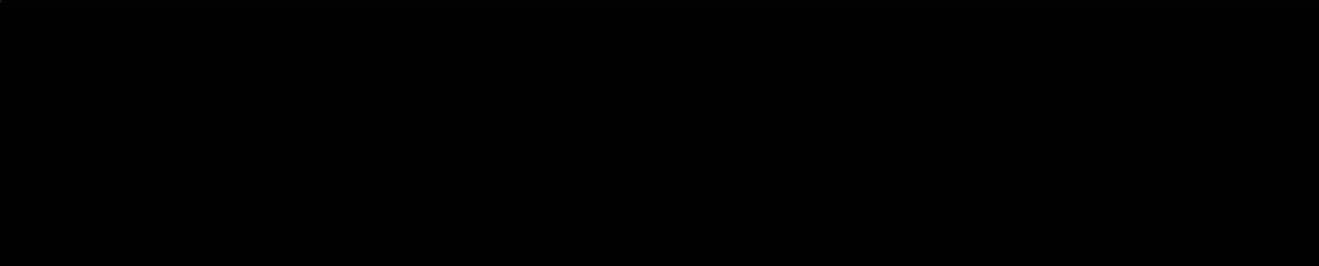
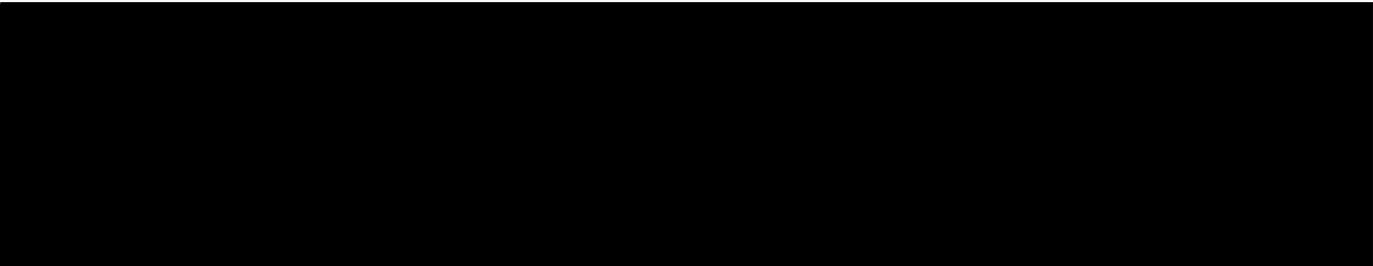
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(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--

| <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: DPS clearly aligned each component of their vision for instructional improvement to a specific HCMS component. (p.e23). DPS’s vision for excellent teachers and leaders is anchored in clear definitions for teacher and school leader effectiveness. Standards for effective teaching and school leadership to guide regular feedback on performance and opportunities and growth will be informed by multiple measure teacher and principal evaluation systems. Support for teachers and principals will be driven by professional growth plans that can be accessed on a centralized data dashboard. Rewards for educators will be performance-based. Opportunities for excellent educators to expand their impact on students and share their expertise will be facilitated through differentiated roles and leadership opportunities for teachers and school leaders.</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</p> | <b>35</b>             | <b>35</b>             |

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| the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.  |           |           |
| <p>Comments: The LEA's likelihood of increasing the number of effective educators in the LEA's schools, especially in high-needs schools, is high. The LEA proposes to clearly define teacher and leader effectiveness in an effort to make a wide range of human capital decisions including—recruitment, retention, evaluation, compensation, professional development, and recognition of educators. For example, DPS asserts a desire to make a stronger link between evaluations of educator effectiveness to recruitment, retention, compensation, professional development, and support of educators in high-needs schools. (p.e26) One of the two focal points for this LEA's intended purpose for this grant is to strengthen the educator evaluation systems by tightening the integration of student outcome measures. (p.e21). The feasibility of this LEA realizing their vision is high given they are also building upon their past experience with building ProComp, a PBCS for teachers, which was expanded to include principals in 2009. Teachers are already additionally compensated for teaching in a high need school and educators are compensated for significant student growth and achievement. Given this strong foundation, the LEA specifically states the desire to broaden the range of Human Capital decisions made using educator evaluations by refining those evaluations and student growth measures. (pgs 36-39) The LEA's commitment to implementing the described HCMS is convincing given the detailed plans for using the existing Teacher Leadership Academies as a means for identifying the new roles for effective teachers. The Career Lattice proposal on p. 31 includes a variety of non-financial incentives for educators with favorable evaluations. Some of those roles include Teacher Team Leads and Extended Reach Team Leads (p.30-31).</p> |           |           |
| <b>TOTAL</b>   | <b>45</b> | <b>45</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); | 2              | 1              |
| Comments The LEA has educator performance evaluations with four performance levels:  |                |                |

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| <p>ineffective, partially effective, effective, and highly effective. The LEA has clear and compelling plans, like linking principal performance to teacher performance, for transforming their current evaluation rubrics from good to great. Identifying the indicators for each level of performance would have strengthened this section. (p. e44)</p>  |                  |                  |
| <p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>   | <p><b>4</b></p>  | <p><b>3</b></p>  |
| <p>Comments: The LEA's vision for incorporating student growth measures informed by multiple assessments, as opposed to one data source, supports a high investment in rigor and comparability of assessments. The LEA already has student growth percentiles within their state test and they plan to increase the weight given to student growth to 50% for both teacher and principal evaluations. The LEA plans to use TIF funds to strengthen both Teacher/Team Developed Assessments and District Interim Assessments so that they, too, can be included in future student growth calculations.(p.45). What's missing from this section is an evaluation of how reliable the current assessment and growth measures are and what specific gaps need to be filled. (p.e46)</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>10</b></p> |
| <p>Comments: The LEA proposes a highly detailed observation cycle for teachers. The plan includes multiple types of observations, intended duration of observations, and qualifications for peer observers. The extensive training expectations for peer observers ensure a high degree of inter-rater reliability. Also, expectations for the frequency of partial observations and walkthroughs can enhance a well rounded view into teacher practice. The only piece missing for the teachers was an example of the actual observation tool. (e47)</p> <p>The rating criterion for principals was clear and aligned to the overall instructional</p>   |                  |                  |

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| <p>improvement vision. However, such detail to the process for principal observations is missing. Given that the Leadership Framework was just piloted this past year as a part of the principal evaluation system, it would have been helpful to see the successes and challenges and how they will inform future school leader observation cycles. (pp. e50-52)</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: The LEA already uses student growth percentiles as measured by the state test. They use this data to compare student-to-student achievement data. (p.e46) The next step this LEA would like to take is to use that method to link students' academic growth to their respective individual teachers. In addition, the LEA would like to do such comparisons using their District Approved Assessments and Teacher and Team Assessments.</p>   |                 |                 |
| <p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --<br/>                 (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;<br/><br/>                 (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><b>6</b></p> | <p><b>3</b></p> |
| <p>Comments: Attributing half of a teacher's evaluation to student growth is significant. The other four components of the evaluation system (school leader observation, peer observation, professionalism, and student perception surveys) provide a great lens into teacher practice. However, a specific emphasis on teachers of special student populations was missing. (p. e47-51)</p>   |                 |                 |
| <p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)<br/>                 (i) Bases the overall evaluation rating on, in significant part, student growth; and<br/>                 (ii) Evaluates, among other factors, a principal's practice in--<br/>                     (A) Focusing every teacher, and the school community generally, on student growth;<br/>                     (B) Establishing a collaborative school culture focused on continuous improvement; and</p> | <p><b>6</b></p> | <p><b>5</b></p> |

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| (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.   |           |           |
| Comments: Attributing half of a principal's evaluation to student growth is significant. The alignment between the principal evaluation and teacher success was also compelling and sets the stage for creating a collaborative school culture. However, the evaluation system does not include details about supporting the academic needs of special student populations. (p. e50-51) |           |           |
| <b>TOTAL</b>  | <b>35</b> | <b>25</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);   | <b>8</b>       | <b>6</b>       |
| Comments: The LEA currently has strong alignment between the LEAP evaluation and the identification of strengths and growth opportunities of educators. The Professional Growth Plans are created using the evaluations and are tracked in a centralized dashboard, which allows for disaggregated data-based decision-making to happen strategically. However, such attention to alignment with principal evaluations was not discussed. (p. e56) |                |                |
| (2) Provide professional development in a timely way (2 points);   | <b>2</b>       | <b>2</b>       |

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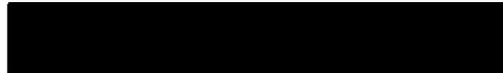
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| <p>Comments: The LEA uploads and saves Professional Growth Plans in the Educator Development Dashboard in the SchoolNet information management system. This same system provides the opportunity for educators to access a variety of media such as courses, resources and training materials at their convenience.</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>4</b></p>  |
| <p>Comments: The LEA proposes a strong variety of job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices. For example, Team Teacher Leads will have opportunities to lead a team of teachers while also taking courses to support them in that skill. For principals, Host Principal and Principal Cohort Leader positions were listed, but not elaborated upon. A comprehensive plan for principals would have strengthened this section. (p. e59-60)</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>15</b></p> |
| <p>Comments: The LEA carefully and purposefully linked professional development opportunities to specific roles and individual teacher needs and competencies. Such attention to rationale and compensation detail can likely translate into meaningful experiences for teacher leaders at all levels. Again, such attention detail was not paid to principal support. (pp. e57-60)</p>  |                  |                  |
| <p><b>TOTAL</b></p>  | <p><b>35</b></p> | <p><b>27</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: The LEA's current PBCS and educator evaluation systems was created in 2004 in collaboration with appointed members from DPS and DCTA (their union). Such close collaboration provides a strong foundation for continued improvement and implementation. The fact that DCTA's support for performance-based compensation has increased throughout the years and there is a Transition Team in place to monitor the evolvement of the system is promising. The application also includes a strong letter of support from DCTA. (p. e92)</p> <p>In addition to the appointed individuals, the LEA casted a wide net of involvement by forming design and focus groups comprised for teachers and principals. (pp. e61-65)</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: Due to the deliberate efforts to involve so many DPS and DCTA members in the design process, support for both the evaluation and PBCS systems has increased within DCTA from 59% to 78%, and 84% of DPS are enrolled in ProComp. (p.61) Such involvement and support provides a strong case for more funds being used in impactful ways.</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);   | <b>3</b>       | <b>2</b>       |
| Comments The roles and responsibilities of key personnel is clear. All of the major components for implementation had a designated owner. It would have been even more comprehensive if the roles included actual intended owners from DPS. For example, it would be helpful to know which department representation would be critical for ease of implementation. (p. e66-69 and pp. e121-130)                        |                |                |
| (2) Allocates sufficient human resources to complete project tasks (5 points);   | <b>5</b>       | <b>5</b>       |
| Comments: The amount of positions and owners for the multiple layers of this project are sufficient. Given the desired emphasis on student outcomes and the current high satisfaction with the current PBCS and evaluation systems, the level of competence and experience for the individuals on this team will be critical. (p. e111-112)  |                |                |
| (3) Includes measurable project objectives and performance measures (5 points); and  | <b>5</b>       | <b>4</b>       |
| Comments: The objectives and performance measures are written in a format that will be measureable. They also comprehensively measure the intended vision for improved instructional leadership. Including what information will be used to set those actual targets would have strengthened this section. (pgs.71-72)   |                |                |
| (4) Includes an effective project evaluation plan (5 points);  | <b>5</b>       | <b>5</b>       |
| Comments: The LEA's project evaluation plan is aligned with the broad range of human capital decisions they are aiming to make using improved PBCS and evaluation systems. The plan includes both quantitative and qualitative efforts to gather accurate data to support the effectiveness of this new initiative. It also includes feedback from participants and reach as far as national evaluation. (pgs.72 – 75) |                |                |
| (5) Specifies realistic and achievable timelines for:<br>(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>       |
| Comments: The timelines for implementing the HCMS, PBCS, and educator evaluation systems are   |                |                |

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| appropriate and justified by clear owners for each task. (pp.75-78) The elapsed time for communication seem realistic and the milestones are aligned to the objectives.  |           |           |
| (5) Specifies realistic and achievable timelines for:<br>(ii) Successfully completing project tasks and achieving objectives (4 points).   | 4         | 4         |
| Comments: The milestones and related tasks are pretty high-level, but because the milestones are placed reasonably with a robust project team, the tasks should also be achieved within the proposed timeline. Because this LEA has executed similar successful projects, it might be helpful for new Project Team members to see anticipated obstacles or the impact other district-wide initiatives might have on this project. (pp. e75-78) |           |           |
| <b>TOTAL</b>   | <b>30</b> | <b>28</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: Denver Public Schools has a proven track record of implementing large-scale human capital initiatives. The infrastructure for PBCS and educator evaluation systems are already in place. They garnered the support of DCTA back in 2002 and continue to involve them in the process and implementation. The current PBCS structure, ProComp, also has dedicated, taxpayer-supported funding source to fund performance pay. This LEA has identified and committed sound non-TIF resources to support the proposed new efforts. (pp. e78-79) |                |                |

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|   |           |           |
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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>10</b> |
| <p>Comments: Because performance-based pay has been a focal point for this LEA since 2002, the likelihood of their proposed plans in this application to be implemented and sustained is very high. They have strategically involved critical stakeholders in previous design phases and plan to continue that level of collaboration in the future. The tight alignment between their vision for improved student outcomes and the execution of past human capital initiatives supports their candidacy for continued improvement.</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;<br>(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<br>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.  | 20             | 20             |
| Comments: The LEA proposes, as part of its PBCS, a clear timeline for implementing a salary structure based on effectiveness for both teachers and principals. For teachers in the 2014-14 school year, their overall LEAP score will be used to inform PBCS and by 2014-15, all teachers will have LEAP scores that include a 50% weighting on student growth data. (p. e38) A similar timeline is in place for principals with an implementation date of August, 2015. (p. e77). TIF funds will be used to support additional compensation for 1. effective teachers serving in the identified high-need schools and high-impact areas and 2. effective teachers and principals who take on differentiated leadership roles. The proposed implementation is highly feasible given DPC’s past successful collaboration with DCTA for the current PBCS—ProComp. For this implementation, DPS is working and will continue to work with DCTA in years 1 and 2 of the TIF grant to develop an evaluation system that includes multiple measures of effectiveness and centers on student growth to more accurately reflect overall teacher performance. |                |                |
| <b>TOTAL</b>   | <b>20</b>      | <b>20</b>      |
| <b>GRAND TOTAL</b>   | <b>220</b>     | <b>200</b>     |

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