

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/10/2016 09:29 PM

Technical Review Coversheet

Applicant: Youth Empowerment Services, Inc. (U374A160084)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	43
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	103

Technical Review Form

Panel #12 - Teacher Incentive Fund - 13: 84.374A

Reader #1: *****

Applicant: Youth Empowerment Services, Inc. (U374A160084)

Questions

Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

General:

Strengths: The applicant proposes a focused plan to improve teacher effectiveness and promoting equitable access for 100% of educators including teachers, teacher leaders, principals and the four LEA Superintendents. These educators are representing high need campuses, high-poverty campuses, and persistent lowest achieving campuses (p.e16). The applicant plans to improve the educators performance based system from Educator Effective Process (EEP) to the Texas Education Equity System (TEES). The plan will use an evaluation system for teachers and principals (p. e17-e18). Through analyzing performance data of the evaluation system, professional developments will be determined as well teacher compensation (p.e19) for 13 priority schools.

Weakness: No weakness found.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 43

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Strengths: The applicants provided information about an evaluation process entitled Educator Effectiveness Process to improve the teaching and learning that occurs in the classrooms so that students are supported by effective educators using rigorous academic standards and thus able to compete throughout their education experience. This evaluation process supports teacher effectiveness in the classroom in order to have students to meet academic standards. The EEP PBCS will then compensate educators based upon their effectiveness towards ensuring that all students successfully meet their academic goals. These goals are aligned with the overall instructional vision to ensure all students have equitable access to effective educators in order to meet the academic standards (p.e23). Evidence shows that all LEA's [participating in the grant will use the same evaluation rubric; all will receive the same types of professional developments.

Weakness: No weakness found.

Sub Question

Reader's Score:

- 2 (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

Strengths: The applicants focused solely on the Educator Effectiveness Process and PBCS for all teachers, principals, and Superintendents which will be provided by a thorough rubric and education data system. As time increases the system will add assistant principals, academic deans, special education, and ELL directors, and other support personnel based upon PBCS observation results(p.e34-e35).

Weakness: In the application the applicant does not provide information for the collaboration of partnerships between the LEA and local universities and/or a, nonprofit organization (p.e34-pe35).

Reader's Score:

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

General:

Strengths: The applicant's strong theory is The consensus in the research about multiple career paths is that employees who have the opportunities for career advancement by motivating to improve the quality of their work which supports the Multiple Career Paths as a significant segment of the Educator Effective Process. (p. e29) The strong theory of this organization is based on research from Bloom's Taxonomy (p.e105). The plan in the document provides a Strong Theory Chart that states the resources (EEP, PBCS, HCMS), activities, inputs, outcomes and the goal of the proposed theory appendix r(p.e107). The EEP adopted the strong theory six years ago that "effective educators can produce utilizing resources; human and financial, providing voice and input to all educators, identifying and providing extensive supportive service and encouraging collaboration between and with effective educators as a part of a system to improve instruction for students(p.e41).

Weakness: No weakness found.

Reader's Score:

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

General:

Strengths: The applicant documented that through the TIF3 grant award from 2010, the EEP was able to go beyond the added outcomes based on results of educator effectiveness that required an alignment of all the feedback a teacher received about instructional effectiveness. The Texas Priority School project has also supported the LEA over the last 5 years to continue with the EEP. With continued success of the EEP process focusing on reinforcing evidence-based teacher instructional behaviors which has made significant growth in student learning (p. e40). The LEA has received non-TIF grant funding and donations from Title I and Title II allocation to assist with supporting the project (p. e403-e405).

Weakness: No weakness found

Reader's Score:

Selection Criterion - Professional Development Systems

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

Reader's Score: 15

Sub Question

- 1. (1) 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 2(a), to improve their effectiveness.**

General:

Strengths: The applicants provides evidence that the LEA will have the opportunity to analyze the data from the previous year, create the school plans and unit plans, renew their commitment to becoming more effective and generally prepare for the upcoming school year. Also, multiple external professional development options to improve the teacher, principals and learning on their campuses. (p.e41).

Weakness: No weakness found.

Reader's Score:

- 2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

General:

Strengths: The proposed plan states that EEP uses disaggregated information to provide the necessary professional development to meet the needs of individual educators (p.e41). The plan shows various ways that educators (teachers, principals, and other personnel) can receive professional development training through job required embedded PD, coaching and mentoring to assist with communicating effectively, monthly academic PD's, and required training with current external professional development to increase their content knowledge to become more effective educators (p.e43-44). The plan allows disaggregated information to drive professional development needs in participating LEA's.

Weakness: No weakness found.

Reader's Score:

Selection Criteria - Quality of the Management Plan

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

General:

Strengths: The applicant gave a complete description that will ensure the project's timelines and deadlines are accomplished within budget. It includes clearly defined roles and responsibilities, specific timelines, and milestones. (p. e46) The plan proposes that 18 highly tasked positions will come under the leadership of the Executive Project Director and each position has detailed descriptions. The four major milestones that will be achieved in year one are evaluations, professional development, PBCS, and HCMS. - (p. e48-e49). The plan has a detailed budget narrative for year one in the appendix that supports timelines and milestones for the proposed plan.

Weakness: No weakness found.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--

Reader's Score: 5

Sub Question

1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.

General:

Strengths: The applicant provided evidence that the educators and school leaders unanimously agreed to participate in surveys and agreed to give their input into the development of the PBCS. Since there are no unions existing in this LEA every educator has equal opportunity to provide input. EEP evaluation system will continue to play a vital role in the progress of all the campuses and will be used 100% of the time throughout the LEA's. EEP continues to be a significant integrated component for school improvement over the last 6 years for both educators and school leaders (p.e440).

Weakness: No weakness found.

Reader's Score:

2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

General:

Strengths: The applicant has a clear plan for the financial implementation, systems development, and activities that will be conducted once the grant period has expired. There will be a reduction in personnel that was grant funded as well as existing district personnel will assume responsibility for sustaining existing job duties (p.e54).

Weaknesses: No weakness found.

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

General:

The applicant was not awarded points under competitive preference priority 1 because it is not seeking eligibility under this priority.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Strengths: The proposed plan outlined the following goals: the campus teachers will be supported through professional development, mentoring, coaching and modeling from a master teacher within every classroom. The plan states that unqualified, inexperienced, and out of the field teachers will attend weekly unit meetings, participate in weekly walk-throughs with coaches and mentors and with these supports it will transition the teacher to a qualified teacher. . The plan also proposes that the EEP staff is committed to continuing its involvement of all stakeholders in the evaluation system with supports, the PBCS as the soon-to-be implemented HCMS (p.e39)Weakness: With the proposed plan there needs to be some educational initiatives and trainings to support unqualified, inexperienced, and out of field teachers so they are able get the necessary support in order to become an effective educator. (p.e39)

Reader's Score: 5

Status: Submitted
Last Updated: 08/10/2016 09:29 PM

Status: Submitted

Last Updated: 08/10/2016 05:59 PM

Technical Review Coversheet

Applicant: Youth Empowerment Services, Inc. (U374A160084)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	14
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	104

Technical Review Form

Panel #12 - Teacher Incentive Fund - 13: 84.374A

Reader #2: *****

Applicant: Youth Empowerment Services, Inc. (U374A160084)

Questions

Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

General:

STRENGTHS - The proposal provides information that shows the need to improve the incentive base system that was implemented in the LEAs through a previous grant in 2010 as stated on page e17. Page e16 states that the project was a vision shared by Superintendents of the LEA's as the foundation of the project. The intent is to put in place a well-designed PBCS that focuses on compensating effective educators, which would be a first for charter schools in San Antonio, Texas (page e16). The use of data to guide professional development is evidence the proposed project is sound (page e18). Evidence to support the need for improvement on a system that is working like the success of the current 2010 TIF project suggests the intent of the proposed project is innovative and the parties involved are intent on moving forward (page e18). The project aims to improve instruction in the hard to staff areas of math and science along with other core subjects (page e18) by ensuring all new campuses have access to the EEP evaluation and PBCS activities. The expansion of services to include other stakeholders (page e19) such as principals and new campus leaders is geared to increase academic achievement for students in general. It is clear the objective is to address the dire need to sustain and improve the system that compensates educators based on their effectiveness and to retain the best ones (page e21). Incentive pay for performance would be attractive to effective teacher and would deter them from leaving which will have a positive effect on student achievement.

WEAKNESS – No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 45

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

STRENGTHS - The proposed project aims to sustain a process that has been in place for 6 years and has produced effective results in terms of educator effectiveness and student achievement (page e22). The effort is comprehensive because the system is dynamic in paying educators differentiated salaries based on effectiveness as measured and analyzed by the observation data and student performance/value added data (page e22). An

Sub Question

effort such as this proposed plan would lend itself to increases in student achievement. The end goal is to ensure all students at the various LEAs meet their academic goal by having equitable access to effective teachers (page e23).
WEAKNESS – No weaknesses found.

Reader's Score:

2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

General:

STRENGTHS - The proposed project involves the collaboration of leaders from various LEA's (page e33/e34) who share a vision. Additionally the plan is on the table to solicit the services of outside entities such as the Texas Association of School Boards to establish an effective HCMS (page e35). A plan is in place to build on past efforts that relate to recruitment of educators and the differentiation of training needed for each. (page e36). The effectiveness of the project will be maximized with the comprehensive plan that is based on a shared vision that indicates all teachers across the LEAs will have access to the same PD and incentives, for example the increase in salaries mentioned on page e36.

WEAKNESS – No weaknesses found.

Reader's Score:

3. (3) The extent to which the proposed project is supported by a strong theory.

General:

STRENGTHS - The theory and or research supporting the effectiveness of this elaborate plan is exhaustive and well founded (page e40) as evidence points to the effectiveness of well trained teachers and the retention of teachers based on compensation increases. The Teacher Advancement Program established by the National institute for Excellence in Teaching was used in the early 2000s and showed incentive funds supports teacher motivation and effectiveness (page e40). There is a sound strategy in place to build upon the effectiveness of the project (page e35), which will use information from the evaluation system to be used to inform the design of the HCMS, teacher development and ensure the HCMS is implemented in the third year. In the mean time, the plan is to continue developing the logic model chart for the Educator Effectiveness Process with HCMS (page e41). This development will continue over years 1 and 2 (page e41).

WEAKNESS – No weaknesses found.

Reader's Score:

4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

General:

STRENGTHS - The existing funds from the TIF in 2010 shows the program in place is effective and will become more robust with the additional funds and strategic plan to improve the project (page e55). In addition to the TIF funds, \$800,000 in support from the LEA is a significant amount of non-TIF funding to supplement the project (page e55).

WEAKNESSES – No weaknesses found.

Reader's Score:

Selection Criterion - Professional Development Systems

1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--

Reader's Score: 14

Sub Question

- 1. (1) 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 2(a), to improve their effectiveness.**

General:

STRENGTH - The plan in place appears to be one that is detailed and of good quality in improving teacher effectiveness through targeted Professional Development training based on formative and summative data collected through observations and data collection (page e43). Training will include Pre-service induction professional development training for new teachers (page e43), coaching and training will be added to the TIF5 Project, and Principals will receive coaching (page e44).

WEAKNESS – No weaknesses found.

Reader's Score:

- 2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

General:

STRENGTHS - Important to note is the plan to implement more innovative parts to the process such as campus retreats to provide reflection and corroboration among school leaders (page e45). The solicitation of external professional development adds another dimension that shows the process will be exhaustive and sound (page e45), because funds will be provided to each campus to provide for professional development aligned with each school's needs. Data will be used to drive decisions prior to attending specific training that will assist with closing gaps and improving teacher effectiveness (page e45).

WEAKNESS - The plan to assist new teachers is vague in the sense the definition of "new teacher" isn't clear (page e43).

Reader's Score:

Selection Criteria - Quality of the Management Plan

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

General:

STRENGTHS - The proposed plan states clearly the roles and responsibilities of the individuals charged with implementing the plan of action (page e46/e47), including a budget manager which shows appropriate steps are being made to ensure flawless execution of the plan. Fiscal responsibility is also covered (page e47) with checks and balances in place.

Communication and information sharing is also key in the execution of the propose plan (page e47).

Included in the proposed plan is a thorough presentation of timelines and plans for milestone accomplishments for the project (pages e49-e54).

WEAKNESSES – No weaknesses found.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--

Reader's Score: 5

Sub Question

1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.

General:

STRENGTHS – Every educator in the targeted LEAs had an opportunity to provide input (page e54), through surveys, questionnaires, workshop sessions, and feedback from the weekly, monthly and annual training sessions. The PBCS, which has been in place for six years, was implemented with the input of the educators being served by the funds (page e54). The goal is to improve upon the current system serving the same LEAs as the previous TIF grant. Further, information gathered through various methods such as surveys and questionnaires to name a few has been used to guide the professional development sessions.

The project clearly outlines the projected hours needed to accomplish the tasks (page e54).

WEAKNESS – No weaknesses found.

Reader's Score:

2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

General:

ANSWER: STRENGTHS - In terms of sustainability, there is an estimated amount of \$800,000 required that will be supported by non-TIF sources to ensure the fulfillment of the project (page e50) once the grant period is over. Page e55 provides evidence the funds are in place for sustainability.

WEAKNESS – No weaknesses found.

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

General:

The applicant was not awarded points under competitive preference priority 1 because it is not seeking eligibility under this priority.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Comments STRENGTHS - Evidence is clear the project is intended to provide equitable access of effective educators to all students across and within the school districts (e13). Stated on page e13, Youth Empowerment Services partnership with Texas Education Equity System share a vision of ensuring all students have equitable access to effective educators. The use of a comprehensive HCMS along with an effective prior existing PBCS evaluation system shows the teacher evaluation system is intended to improve teacher effectiveness with the end goal of positively impacting student achievement. (pages e16/e17) Equitable access of effective teachers to students is paramount in the agenda of this project (page e18).

WEAKNESS: No weaknesses found.

Reader's Score: 5

Status: Submitted
Last Updated: 08/10/2016 05:59 PM

Status: Submitted

Last Updated: 08/16/2016 09:32 PM

Technical Review Coversheet

Applicant: Youth Empowerment Services, Inc. (U374A160084)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	105

Technical Review Form

Panel #12 - Teacher Incentive Fund - 13: 84.374A

Reader #3: *****

Applicant: Youth Empowerment Services, Inc. (U374A160084)

Questions

Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

General:

STRENGTHS: Texas Education Equity System (TEES) consist of 13 high need campuses, where there are persistent low achieving, and high poverty students. This group has been successful and making progress addressing the needs of this target population by utilizing their 2010 TIF grant funding (p.e17). The 2010 TIF grant funding included successful initiatives such as: Instructional Vision, approved by teachers to accelerate comprehensive school improvement efforts, and the Educator Effectiveness Process. The USDE approved evaluation system has contributed to the successful progress of students in this target population (p.e17). The academic gains attained by this group has prompted TEES to add three of the lowest performing Title I schools in San Antonio that comprises the 13 high need campuses for the TIF 5 project (p.e16-17). Youth Empowerment Services, Inc. (YES), is the fiscal/lead agent for TIF 5. "TEES ensures that all students have equitable to effective educators" (p.e16).

WEAKNESSES: No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 45

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

STRENGTHS: This is evidenced by the diverse group of stakeholders i.e. principals, teachers, and instructional leaders implementing/participating in current initiatives such as: "Buy In" (p.e16), "Instructional Vision" (p.e17), and the goal to expand the EPP's Performance Based Compensation System (PBCS) (p.e31). These efforts illustrates the commitment and deliberate attempt to ensure equitable access to effective educators for all students (p.e18).

WEAKNESSES: No weaknesses found.

Sub Question

Reader's Score:

- 2 (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

STRENGTHS: The initiatives implemented to ensure equitable access of effective educators to all students, were developed by a team of school personnel who brought their own perspective and expertise. These educators include: principals, teachers, instructional leaders, special educators, ELL personnel, etc. YES & participating LEA's have also secured the participation of community and business partners such as the Texas Association of Schools Boards (TASB), and outside service vendors to assist with establishing their Human Capital Management System (p.e34), and provide professional development activities for math, science, reading, and writing subject areas (p.e42). This comprehensive approach illustrates the significance of working in collaboration with pertinent stakeholders to develop thorough and all-inclusive programs and services.

WEAKNESSES: No weaknesses found.

Reader's Score:

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

General:

STRENGTHS: This is evidenced by EPP adopting the "strong theory" 6 years ago that states effective educators can be developed by utilizing resources, human and financial, collaborating among peers and receiving extensive supportive services (p.e41). The applicant acknowledges this theory could be made stronger with the integration and consistent messaging and modeling of what an effective teacher does in the delivery and direct instruction (p. e41), and will revise. Professional development and collaboration are key components for implementing district-wide initiatives.

WEAKNESSES: No weaknesses found.

Reader's Score:

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

General:

STRENGTHS: Participating LEA's have identified the Texas Priority Project & Title I & II funds as funding sources for the continuation of implementing programs and services (p.e403) beyond the grant funding period. This is evidenced by the ongoing implementation of the Educator's Effectiveness Project (EPP) an initiative that was implemented with TIF 2010 grant funds, but has been sustained by funds allocated from the Texas Priority Project (p.e55). This is a sound plan for the sustainability of existing and future grant initiatives.

WEAKNESSES: No weaknesses found.

Reader's Score:

Selection Criterion - Professional Development Systems

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

Reader's Score: 15

Sub Question

1. **(1) 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 2(a), to improve their effectiveness.**

General:

STRENGTHS: The applicant's professional development plan comprises of three categories: required job-embedded professional development, EEP mandated professional development, and external professional development (p.e42). The TIF 5 summary of objectives, milestones, and timelines proposed on pages e 50-54 summarizes specific objectives and professional development activities for all educators including those located in high-need schools. This plan includes four major milestones: Evaluation Milestone, Professional Development Milestone, PBCS Milestone, and HCMS Milestone, to be achieved over a five year period. The applicant proposes a multi-faceted professional development plan that offers individualized and whole school learning opportunities for all educators, which supports their shared instructional vision to ensure all of their students have equitable access to effective educators (p.e16).

WEAKNESSES: No weaknesses found.

Reader's Score:

2. **(2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

General:

STRENGTHS: This is evidenced by the utilization of the Educators Effectiveness Process (EEP), which uses disaggregated data generated by the proposed educator evaluation and support system to identify the professional development needs of individual educators and schools (p.e41). The utilization of EEP's data allows for the applicant to provide individualized and comprehensive professional development opportunities.

WEAKNESSES: No weaknesses found.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

General:

STRENGTHS: The TIF 5 summary of objectives, milestones, and timelines proposed on pages e 50-54 summarizes specific objectives and professional development activities. This plan includes four major milestones: Evaluation Milestone, Professional Development Milestone, PBCS Milestone, and HCMS Milestone, to be achieved over a five year period (p.e48). The applicant proposes a detailed appropriate staff specific plan that can serve as a guide for timely implementation of project tasks.

WEAKNESSES: No weaknesses found.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--

Reader's Score: 5

Sub Question

1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.

General:

STRENGTHS: For the past six years educators have fully participated and have had equal opportunity to provide feedback for the development of their Performance Based Compensation System. 92% of the teachers from the two of the high-need schools included in this survey, responded to the EEP & PBCS July 2016 survey stating, that they were committed to support and be involved in the process to implement a PBCS, HCMS and evaluation system in their schools (p.e68). 100 % of teachers and school leaders who began this process six years ago, continue to fully participate by attending monthly professional development sessions, monthly PD's with the superintendent, and attending an annual Summer Institute (p.e54). The high level of educator involvement is an indication of the commitment to their shared vision that all of their students have equitable access to effective educators.

WEAKNESSES: No weaknesses found.

Reader's Score:

2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

General:

STRENGTHS: This is evidenced by the applicant indicating a staff person who will be designated as a sustainability expert to work with the Executive Project Director and Superintendents to coordinate sustainability efforts. \$800,000 worth of in-kind support has been allocated as resources during and after the grant period (p.e55).

WEAKNESSES: No weaknesses found.

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

General:

The applicant was not awarded points under competitive preference priority 1 because it is not seeking eligibility under this priority.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

STRENGTHS: This is evidenced by including all 13 high need, high poverty, and persistently lowest-achieving campuses that meets the TIF 5 high-need qualification in this proposal. The applicant's existing and proposed initiatives, the Instructional Vision created 5/31/16 and adopted by the Texas Education Equity System, and the multi-faceted professional development plan, support the shared vision to ensure that all students have equitable access to effective educators (p.e16). Both initiatives are also aligned with the state plans of the Texas Priority Project.

WEAKNESSES: No weaknesses found.

Reader's Score: 5

Status: Submitted
Last Updated: 08/16/2016 09:32 PM