

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND  
PROGRAM**

**CFDA # 84.385A**

**PR/Award # S385A100105**

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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\* Last Name: Bareilles

Suffix:

Title: Grants and Evaluation Administrator

Organizational Affiliation:

\* Telephone Number:

Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

Towards Higher Results through Incentives for Value-Added Education (THRIVE)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: CA-01

\* b. Program/Project: CA-01

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ [REDACTED]
b. Applicant	\$ [REDACTED]
c. State	\$ 0
d. Local	\$ 0
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ [REDACTED]

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No





**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Northern Humboldt Union High Sc...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
2. Fringe Benefits	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
3. Travel	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
4. Equipment	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
5. Supplies	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
6. Contractual	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
10. Indirect Costs*	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ █████	█ █████	█ █████	█ █████	█ █████	█ █████

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): California Dept. of Education The Indirect Cost Rate is

5.19%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Northern Humboldt Union High Sc...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ ██████████	\$ ██████████	\$ ██████████
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ ██████████	\$ ██████████	\$ ██████████
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ ██████████	\$ ██████████	\$ ██████████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ ██████████	\$ ██████████	\$ ██████████

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Kenny Richards

**Title:** Superintendent

**Date Submitted:** 06/30/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Northern Humboldt Union High School Dist Address: 2755 McKinleyville Ave. City: McKinleyville State: CA Zip Code + 4: 95519-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> US Department of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385A	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): None Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): None Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Kenny Richards Title: Superintendent Applicant: Northern Humboldt Union High School District Date: 06/30/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

Northern Humboldt Union High School District

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:                      First Name: Kenny                      Middle Name:  
Last Name: Richards                      Suffix:  
Title: Superintendent

Signature: \_\_\_\_\_ Date: 06/30/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : THRIVE GEPA

File : [THRIVE GEPA 427.doc](#)

**Statement of Compliance with Section 427 of GEPA for the Northern Humboldt Union  
High School Towards Higher Results through Incentives for Value-added Education  
(THRIVE) Program**

As per the requirements for equitable access outlined in the Notice to All Applicants in the grants.gov application package for the Teacher Incentive Fund Grant Program, the Northern Humboldt Union High School District as LEA for the proposed Towards Higher Results through Incentives for Value-added Education Program states the following:

1. We will continue to take any and all steps necessary to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs.
2. For the purpose of this statement, we extend the definition of “special needs” to include all possible participants from schools serving “special needs” students, all potential participating teachers with special needs or who must overcome any of the six types of barriers that can impede equitable access or participation. The six types of barriers are defined as: gender, race, national origin, color, disability, or age.
3. Furthermore, the Northern Humboldt Union High School District in the administration of the proposed Towards Higher Results through Incentives for Value-added Education Program will ensure that any teachers from schools with student populations possessing an above average amount of “special needs” students will be given all possible additional support by the THRIVE program.
4. No teacher will be denied placement in or services through the Towards Higher Results through Incentives for Value-added Education Program due to their gender, race, national origin, color, disability, or age.
5. No student will be denied services or placement in the classroom of a highly effective teacher in the Towards Higher Results through Incentives for Value-added Education Program due to their gender, race, national origin, color, disability, or age.

Jack Bareilles,  
Grants and Evaluation Administrator  
Northern Humboldt Union High School District



# Project Narrative

## Project Abstract

Attachment 1:

Title: **THRIVE Abstract** Pages: **1** Uploaded File: **THRIVE Abstract.doc**

## Towards Higher Results through Incentives for Value-added Education (THRIVE) Abstract

**TIF Competition:** Main TIF Competition

**Competitive Preference Priority 6:** Northern Humboldt is a first-time applicant for the TIF program.

**Name and address of applicant:**

Northern Humboldt Union High School District  
2755 McKinleyville Ave.,  
McKinleyville, CA 95519  
707-839-6470

**Contact Information:**

Jack Bareilles, McKinleyville High School  
1300 Murray Road, McKinleyville, CA 95519  
707-839-6400 or 707-839-6492  
jbareilles@nohum.k12.ca.us

**District D-U-N-S Number:** 847244357

**This program will serve:** 111 teachers and certificated staff including site administrators

**Program Title:** Towards Higher Results through Incentives for Value-Added Education (THRIVE)

According to the report, “It’s More Than Money: Making Performance Based Compensation Work” there are six cornerstones of an effective performance-based compensation system: (1) PBCS is a systemic reform, (2) compensation reform must be a partnership with the teachers, (3) PBCS must be organizationally sustainable, (4) PBCS must be financially sustainable, (5) a broad base of support is required in the district and community, (6) PBC must go beyond politics and finances to benefit students.

We believe the Northern Humboldt Union High School District’s Towards Higher Results through Incentives for Value-added Education (THRIVE) Program offers a plan that can achieve these six cornerstones and demonstrate how a strong partnership between the district, our teacher’s union and its members, and site based administrators can implement a rigorous program which uses extensive professional development, ongoing, standards-aligned formative assessment, state exam results, regular observations and frequent teacher evaluations to determine performance based bonuses up to 8% of an average teacher’s salary.

**Student and Teacher Needs Being Addressed:** While THRIVE is a PBCS program at the most fundamental level it’s goal is to raise student performance, particularly among low-achieving students. In Northern Humboldt (NOHUM) approximately 53% of students are eligible for free and reduced priced meals. These students test at a much lower level than their not-economically disadvantaged classmates and participate in advanced, college-preparatory classes at as little as 1/10 the rate. These are the students the program must serve by implementing a program that:

- (1) rewards teachers for student growth;
- (2) puts into practice regular formative assessments to determine what students are learning and are not learning;
- (3) provides professional development to train teachers in effective teaching techniques to improve student achievement; and
- (4) includes regular classroom observations (12 or more for all teachers every two years) to determine if the best practices are being effectively implemented

For THRIVE to be successful it must result in large scale systemic change. We will know the program is a success if in five years across the district there is universal use of data driven instruction using ongoing formative assessments, data driven professional development, and data driven teacher evaluation and placement of highly effective teachers to work with our lowest performing students.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **THRIVE Narrative** Pages: **60** Uploaded File: **THRIVE Narrative Draft FINAL.doc**

***Towards Higher Results through Incentives for Value-added Education (THRIVE)***  
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## Selection Criteria

For the past two and half years the Northern Humboldt Union High School District's (NOHUM) administration, teachers union and Board of Trustees along with our partners have worked together to formulate a performance based compensation plan which would support our students by encouraging data-driven instruction using both state assessments and standards-based formative assessments, provide rigorous high quality professional development to our certificated staff **and** site level administration, and reward teachers and administrators for their impact on student achievement. The result of this process is the Towards Higher Results through Incentives for Value-Added Education (THRIVE) program. THRIVE will provide the professional development, student performance data information system and ongoing support teachers need to more effectively teach our lowest performing students.

### Need for the Project (10 points)

#### **(1) The high-need schools (as defined in this notice) whose educators would be part of the PBCS have difficulty--**

The Northern Humboldt Union High School District covers 719 square miles and serves 1,661 students 75% White, 9.5% American Indian, 7.3% Hispanic, 2.4% Asian and Pacific Islander, 1.6% African American and 4.2% Other/Multiple Responses. Approximately 53% of NOHUM students qualify for Free and Reduced Meals and 14% receive Special Education. NOHUM employs 101 teachers and certificated staff, 10 administrators and 90 classified staff—including classroom aides.

There are six NOHUM high schools: Arcata and McKinleyville Comprehensive High Schools, Six Rivers Charter High School, Pacific Coast and Tsurai Continuation High Schools and the NOHUM Community School.

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The six NOHUM schools are located in Humboldt County, one of the two most northern, coastal counties in California. The local population is sparse and scattered (Humboldt has 127,700 people within an area nearly 2/3 the size of Connecticut) and is surrounded by majestic redwoods, the mountains of the Coast Range and isolated beaches.



**High need schools:** Poverty is widespread in Humboldt County. According to 2008 US Census data, 19.8% of persons lived below the poverty line (compared to the state rate of 13.3%). The six Northern Humboldt High Schools serve student populations with Free and Reduced Price Meals rates ranging from 52.84% for McKinleyville and Tsurai High Schools (located at the McKinleyville education site), to 53.31% for Arcata, Six Rivers Charter and Pacific Coast High Schools (located on the Arcata education site), to 64.28% of students at NOHUM’s Community Day School (which is separate from both main sites and draws students from the entire district).

<b>Northern Humboldt High Schools Percentages of Students Eligible for Free and Reduced Priced Meals</b>	
School Name	Percent of Community School Students receiving Free and Reduced Price Meals
Northern Humboldt Community School	64.28%
	Percent of K-5 Students in Feeder Schools receiving Free and Reduced Price Meals
<b>Arcata Education Site</b>	
Arcata High School	53.31%
Six Rivers Charter High School	53.31%
Pacific Coast High School	53.31%
<b>McKinleyville Education Site</b>	
McKinleyville High School	52.84%
Tsurai High School	52.84%

**Achievement Gap:** Poverty negatively affects our students. The achievement gap (as measured by the % of students scoring Proficient or Advanced on the California Standards Tests (CST) for

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English and Mathematics) between low income students and students who are **not** economically disadvantaged is substantial. All students take the same English/Language Arts tests so we can compare the performance of the two groups. On the 9<sup>th</sup> grade English CST exam 73% of **not** Economically Disadvantaged 9<sup>th</sup> graders scored Proficient or Advanced vs. 45% of low-income students—a 28 percentage point gap. In grade 10 the gap was 19 percentage points, and 18 percentage points in grade 11.

<b>Gap between % of students scoring Proficient or Advanced on California Standards Tests</b>			
<b>Comparison Groups</b>	<b>Language Arts</b>		
	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>
Not Econ. Disadvantaged versus Econ. Disadvantaged	28	19	18

**Participation Gap:** Our district’s data show a lack of low income students taking college preparatory math classes. For instance, 113 not economically disadvantaged 9<sup>th</sup> graders took Algebra I versus only 31 low-income 9<sup>th</sup> graders. And in Geometry (the math class college preparatory 9<sup>th</sup> graders should be taking according to the state framework) 114 not economically disadvantaged 9<sup>th</sup> graders took the class versus only 17 low income students. By Algebra II the participation gap is profound—only 16 low income students took the class.

<b>Participation Gap As Measured by Students Taking California Standards Tests</b>			
<b>Comparison Groups</b>	<b>Algebra</b>	<b>Geometry</b>	<b>Algebra II</b>
Number of Not Econ. Disadvantaged students taking exam	237	244	195
Number of Econ. Disadvantaged students taking exam	74	36	16

**(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and**

Northern Humboldt offers lower teacher pay than comparable districts in the region which makes it harder to recruit teachers. For instance in 2008-2009 (the last year we have data from the

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state) Shasta Union High School District, the nearest comparable high school district, had an average teacher salary 8.6% higher than NOHUM. Santa Rosa City Schools, the largest district to the south in Sonoma County, had an average teacher salary 17% higher than NOHUM. Overall, the 2008-2009 statewide average teacher salary was 15.4% higher.

Unfortunately due to the ongoing budget cuts we have not had to recruit many teachers—in fact most of our effort has focused on retaining teachers. Since 2005-2006 the district's teaching staff has shrunk by over 10%, the site-level administration at our comprehensive high schools has shrunk by 15% and counseling, nursing and library/media services have seen staffing decrease by 24%. These layoffs have resulted in numerous highly motivated teachers being laid-off. Additionally, because of recent state-mandated changes in teacher preparation programs the teachers being laid off are too often those who have been trained to serve EL, special education and other student populations.

**(ii) Retaining highly qualified or effective teachers and principals.  
Priority 5 (Competitive Preference) -- Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools:**

THRIVE will serve high needs students by providing financial incentives, professional development and instructional support to effective teachers to serve low achieving students. The need for effective teachers to work with our lowest performing students is illustrated by the most recent California Standards Tests in English/Language Arts where 57% of low income students scored at the Basic, Below Basic or Far Below Basic levels.

THRIVE will support the placement of effective teachers in hard to staff subjects and specialty areas by providing objective data to demonstrate which teachers are most effective and thus most

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likely to provide high quality instruction for low performing students. As per the Northern Humboldt UHSD contract, the district and site level administration determines teacher placement both at the various sites and in specific classes. The THRIVE evaluation process will allow us to place the most effective teachers in classes most needing their talents. THRIVE will also allow the district to retain more effective teachers by using student achievement data and classroom observation data as additional means to evaluate probationary and temporary teachers. The NOHUM tenure and evaluation process will also utilize measures of teacher effectiveness, particularly among underperforming subgroups, to determine teaching assignments.

**(2) Student achievement in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels;**

The THRIVE development team utilized the California Department Of Education’s Academic Performance Index (API) which is based on scores from the California Standards Tests and the California High School Exit Exams administered yearly to determine student achievement levels at public schools statewide. The chart below shows the API comparisons of THIVE schools and schools outside the LEA determined to be comparable by the California Department of Education (CDE) using CDE’s 12 school measurement variables (listed in the following section).

<b>THRIVE Schools</b>	<b>Comparable Schools</b>	<b>API</b>	<b>Difference in Similar Schools API Score vs. NOHUM Schools</b>
Arcata High School		816	
	California Academy of Mathematics and Science	975	+ 159
	West Campus High	914	+ 98
	Middle College	898	+ 82
	Fountain Valley High	870	+ 54
	Irvine High	864	+ 48

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McKinleyville High		785	
	Middle College High	845	+ 60
	Sierra High	815	+ 30
	Mission Hills High	814	+ 29
	Vanden High	805	+ 20
	San Marcos High	804	+ 19
Six Rivers Charter		786	
	No CDE Comparable Schools ranking is available for schools with less than 100 students.		
Tsurai Continuation	For Tsurai, Pacific Coast and NOHUM Community School no CDE Comparable Schools ranking is available because the schools all have less than 100 students. All three schools are ASAM Schools (Alternative School Accountability Model) and thus receive no API number. However, the two nearest Humboldt County Office of Education Community Schools have APIs of 499 and 433. We believe NOHUM Community School's API would be similar. East Continuation High School in Fortuna has an API of 605 and Captain John Continuation High School in the neighboring district has an API of 514. We believe Tsurai and Pacific Coast's API would be similar.		
Pacific Coast Continuation			
NOHUM Community School			

**(3) A definition of what it considers a “comparable” school is established.**

A comparison group of similar schools of the same type was formed for Arcata and McKinleyville High Schools based on similar demographic characteristics provided by the California Department of Education (CDE). The specific demographic characteristics used by the CDE to include in similar schools rank calculations were:

- Pupil socioeconomic status (two variables)
- Percentage of teachers who are fully credentialed
- Percentage of teachers who hold emergency credentials
- Percentage of pupils who are English learners (ELs)
- Percentage of students with disabilities
- Percentage of reclassified fluent-English-proficient (RFEP) students
- Average class size per grade level
- Pupil mobility

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- Pupil ethnicity (eight variables)
- Whether the school operates a multitrack year-round educational program
- Percentage of grade span enrollments Percentage of students in gifted and talented education program
- Percentage of migrant education students

The Similar Schools demographic comparison factors have been in use for nearly a decade and are considered to form a valid comparison group by the California Department of Education. As shown in the chart on the preceding page, both Arcata and McKinleyville High Schools lag far behind a number of the CDE identified similar schools.

### **Project Design (60 points)**

THRIVE will train teams of teacher leaders to implement data-driven instruction to boost student achievement and reward teachers whose students show improvement through a fair and transparent system of performance based pay. THRIVE will:

- Increase student achievement, especially among low income students and other low performing subgroups, as measured by the formative assessments and state exams.
- Develop, implement and modify as necessary standards-aligned formative assessments for all classes at all grade levels. (See pages 38-42)
- Provide teachers with high quality professional development aligned to student needs (as determined by state exams and formative assessments) through which teachers will learn (1) how to develop and effectively use formative assessments, and (2) subject specific teaching strategies which meet the identified needs of students. (See pages 34-45)
- Develop and implement a Performance Based Compensation System for teachers which provides a financial incentive that (1) rewards effective teachers, (2) provides a financial incentive for less effective teachers to improve their teaching, and (3) encourages more

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effective teachers to work with our low achieving students. (See pages 32-34, 51-52)

- Provide both individual teachers and our teachers union a strong and continuing role in the development and implementation of the program as well as a central role on the leadership committee. (See pages 9, 18-19, 45)
- Develop an evaluation and data system which (1) makes student achievement data readily available to teachers, department chairs and administrators, and (2) provides data to the leadership team to determine how well THRIVE is meeting its goals. See pages 30-34)

<b>Northern Humboldt THRIVE Program Goals and Objectives</b>
<b>Goal 1</b> Increase student achievement.
<b>Objective 1.1:</b> At the end of each year, students will show an increase in content knowledge in each subject area.
<b>Goal 2:</b> (GPRA 1) Increase percentage of LEA teachers and principals deployed in high-need schools, serving high-need students, and in hard-to-staff subjects who have a record of effectiveness.
<b>Objective 2.1:</b> Identify and designate high-need students in each school in the LEA.
<b>Objective 2.2:</b> Identify and designate hard-to-staff subjects in each school in the LEA.
<b>Objective 2.3:</b> Recruit and retain effective teachers (as identified by the THRIVE rubric) to serve high-need students and/or in hard-to-staff subjects.
<b>Goal 3:</b> Increase the effectiveness of teachers, principals and other personnel.
<b>Objective 3.1:</b> Teachers will demonstrate regular classroom use of effective teaching strategies and techniques featured in THRIVE professional development.
<b>Goal 4:</b> (GPRA 2) Implement differentiated levels of compensation for effective teachers and principals.
<b>Objective 4.1:</b> Each year the program leadership will update the THRIVE Data Management system and establish baseline and growth targets for student performance to utilize for teacher compensation.
<b>Objective 4.2:</b> Starting in 2011-12, at the end of each program year teachers qualifying for performance based compensation will be identified and compensated.
<b>Goal 5:</b> (GPRA 2) Implement sustainable change in the teacher and principal compensation system of the LEA.
<b>Objective 5.1:</b> (GPRA 2) Increase the percentage of the LEA's personnel budget used for performance-related compensation.

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A **Leadership Committee** of the NOHUM Superintendent, Project Director, District Grants and Evaluation Administrator, Union President, two classroom teachers selected jointly by the union and the administration, and one site principal will oversee THRIVE. The committee will meet monthly to review the program's progress towards its goals and to make necessary mid-course corrections. The committee will have real power—it will not be a rubber stamp and to ensure that classroom teachers and our union have a meaningful role in the program they comprise three of the seven members thus giving our union a real voice in how the program is developed and managed. The Leadership Committee (LC) will provide direction to our project director.

**Strong non-profit partners:** NOHUM will partner with the Del Norte County Office of Education's Department of Grants and Evaluation and the Community Training and Assistance Center. The Del Norte County Office of Education's office of Grants and Evaluation already works with NOHUM on a number of federal and state programs and will partner with NOHUM's Grants and Evaluation administrator to provide the local evaluation. The non-profit Community Training and Assistance Center (CTAC) will share their guidance and expertise from successful initiatives, including the Denver and Charlotte/Mecklenburg Public Schools, in creating a comprehensive performance-based compensation system that generates substantial improvements in classrooms and schools. CTAC will use their extensive national experience to provide teacher training, program guidance, and quality assurance, particularly in the areas of formative assessment and implementing performance based compensation systems. CTAC will also involve experts from WestEd who will lead our staff through WestEd's Local Accountability Professional Development Series during the 2010-12 school years. In addition we will draw upon the Long Beach Unified School District which over the past eight years has successfully developed and used California Standards aligned formative assessments in the four

CST tested content areas which have proven to be strongly predictive of student CST results.

Long Beach personnel will also train our teachers in effective teaching strategies.

**(1) Is part of a proposed LEA strategy for improving the process by which the LEA rewards teachers, principals, and other personnel based upon their effectiveness as determined in significant part by student growth.**

Research demonstrates that successful Performance-Based Compensation Systems should expand the district's overall capacity to support classrooms and improve teaching quality.<sup>1</sup>

Performance-based pay must be one part of a district (or school-wide) reform effort to provide teachers ongoing access to student performance data they need to implement appropriate teaching strategies to fill gaps in student knowledge. While the PBCS will serve as an incentive to some teachers to implement effective strategies, meetings with groups of teachers indicated a more common incentive was the desire to be more effective teachers—particularly for low achieving students. Systemic reform also requires focused professional development which is tailored not just to the subject but also takes into account teacher's experience and levels of effectiveness in the classroom (as measured by both observations and student assessment data).

Thus as part of THRIVE, all teachers will participate in ongoing professional development focusing on using student assessment data to (1) guide classroom instruction (what they teach), and (2) determine what kinds of teaching methods and strategies will improve student achievement (how they teach). Also the results of teacher observations (each teacher will be observed four or more times per year) will help determine the focus of additional PD offerings.

**Classroom teacher** effectiveness will be measured based upon individual student growth using:

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<sup>1</sup> Slotnik, William J. "It's More Than Money: Making Performance-Based Compensation Work," Center for American Progress Report, p. 2, July 2009.

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- (1) student results on the California Standards Test (CST) in English, mathematics, science and history given each April (for teachers of English, history, science and mathematics);<sup>2</sup>
- (2) six or more formative assessments of student work given throughout the year; and
- (3) the results of four in-class observations per year carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards; and, if applicable, as part of the LEA’s coherent and integrated approach to strengthening the educator workforce.

**Participation in leadership and work groups:** An additional measure of certificated employee performance will be evidence of leadership roles for those teachers, counselors, librarians, administrators and other certificated staff who choose to take on additional responsibilities by participating in THRIVE working groups and other project roles as they develop.

**Principal effectiveness:** Through their active and ongoing support of THRIVE and participation in trainings and planning and implementation of the program our principals will demonstrate their support of the program, but at the most fundamental level the effectiveness of our principals will be measured by (1) student growth (particularly among our low-performing subgroups) on the CST exams (for the four tested subjects), (2) student performance on the high school exit exam, and (3) student graduation rates.

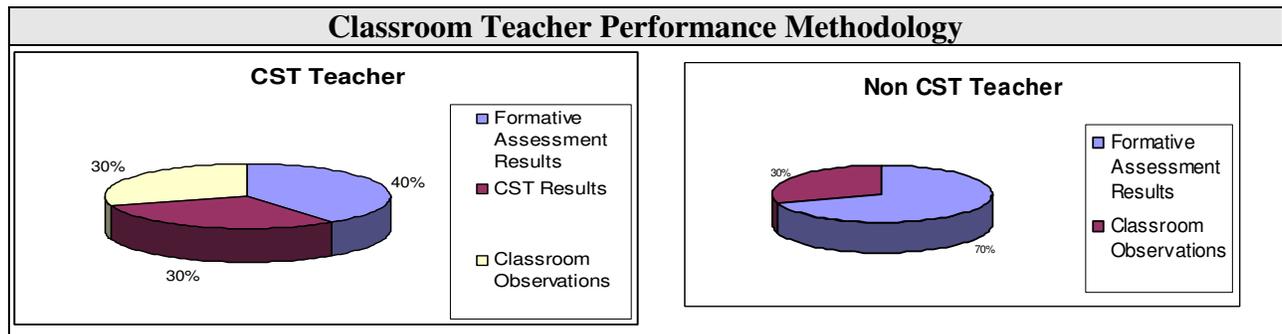
**(i) The methodology the LEA proposes to use in its PBCS to determine the effectiveness of a school’s teachers, principals, and other personnel includes valid and reliable measures of student growth;**

**(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel are determined to be “effective” for the purposes of the proposed PBCS.**

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<sup>2</sup> The California Standards Test is assesses 9<sup>th</sup> – 11<sup>th</sup> grade student performance in English/Language Arts, mathematics (General Math, Algebra, Geometry, Algebra II), history (World History—Gr. 10, and US History—Gr. 11), and science (Gr. 10 Life Science, Earth Science, Integrated Science, Biology, Chemistry, Physics).

**Methodology:** Teacher performance and bonuses will be determined based-upon (1) student performance on the CST exams, (2) how individual teachers’ students progress during the year as measured by a series of standards-aligned, locally developed assessments, (3) the results of four or more classroom observations, and (4) teacher participation in workgroups and leadership roles—this is optional for classroom teachers but will be a major component for certificated staff members who do not have their own classes, i.e. librarians and counselors.



**CST Results:** For teachers who teach subjects that **are** tested by the California Standards Tests (CST) exams their student’s results will count for 30% of each teacher’s effectiveness score.<sup>3</sup>

<b>California Standards Tests—Given in Grades 9-11 to all students</b>
<p><b>English:</b> Gr. 9, 10, 11</p> <p><b>Mathematics:</b> General math, Algebra, Geometry, Algebra II, Summative Math</p> <p><b>Science:</b> Life and Physical Science, Biology, Chemistry, Physics</p> <p><b>History:</b> World History (Gr. 10), US History (Gr. 11)</p>

**Standards-aligned, locally developed or selected formative assessments:**<sup>4</sup> Six or more times per year all teachers will assess their students using locally developed or selected, state standards aligned formative assessments. For teachers of CST tested subjects, the local formative assessments will comprise 40% of the measure of a teacher’s effectiveness. For those teachers of

<sup>3</sup> The California Standards Tests are not vertically aligned/referenced. Therefore, we can not determine individual student growth by comparing a student’s score in the same subject in consecutive years—for instance, nothing can be determined by comparing a student’s Grade 9 English Language Arts to the same student’s CST score on Grade 10 English Language Arts.

<sup>4</sup> Please see pages 38-42 for a description of how the formative assessments will be developed, piloted and modified as necessary.

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subjects not CST tested 70% of teacher performance will be based-upon value-added measures of student achievement using the local standards- aligned formative assessments.

**Student Learning Goals:** While we can already determine a teacher's students' CST scores and thus judge his or her effectiveness, determining a student's progress on the locally developed formative assessments will require the development of not only the assessments but student learning goals for each class. These goals, which will be developed in year one of THRIVE by the content specific working groups with the guidance of Community Training and Assistance Center, experts from WestEd and our evaluation team and then assessed during year two, will help us meet the requirement for "rigorous, transparent, and fair evaluation systems." The student goals will be based-upon the state content and performance standards. Thus for a student to achieve 100% of the learning goals, he or she will need to meet or exceed the state content and performance standards for that subject. While not all students will score at this level it is reasonable to expect the majority of students to achieve at least 75% of the performance goals.

**Classroom observations:** For all classroom teachers, 30% of a teacher's effectiveness score will be based-upon classroom observations by the department chairs (DCs), administrators and others. These observations will measure teacher usage of those effective classroom practices which were determined by the leadership team and subject-specific working groups and based-upon needs determined by student performance data.

**Two different kinds of teacher observations and evaluations:** Each teacher will be observed 12 or more times over two years which will provide a wealth of teacher performance data for the department chairs and project director to determine what teaching methods are really being used in the classrooms. The department chairs will observe each teacher eight times over two years. The evaluation team will make one or two observations—partly to establish inter-rater reliability.

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Each teacher will also be evaluated three or more times by site administrators. For contractual reasons teachers will be observed both by THRIVE personnel and site level administrators.

**Three Contractual Teacher Performance Evaluations:** All tenured certificated staff are evaluated three times every other year by their site level administrators (probationary teachers are evaluated six or more times over two years). Over the past six months through the work of a joint CTA/ administration work team the district’s certificated staff evaluation program is being changed so that it aligns with the *California Standards for the Teaching Profession*. The framework of this improved system was just approved by the board of trustees. Starting in 2010-11 all teachers will be assessed using a new jointly-developed evaluation tool. All tenured teachers will be assessed using the tool three or more times over two years. All probationary teachers will be assessed six or more times over their first two years using the tool.

**Eight THRIVE Observations:** As part of THRIVE **all teachers** will be observed **four times per year** by Department Chairs and other teacher leaders. To ensure inter-rater reliability each teacher will be observed three times by their own department chair while the fourth observation will be conducted by the department chair from the other educational site.

**One or two Evaluation Team Observations:** In addition, our local evaluation team, comprising the NOHUM Grants and Evaluation Administrator and our local evaluators will observe 60 teachers each year to provide additional inter-rater reliability.

<b>Observations and Evaluations for Tenured Teachers</b>			
	<b>THRIVE Teacher Observations</b>	<b>Evaluation Team Observations</b>	<b>Contractual Evaluations</b>
2010-2011	Planning and training year One “practice” THRIVE observation between April-June, 2011		
2011-2012	Four THRIVE in-class observations by Dept. Chairs	At least once every two years.	Three observations by Administrators in one of the

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2012-2013	Four THRIVE in class observations by Dept. Chairs		two years
2013-2014	Four THRIVE in-class observations by Dept. Chairs	At least once every two years.	Three observations by Administrators in one of the two years
2014-2015	Four THRIVE in class observations by Dept. Chairs		

<b>Observations and Evaluations for Probationary Teachers</b>			
	<b>THRIVE Teacher Observations</b>	<b>Evaluation Team Observations</b>	<b>Contractual Evaluations</b>
2010-2011	Planning and training year One “practice” THRIVE observation between April-June, 2011		Three or more observations by Administrators each year
2011-2012	Four THRIVE in-class observations by Dept. Chairs	At least once every two years.	Three or more observations by Administrators each year
2012-2013	Four THRIVE in-class observations by Dept. Chairs		Three or more observations by Administrators each year
2013-2014	Four THRIVE in-class observations by Dept. Chairs	At least once every two years.	Three or more observations by Administrators each year
2014-2015	Four THRIVE in-class observations by Dept. Chairs		Three or more observations by Administrators each year

The results of the observations and student performance data, will be used by the THRIVE leadership committee, administration and project director to determine professional development trainings, teacher retention and tenure decisions during and after the end of the TIF project.

**Who to include in THRIVE?** Over the course of the planning meetings with our union leadership team and site and district administrators it became clear that all stakeholders wanted to include not only the principals from each school, but also the assistant principals and deans of students as well as our librarians, counselors and other credentialed staff. We were unanimous in our desire to not divide the credentialed staff by limiting who was eligible for PBCS stipends.

**Administrator and other certificated staff** (such as librarians and counselors) effectiveness will be measured based upon:

- (1) school wide student results on the California Standards Test (CST) given each April;
- (2) California High School Exit Exam results;

- (3) improvement in high school completion rates;
- (4) the percentage of students who receive academic and other counseling during the year;
- (5) the percentage of students who develop and revise four year academic plans;
- (6) the results of four observations/performance meetings per year;
- (7) participation in department development of standards-aligned formative assessments and ongoing professional development;
- (8) evidence of leadership roles including supporting classroom teachers and carrying out classroom observations.

Please see p. 26 for specific performance measures for administrators and other certificated staff.

**(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school;**

**Priority 1 (Absolute) -- Differentiated Levels of Compensation for Effective Teachers and Principals:**

**Priority 3 (Absolute) -- Comprehensive Approaches to the Performance-Based Compensation System (PBCS):**

Northern Humboldt will develop and implement a PBCS that rewards, at differentiated levels, teachers, counselors and administrators who demonstrate their effectiveness by improving student achievement as part of THRIVE's coherent and integrated approach to strengthening the educator workforce. The performance stipends will offer an opportunity for a meaningful difference in teacher pay. The average annual credentialed employee salary in the district is [REDACTED] – the average PBCS stipend will be [REDACTED] (or 5% of an average teacher's salary) and a teacher could earn a performance bonus of up to [REDACTED] or 8.2% of an average teacher's salary. As stated earlier, performance bonuses will be based upon student test scores, classroom observations and optional participation in leadership activities. As research demonstrates, teachers will support a system that is rigorous, so long as the goals are clear and set at a high but

attainable level<sup>5</sup>. The student goals will be based-upon the state content and performance standards. Thus for a student to achieve 100% of the learning goals, he or she will need to meet or exceed the state content and performance standards for that subject. While not all students will score at this level it is reasonable yet rigorous to expect a large majority of students to achieve at least 75% of the performance goals and all students (except those with identified learning disabilities) to achieve at least 50% of the performance goals. It is important to remember that meeting 75% or more of the learning goals can be achieved by reteaching and then reassessing students who did not demonstrate mastery the first time. So for instance, if half of a US history class does not demonstrate an appropriate understanding of the causes of World War II the teacher can reteach the topic and include the formative assessment questions in a later exam at which times the students can show mastery.

To be eligible for any performance based compensation a teacher's class as a whole must attain at least 50% of the class' annual student performance goals—though this would only constitute the lowest possible level of eligibility for PBC and would not result in a large bonus. To make the process more fair, and not punish effective teachers who are assigned particularly difficult classes, if a teacher has five classes and four of the classes meet their performance goals but the fifth doesn't the teacher would still be eligible for 80% of whatever PBC he or she has earned—based upon the four passing classes. However, if a teacher has two or more classes that do not make the 50% threshold then he or she will be ineligible to receive a bonus that year. Nowadays, a financial bonus of this amount will be a much greater incentive than in past years because the ongoing financial crisis precludes our teachers and administrators receiving a raise in

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<sup>5</sup> Slotnik and Smith, et al. Catalyst for Change: Pay for Performance in Denver Final Report, 2004.

the next few years.<sup>6</sup> It is predicted by the California Department of Education that districts will only receive 80% of normal funding at least through the 2012-13 school year.

**(2) Has the involvement and support of teachers, principals, and other personnel, including input from teachers, and principals, and other personnel in the schools to be served by the grant, and the involvement and support of the union to carry out the grant; Core Element B: The involvement and support of teachers, principals, and other personnel . . . and the involvement and support of unions. . . .**

Due to the long-standing positive relationship between the district administration and the union Northern Humboldt is in a unique position to be the first school district in California to implement a TIF program and thus provide an example which can be replicated in California. Northern Humboldt's district administration and our CTA leadership team began discussions in 2007 for creating a performance based compensation system. Over the ensuing two and a half years the district administration and our teacher union have repeatedly examined the topic of teacher compensation—even to the point of having the district grants and evaluation administrator (a CTA member) speak about the upcoming TIF grant competition to groups of teachers and at union meetings in the months before the current TIF RFP was released. A consensus quickly emerged among the superintendent and union leadership that with an emphasis on professional development, ongoing formative assessment and teacher leadership, all parties were prepared to jointly develop a TIF application in support of our PBCS.

Building on this collaboration, we have developed a plan that all sides not only can live with, but can and do support because it's good for students, teachers, the schools and the district.

The THRIVE program will provide an example of union/teacher and site and district administration cooperation that can be replicated in California and other states with strong

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<sup>6</sup> District policy is that once the teachers and district have negotiated a pay raise the administrators automatically get the same raise starting one year later.

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teachers unions and associations. Moreover, for over 20 years California has had rigorous content and performance standards and benchmarks for **all** subjects (including subjects, such as vocational technology), so after we develop or select standards-aligned formative assessments (2010-11), then pilot, assess and modify the materials (in 2011-12) the materials and protocols we develop can be used as models for high schools statewide.

**Core Element A: A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS;**  
**Core Element E: A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.**

Throughout the development of our performance based compensation system we have constantly shared information and discussed implementing a PBCS. This collaborative approach has built trust among the Board of Trustees, the union and the teachers at our schools. During the planning of THRIVE the planning team has shared extensive information about the THRIVE program with the certificated staff, our Board of Trustees, district and site administrators, and most importantly the leadership of team of the Northern Humboldt Union High School District Teachers' Association, CTA/NEA. During the last week of school, the teaching staff at all our schools reviewed the outlines and descriptions of our THRIVE proposal at the last faculty meetings of the year. At that time, and in the days that followed, staff members met and discussed what they wanted (and as important, did not want) in the finalized THRIVE program.

If funded, THRIVE will take a number of steps to ensure district-wide input in the development of the program and to ensure every certificated staff member has ample opportunities to learn about the program and suggest ways to make implementation more effective. Some of the ways how THRIVE will work will be communicated to our teachers and administrators include:

**(1) All teachers and certificated staff will participate in content specific working groups to develop/select formative assessments that are aligned to the appropriate California content and/or performance standards.** At least one administrator/counselor/librarian will be assigned to each working group to participate in the development/selection of the formative assessments. Whenever possible, the assigned administrator/counselor/librarian will have academic content knowledge and teaching experience in their workgroup's content. By participating in the development of the content standards aligned formative assessments during the 2010-11 school year, all certificated staff will develop an understanding of (1) the state content and performance standards for their subject, and (2) how THRIVE's formative assessment program will be implemented starting with a two-month trial at the end of the 2010-11 school year. Playing a role in developing and eventually revising the formative assessments will teach the certified staff about this aspect of THRIVE by creating valuable and reliable formatives. Based-upon a review of research, our own experience and discussions with our evaluators and CTAC, we fully expect the development/selection and revision of rigorous, high quality, standards-aligned formative assessments to require a great deal of effort and time. It is for this reason that through CTAC we will involve experts from WestEd who will lead our staff through WestEd's Local Accountability Professional Development Series during the 2010-11 and 2011-12 school years.

**(2) A team of department chairs, certificated support teachers and administrators will develop the content specific measures and goals of the THRIVE program.** This process will not take place behind closed doors. With the support of CTAC, which has played a central role in the successful PBCS programs nationwide, WestEd, and Long Beach, this work group will develop and then present and review with each department the measurement system which will determine each teacher's performance based bonus. While, for instance, it was relatively easy

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for all stakeholders to agree that classroom observations would count as 30% of a teacher's performance rating, and that to be eligible for performance based compensation a teacher's students must achieve at least 50% of that subject student performance goals we have no illusions about the work involved or assistance needed to establish rigorous yet reasonable expectations on the six or more annual formative assessments and the CST exams. In fact, we expect setting these subject and class specific benchmarks to present a major challenge. With the assistance of CTAC, the consensus among the stakeholders is these benchmarks will have to be closely evaluated during 2011-12 to ensure a level playing field between the content areas. For a PBCS to work there needs to be equity of opportunity for each teacher in each subject.

**(3) THRIVE updates will be provided at monthly faculty meetings and weekly department meetings.** NOHUM certificated staff are contractually required to attend a monthly school-wide faculty meeting and a weekly department meeting (held every Monday when the students are released 40 minutes early). One of the many reasons department chairs play such an active role in THRIVE is that they will regularly report the status of the program and elicit feedback about the program from their colleagues. Starting in March 2011 the DCs will also be responsible for ensuring the teachers in their departments complete a monthly confidential THRIVE survey—the results of the survey will be reviewed by the project director, our local evaluators and CTAC.

**(4) Print and electronic methods of sharing information about THRIVE:** The THRIVE leadership team and the administration will share information about the program via staff e-mails, handouts at the monthly faculty meetings and the weekly department meetings (when appropriate), and in time via a THRIVE webpage to be developed during the first year.

**(5) Accessibility of the THRIVE project director:** The Arcata and McKinleyville education sites are five and half miles apart which precludes a teacher from one site dropping-in to an

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office or classroom at the other site. Thus, the project director will spend two days a week at the Arcata education site (home to Arcata High, Pacific Coast High and Six Rivers Charter High School), two days at the McKinleyville education site (home to McKinleyville High and Tsurai High School) and a fifth day at the district office. The project director will also visit the Community Day School at least twice a month to discuss program implementation with the staff.

**Communicating about THRIVE to the classified staff:** While THRIVE aims to improve teacher performance and focuses on the certificated staff, there is another group who play a key role in the education of our students—the classified staff. With a higher than national and state average percentage of Title 1 and special education students Northern Humboldt has a high number of paraprofessionals who work closely with our teachers and students. These dedicated professionals provide one-on-one and small group support to many of our most needy students. For these students to demonstrate better performance on both the local formative assessments and state measures including the CST and the California High School Exit Exam (CAHSEE) our classified staff will need to be made aware of the THRIVE program and how it measures student achievement. Furthermore, our paraprofessionals will need training to work with our teachers as the teachers integrate new teaching methods into their classrooms.

**Communicating about THRIVE to the community at large:** The parents as well as the students themselves need to understand about the program and its goals. Starting with the October 2010 school newsletters and continuing with presentations at the schools' Report Card Night, we will publicize the program to our students' parents. We believe it is important to (1) ensure the parent population is aware NOHUM has received the grant, and (2) elicit their input as we develop the program via a series of yearly parental surveys starting during the 2011-12 school year when regular formative assessments are put in place. The project director will make

presentations about THRIVE to local community groups like Rotary and to parent groups like Tigers Inc. (Arcata) and Panther Partners (McKinleyville) as well as each school's Site Council. In addition, the program will be presented to the attention of the local media and the project leadership team will seek media coverage in the local newspapers and electronic media.

**(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations conducted at least twice during the school year;**

**Priority 4 (Competitive Preference) -- Use of Value-Added Measures of Student Achievement:**

**Core Element C: Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories. . . .**

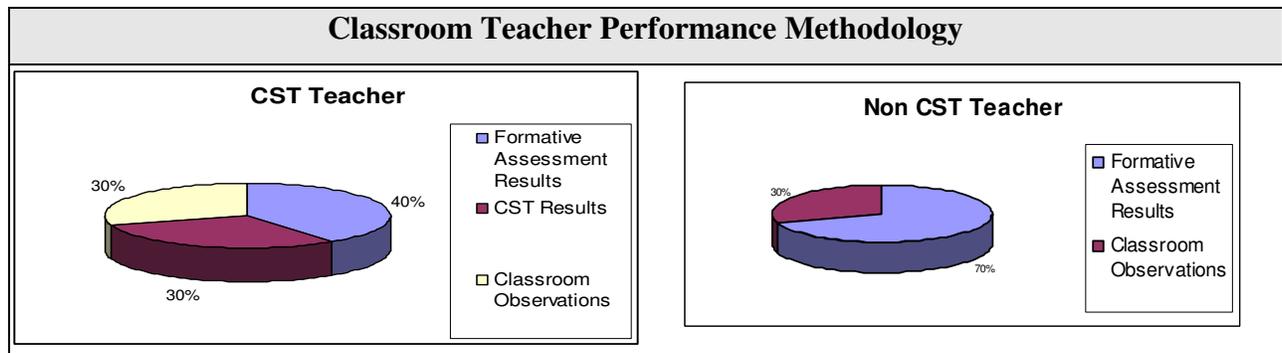
As we planned our PBCS, both our CTA bargaining unit and administration made clear that they wanted a program **which measured individual student growth** over the course of a year. The stakeholders were unanimous that they did not want a program that just measured student performance levels on state exams and other one-time assessments. All stakeholders agreed that for the THRIVE program to promote real systemic change, it must measure individual student growth so for instance an AP English teacher isn't rated as a "more effective" teacher than his or her colleague struggling mightily to teach Basic Freshman English merely because AP students score much more highly than Basic students.

Therefore THRIVE will determine each teacher's performance and bonus pay based-upon how their students' progress during the year. For teachers who teach subjects which are tested by the CST exams this value-added measurement of student growth using locally developed/selected, standards aligned formative assessments will comprise 40% of a teacher's effectiveness (with

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30% determined by each student's annual CST results).<sup>7</sup> For those teachers of subjects not tested by the CST exams 70% of teacher performance will be based-upon value-added measures of student achievement using the locally developed, standards- aligned formative assessments.

The final 30% of classroom teachers' effectiveness score will be based-upon classroom observations by the department chairs, administrators and others. The observations will measure teacher usage of those effective classroom practices which were determined by the leadership team and subject-specific working groups and based-upon needs determined by student test data.



**Performance-based compensation across the curriculum:** One concern expressed by the teachers during the PBCS development process was the fear the THRIVE would divide the faculty. While all stakeholders agree that for the proposed PBCS to be real there must be the opportunity for some teachers to earn more, significantly more, than fellow teachers, all parties, both administrators and union, were adamant that all certificated staff have the opportunity to participate in the program. In other words, if THRIVE were to go forward, we could not limit the program to teachers in the four core subjects of English/Language Arts, mathematics, history/social studies and science. Therefore THRIVE will develop standards aligned formative assessments in all classes and subjects. We are fortunate that over the past 20+ years California

<sup>7</sup> The California Standards Tests are not vertically aligned/referenced. Therefore, we can not determine individual student growth by comparing a student's score in the same subject in consecutive years—for instance, nothing can be determined by comparing a student's Grade 9 English Language Arts to the same student's CST score on Grade 10 English Language Arts.

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has developed and revised content and performance standards for all subjects and for certificated student support personnel such as librarians, counselors and administrators. Building upon earlier collaborative work between the teaching staff and administration, we propose to develop/select standards-aligned formatives for all classes in all subjects. These assessments (developed locally or selected with support from WestEd, CTAC or Long Beach) will be integrated into classroom assessments six or more times per year and each student’s results reported to the THRIVE program director and entered into a student performance database accessible to any teacher or staff member.

<b>California Academic Content Standards</b>
Career Technical Education, Adopted May 2005 English Language Arts, Adopted December 1997 English Language Development, English Version Health Education Content Standards March 2008 History-Social Science, Adopted October 1998 Mathematics, Adopted December 1997 Physical Education Model Content Standards, Adopted Jan-2005 Foreign Language Framework, Adopted 2003 Science, Adopted October 1998 Visual and Performing Arts, Adopted January 2001 <ul style="list-style-type: none"> <li>• Visual and Performing Arts, Dance</li> <li>• Visual and Performing Arts, Music</li> <li>• Visual and Performing Arts, Theatre</li> <li>• Visual and Performing Arts, Visual Arts</li> </ul>
<b>Administrator and Student Support Services Performance Standards</b>
California School Counseling Guidelines, Adopted 2007 School Nursing: Scope and Standards of Practice, 2005 Model School Library Standards for California Public Schools, Revised 2010 California Professional Standards for Educational Leaders, 2001

**Measuring administrator and other certificated staff effectiveness:** While these staff members do not “teach” in the classroom, they are critically important to a school’s success. We

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will measure them using school performance data and job-specific performance measures—80% of their performance will be based upon school wide measures, such as the CST results, the other 20% will vary by the job and responsibilities.

<b>THRIVE Performance Measures for non-classroom credentialed staff and administrators</b>	<b>% of performance rating</b>	<b>Principals</b>	<b>Other administrators</b>	<b>Librarians</b>	<b>Counselors</b>	<b>Nurses</b>
<b>Performance measures for all non-classroom credentialed staff and administrators</b>						
School wide student results on the CST exams	30%	x	x	x	x	x
California High School Exit Exam results	10%	x	x	x	x	x
Change in high school drop-out rates (decrease of 4% per year of thrive = 20% )*	10%	x	x	x	x	x
Results of four yearly observations/performance meetings which measure leadership roles including supporting classroom teachers and carrying out classroom observations (for admin.)	15%	x	x	x	x	x
Full participation in department development of standards-aligned formative assessments and ongoing professional development	15%	x	x	x	x	x
<b>Yearly job/position specific performance measures</b>						
Increased student attendance rates (+ .5% per year)	20%	x	x			
Student library use (400% of total student pop.)	10%			x		
Research & literacy training (100% of student pop.).	10%			x		
% of students who receive academic & other counseling during the year (200% of student pop.)	10%				x	
Percentage of students who develop and revise four year academic plans (50% of total students)	10%				x	
Percentage of students who receive nursing and counseling during the year (175% of total students)	20%					x

\*According to the most recent state data approximately 18% of NOHUM students do not complete high school in four years. THRIVE aims to cut this rate by 20% over five years.

**Student learning goals:** While we can already determine a teacher’s students’ CST scores and thus to some extent judge a teacher’s effectiveness, determining a student’s progress on the locally developed formative assessments will require the development of not only the assessments but student learning goals for each class. These goals, which will be developed in year one of THRIVE by the content specific working groups with the guidance of Community

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Training and Assistance Center, WestEd, Long Beach and our evaluation team and then assessed during year two, will help us meet the requirement for “rigorous, transparent, and fair evaluation systems.” The student goals will be based-upon the state content and performance standards. Thus for a student to achieve 100% of the learning goals, he or she will need to meet or exceed the state content and performance standards for that subject as measured by the six formative assessments. While not all students will score at this level it is reasonable to expect the majority of students to achieve at least 75% of the performance goals—particularly because many standards are met by demonstrating competence (i.e. extracting data from a table or chart) or are reasonably broad (students will list at least four causes of World War II in Europe).

**Current Data System:** Since 2008 NOHUM has used the Longitudinal Assessment Reporting System (LARS) which is provided at nominal charge by the State of California’s C-LEARN technology consortium. LARS provides the district with scores from state mandated exams:

- CST data in all four core subjects (1998-current);
- California High School Exit Exam (CAHSEE) data (2004-current). The CAHSEE is given to all 10<sup>th</sup> graders and tests their proficiency in English/Language Arts and mathematics. However, unlike the CST exams the CAHSEE merely determines if a student has an achievement level equivalent to 10<sup>th</sup> grade English and Algebra I. The third student exam which is loaded into LARS is the;
- California English Language Development Tests (2002-present). The CELDT exam is given upon their enrollment in one of our schools and annually thereafter to all students who do not speak English at home. Once these students demonstrate academic proficiency in English students are then classified as Fluent English Proficient and are no longer considered EL students or required to take the CELDT exam.

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Using LARS, the district is able to track student progress both longitudinally as well as on a yearly basis. Using LARS, we can sort exam data and prepare reports at the following levels:

<b>Northern Humboldt LARS Data Reporting Capacities</b>						
	Annual Schoolwide Data	Year by Year* Schoolwide Data	Annual Teacher Data	Year by Year Teacher Data	Annual Student Data	Year by Year Student Data
CST	x	x	x	x	x	no
CAHSEE	x	x	no	no	no	no
CELDT	x	x	no	no	no	no

\*Year by Year = longitudinal

Using LARS as the base, THRIVE will extend our data management system to add the capacity to include any locally developed formative assessments at any level, and to provide any individual student longitudinal data using CST data.

The THRIVE program will add a student data management system component that:

- (1) provides complete access (both yearly and longitudinally) to student data at the individual, teacher, department, school and district level to the program director, department chairs, administrators, and evaluation team;
- (2) provides complete access (both yearly and longitudinally) to student data at the individual and school levels for teachers, as well as teacher data for their own students in current and past years;
- (3) integrates student data at all levels of both locally developed formative assessments as well as required state exams; and
- (4) provides a system for teachers to easily upload student formative assessment scores.

The data management system must be user friendly so different users can easily review student performance data at any level from individual student to district wide. For instance, principals and administrators need to be able to easily use the system determine a teacher's classes'

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performance over the past few years to see what trends emerge. Using the data management system a department chair needs to be able to easily review an individual teacher's students' performance on the CST exams over time, or review a teacher's students' performance on the locally developed formative assessments throughout the year. If halfway for instance, a department chair notices that one of her teacher's students in Biology I have only demonstrated mastery of 25% of the performance goals the department chair will discuss this with the teacher and together they can determine the causal factors contributing to the results.

We have not selected a student data system yet because it will take more time and research than the RFP allows. However, through conversations with the student data assessment directors in districts such as Orange County/Orlando and our own county office of education in which we discussed the features of programs like EduSoft, LinkIt and ATI Galileo we have determined we want a program which offers a paper to the web scanning system for multiple choice questions **and** performance rubrics (both weighted and unweighted). The paper to web feature is critically important because do not have to go to a computer lab to take tests and a teacher can develop a rubric using the performance goals for that class and then evaluate his or her student in class—of in the metal shop or the ceramics room. Once the rubric is completed a teacher needs only to insert the tests or rubrics into a scanner which automatically will send the results to the program director—and then be accessible to teachers, department chairs, and administrators.

Upon funding the project director, the technology coordinator, an administrator and a number of department chairs will research and select a student data system by February 2011.

**(4) Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems;**

**Core Element D: A data-management system that can link student achievement data to teacher and principal payroll and human resources systems**

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The data from the student assessments (both local and state mandated) which will be used to determine the level of performance based compensation for teachers must be accessible to our district payroll and human resource personnel. One advantage of being a smaller district is that these personnel are all in the same building and constantly work together and have worked extensively with the THRIVE program director over the years. To ensure teacher performance data is available to the district office and the district personnel understand the program and their roles in it, we will do the following:

- (1) Within one month of the project award notification, the project director, superintendent, and union president or her designee will meet with the district financial supervisor and the payroll supervisor.
- (2) the district financial supervisor and the payroll supervisor, along with the director and a CTA representative will form a payroll and HR working group to plan and starting in 2011-12 implement the performance based compensation system.
- (3) By March, 2011, the district financial and payroll supervisors, project director and the CTA representative will develop and share with the Board of Trustees, the administration and union their plan to deliver the performance payments to teachers in Sept. 2012.

THRIVE will use data from the California Standards Tests which the state send to the districts in late July. Thus participants will receive their performance bonus once a year as part of the September 10 payroll. The timeline for determining the annual performance bonuses is:

<b>THRIVE Performance Based Compensation Data Analysis and Payment Schedule</b>		
<b>Classroom Teachers</b>		
<b>Activity</b>	<b>Responsible Parties</b>	<b>Time Frame</b>
<b>Student Assessments and Teacher Observations</b>		
Six or more formative assessments are given to students, then corrected and inputted into the student	Dept. Chairs, Project Director, classroom	Throughout the school year

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data collection system.	teachers	
Four THRIVE teacher classroom observations for each teacher are conducted and results compiled and sent to Project Director	Department Chairs	Throughout the school year
60 annual THRIVE teacher classroom observations are conducted by the Evaluation Team and results compiled and sent to Project Director	Evaluation Team	Throughout the school year
All 9 <sup>th</sup> – 11 <sup>th</sup> grade students take CST exams in English, math, science and history	Administration, teachers	April
<b>Data Analysis</b>		
Teacher specific formative assessment data will be analyzed and shared with each teacher at least four times a year.	Department Chairs, Project Director	Throughout the school year
Teacher observation data is analyzed and shared with teachers after each classroom visit.	Department Chairs, Project Director	Throughout the school year
Teacher specific formative assessment scores are compiled and given an overall score for the year. (For instance, Teacher X’s students met 86% of their student performance goals for the year)	Project Director, CTA representative, Evaluation team member <sup>8</sup>	June
Teacher specific classroom observation scores are compiled and given an overall score for the year. (For instance, Teacher X’s exhibited “effective teaching” by using 7 or more best practices during all four/five observations )	Project Director, CTA representative, Evaluation team member	June
State of California sends the CST results to all districts statewide	State of California	By late July
Project director inputs student CST results into the THRIVE student data collection system.	Project Director	First half of August
For those teachers who teach a CST subject, teacher specific CST scores are compiled.	Director, CTA rep., Eval. team member	The third week of August
Teacher specific “effectiveness score” is compiled by combining (1) student formative assessment scores, (2) teacher observation scores, and (3) CST results (for those teachers to whom this applies).	Project Director, CTA representative, Evaluation team member	By the end of the fourth week of August
(1) Teachers are ranked according to their “effectiveness scores.” (2) Teachers whose students achieved less than 50% of student growth goals are removed from the compensation pool. (3) Funds are divided according to teacher effectiveness rankings.	Director, CTA rep., Evaluation team member, Personnel and Human Resource Directors	By the end of the fourth week of August
Performance Based Pay Bonuses are sent to teachers, credentialed staff and administrators	Payroll Department	Sept. 10

<sup>8</sup> Dr. Dale Oliver, the Interim Associate Dean of the College of Natural Resources and Science at Humboldt State University (our local university) will assist with the development and implementation of the process by which individual teachers are given an effectiveness score. Dr. Oliver was the long-time Chair of the Humboldt State Department of Mathematics and works for the Del Norte County Office of Education.

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For Administrators, counselors, librarians and other credentialed staff the process to determine their PBCS bonuses will follow a similar timeline—but without individual student performance data factoring into the process. As described above, the effectiveness of these certificated staff members will be measured using the CST results for the whole school as well as factors such as the number of students who receive counseling services (for counselors), student graduation rates, and each certificated staff member’s observations. The effectiveness rating for these staff members will be determined at the same time as the classroom teachers.

**Determining PBCS Awards:** Once the effectiveness rating for each credentialed teacher, administrator and staff member has been finalized in late August, the committee will:

- (1) Remove from the pool of PBC recipients those teachers of classes where a majority of students in two or more classes did not achieve at least 50% of their student growth goals.
- (2) Remove from the pool of PBC recipients those teachers whose students did not average at least 50% of their student growth goals overall.
- (3) Remove from the pool any other administrator, counselor, librarian or other credentialed staff member who did not meet their job specific goals.
- (4) Finalize a ranking list of all eligible teachers, administrators and certificated staff.
- (5) Determine bonus amounts. This will be a two step process:
  - a. Those teachers, administrators and certificated staff who meet all their targets will receive a maximum bonus of [REDACTED]. At this payment amount, up to 60 teachers could earn the maximum bonus before expending the bonus funds. However, it is unlikely that 60% of our staff will meet 100% of their targets—especially the first year.
  - b. Once the first tier of bonuses are awarded, the other bonus amounts will decrease as the committee progresses down the list of eligible recipients. The bonus amounts for

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these eligible teachers will be determined by (1) how much money remains after those teachers who met 100% of their goals are accounted for, (2) rewarding the remaining eligible teachers on a sliding scale (which will be determined by the amount of money remaining) so that a teacher who met 90% of her goals receives a bonus much closer to the top awardees than a teacher who met 52% of her goals.

Starting in 2011-12 the annual bonus pool of [REDACTED] per year will be divided among eligible teachers, administrators and certificated staff.<sup>9</sup> Certificated employees who meet the targets for growth and performance will qualify for bonuses ranging up to [REDACTED] apiece. Teachers, administrators and certificated staff who did not reach at least 50% of their goals will receive no bonus. Through a series of teacher focus groups, meetings with union leadership and a number of one-on-one meetings the writing team determined that awards of [REDACTED] to \$[REDACTED] provided enough incentive for teachers to adopt more effective teaching techniques, volunteer to teach classes with higher percentages of low-performing students and use data-driven instruction.<sup>10</sup>

The results from the Student Achievement data base will be shared with the district Human Resource/Personnel Director who will have access to the Student Achievement results which can be sorted by individual teachers which will determine individual bonuses.

The THRIVE data system (like all NOHUM student and personnel data systems) will comply with the Family Educational Rights and Privacy Act (FERPA), including the regulations in 34 CFR Part 99, as well as any applicable State and local requirements regarding privacy.

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<sup>9</sup> While there are approximately 110 certificated employees and administrators in the district, a number are part time and would receive only a fractional bonus—based on both their effectiveness and the number of classes they teach and others are district administrators which results in approximately 100 to 103 Full Time Equivalent positions.

<sup>10</sup> Due to timing of the TIF RFP we were unable to carry out a teacher survey—so we used more informal means of determining teacher opinions about the size of the bonuses.

**(5) Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in this notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.**

**Core Element E: A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.**

High quality professional development is key to the success of the THRIVE program. All the student performance data in the world will be wasted if our credentialed staff is not trained to access the data and then determine which teaching strategies will most effectively address the gaps in student learning indicated by the student data. Reaching this level of regular use of data driven instruction requires intensive teacher training and time to work in the following areas:

- (1) Developing and implementing subject specific high quality formative assessments which align with state standards and predict student performance by students on the CST exams;
- (2) Accessing and using student performance data to determine what areas need to be more effectively taught or retaught.
- (3) Intensive training throughout the grant in subject-specific teaching strategies to reach low performing students.

THRIVE builds on the strong relationship between the district and site-level administrators and our teachers union by placing teacher leaders/department chairs at the heart of the program. Within 45 days of funding notification 16 department chairs, eight from each educational site, will be released from one teaching period per day to begin working on the THRIVE program.

<b>Northern Humboldt Department Chairs by Subject</b>
(1) English/Foreign Language, (2) History/Social Science, (3) Art, (4) Vocational Technology, (5) Mathematics, (6) Science, (7) Special Education, (8) Physical Education

THRIVE will provide these teacher leaders the time needed to work closely with each other and

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their departmental colleagues to (1) develop or modify California standards-aligned formative assessments (to be given six or more times per year starting in 2011-12), (2) develop and implement a district wide teacher classroom observation program so that all teachers are observed 12 or more times every two years by department chairs (DC), site administrators and our evaluators, (3) serve on working groups and leadership teams, (4) communicate and work closely with their colleagues at all district sites to plan, develop and implement THRIVE.

In October, November and December 2010 these teacher leaders will participate in six full days of trainings provided in great part by our partners from CTAC, WestEd and Long Beach Unified School District. In the autumn of 2010 all will receive extensive training in designing formative assessments as well as how to carry-out classroom observations and starting in January 2011 they will begin leading their departments in developing the content-specific formative assessments for each department and subject area.

<b>THRIVE Department Chair Training Schedule, Autumn 2010</b>		
<b>Dates</b>	<b>Topic</b>	<b>Responsible Parties</b>
10/14-15	Two-day Intensive Introduction to the program Review and study of program goals, formative assessment, department chair leadership roles, developing Autumn 2010 work plan (see paragraph below)	Director, District Evaluator, Union President
11/5-6	Two-day Intensive Training in Developing/Implementing Standards-Aligned Formative Assessments	Director, CTAC, WestEd, Long Beach
11/19-20	Two-day training from WestEd <i>Local Accountable Professional Development Series</i> *Four additional teachers from each department will also participate in this training.	Director, WestEd Evaluation team, CTAC
12/6-10	Formative Assessment Workday for Department Chairs and four additional teachers from each department *During the week each department will meet for one full day.	Director, Long Beach

To succeed as teacher leaders, these teachers will need clear goals and expectations so by the end of October the Department Chairs (DCs) will develop (1) a timeline/ work plan for their group, (2) a short term list of tasks each one is responsible for, and (3) a self evaluation and more

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general program wide DC evaluation form so that all participants clearly understand what is expected of them over the ensuing months. Each week they will meet with the Program Director to review their progress and offer support. Just as an effective teacher makes clear his or her expectations, it is only fair that our DCs have a clear understanding of the tasks with which they are charged—with the benefit that they will take an active role in developing those expectations.

<b>THRIVE Department Chair Monthly Work Expectations— Year One</b>	
4 days*	Developing content-specific classroom teacher observations
4 days*	Preparing for bi-monthly THRIVE focuses department meetings (starting January 2011)
2 days*	Meeting with THRIVE Project Director
8 days*	Developing formative assessments, including: Studying formative assessment research—provided by CTAC and Long Beach Reviewing state content standards for all departmental classes
4 days*	Preparing for upcoming Departmental Workdays (four total days in Spring 2011)

\*Class period or equivalent lunch time/after school meeting time

<b>THRIVE Department Chair Monthly Work Expectations— Years two-five</b>	
4 days*	Observing classroom teachers/coaching colleagues in effective teaching practices
4 days*	Meeting with classroom teachers to discuss classroom observations and preparing observation write-up and submitting it to project director
2 days*	Preparing for bi-monthly THRIVE focused department meetings (or workdays)
2 days*	Meeting with THRIVE Project Director
4 days*	Reviewing formative assessment data of department members
4 days*	Meeting with department members to review his or her student data

\*Class period or equivalent lunch time/after school meeting time

**Note:** Department chairs are selected by each site principal—thus if a DC declines to participate in the program in the DC role, or he or she proves to be an ineffective teacher, the principal has the contractual right to replace a DC with a colleague in the same department.

**Teacher Observations:** Teacher observations will be evidenced-based and designed to be as objective as possible. The observation forms will measure best teaching practices based upon the *California Standards for the Teaching Profession* and content and class specific strategies.

At least in the beginning years of the program the observations will be measured on an “Observed”/

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“Not Observed” basis. This is partly in response to concerns raised by our teachers union in the preparation of the application. More than one department chair expressed great discomfort at the prospect of having to “rate” their peers—one went so far as to say he would automatically give every teacher in his department high marks on everything. We can not ignore this mindset and blithely proceed with an evaluation program that requires DCs who at first will be uncomfortable with the prospect of critically assessing their colleagues (and friends).

Instead we will use as a model for the THRIVE observation forms a form we have developed and piloted in other districts as part of federal history teacher training grants that provides a list of 20 best practices. THRIVE’s goal is that each lesson include seven or more of these twenty best practices. This approach allows observers to objectively indicate what they have seen and as an added bonus, the assessment form and related bi-weekly teacher self assessment based upon the assessment form reminds teachers of their department’s best practices.<sup>11</sup>

<b>Teaching American History Grant Classroom Observation Form</b>			
Teacher Observed _____ School _____ Grade _____ Observer _____			
Class Observed _____ Topic of Study _____			
Classroom Practice	Observed	Not Observed	Please write any observation notes/comments below:
Use written primary source documents			
Differentiate between primary and secondary sources			
Use photographs and other visual resources			
Use political cartoons			
Use maps			
Use art work			
Identify bias in historical sources			
Use of grade-appropriate historical literature			

<sup>11</sup> Jack Bareilles, NOHUM’s Grant and Evaluation Administrator, developed the bi-weekly teacher survey instrument and classroom observation form for use in our local Teaching American History grants as well as TAH grants in Elk Grove, CA, Orlando, Florida and Richmond, VA of which he is the lead evaluator.

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Have students answer in free response written answers			
Connect information to students' prior knowledge			
Use video and other visual technology to make curriculum more accessible			
Have students place key events and people of historical era they are studying in chronological sequence			
Have students summarize the key events of the era they are studying and explain the historical contexts of those events			
Teach cause and effect			
Use backwards mapping or CST Blueprints			
Present contrasting viewpoints to demonstrate the conflict inherent in history			
<b>State History Content Standards Addressed in the Lesson:</b>			
<b>Check the boxes of the description observed and use available space or the back of this sheet for comments/notes.</b>			
<input type="checkbox"/> <b>Content Related Teaching Methods Studied in TAH.</b> _____			
<input type="checkbox"/> <b>Teaching Techniques Demonstrated/Studied in TAH.</b> _____			
<input type="checkbox"/> <b>Classroom Materials Provided by TAH Used In the Lesson:</b>			

Developing and testing standards-aligned formative assessments is a multi-year task that requires a great deal of evaluation to determine how accurately the assessments measure student progress—and predict student achievement on the CST exams. Even if in year one we developed “perfect” formative assessments in English, math, science and history that accurately predicted student CST performance, it will still take three years of trend analysis (to conclusively determine that the assessments accurately predict student performance.

Instead we have decided to take advantage of formative assessments which have already been tested on California students and shown to not only align with the state standards but predict

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student CST results. Long Beach Unified School District, California’s third largest school district, will support the THRIVE program’s development and implementation of formative assessments and proven teaching techniques that align with the assessments. Long Beach has successfully used formative assessment for eight years to determine student progress towards meeting the state standards in the four CST-tested subjects. NOHUM and Long Beach have a strong working relationship and have provided curricular and evaluation support for each other for most of the past decade. Long Beach will provide teacher trainers who will travel to Humboldt County to work with (1) the English, math, science and history departments to either modify Long Beach’s formative assessments or develop similar assessments that will accurately predict student CST scores, and (2) provide training and support for non-CST tested subjects to NOHUM teachers. Working with Long Beach Unified ensures that the formative assessments we implement in the four core academic subjects have been proven to work.

<b>Long Beach USD Trainings</b>	
Year one	
11/5-6	Two-day Intensive Training in Developing/Implementing Standards-Aligned Formative Assessments for Department Chairs
12/9	Formative Assessment Workday for Department Chairs
Week of 1/31-2/4	Department wide meetings in four CST tested areas: Formative Assessment using Long Beach’s assessment instruments Monday: Formative Assessment Workday for Department Chairs Tuesday-Friday: One day apiece for English, history, math, science (order TBD)
3/11	Follow-up Formative Assessment training/workday
5/6	Final 2010-11 Formative Assessment training/workday

**Developing High Quality Formative Assessments:** Formative assessment generally requires multiple precision assessments a year per subject per grade level, as well as a rapid turnaround management system. Guiding the process requires isolating the essential knowledge and skills at each level and designing a pacing plan for instruction, then convening a group of teacher writers

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who will need training by an assessment expert as well as non-classroom time to work on it.

With the technical support and guidance of CTAC/WestEd and Long Beach who bring extensive successful experience to the process we are confident we can achieve our goals.

Differing from generic professional development, THRIVE will draw on WestEd's nationally recognized Local Accountability Professional Development Series (LAPDS) that provides targeted training modules which build the capacity of teachers and administrators to develop and use common formative assessments, plan and benchmark progress in instruction with the use of essential standards, and apply findings from the student achievement data analysis to the actual practice of instruction in the classroom. WestEd will provide six days of training as part of the LAPDS program per year for up to 50 people in both year one and year two.

**2010-11:** In year one the leadership team, department chairs and teachers will work to develop/modify standards based benchmark assessments and by the end of year have them ready for each class. In departmental groups all teachers will receive four days of training in using formative assessment to drive instruction by implementing effective teaching techniques to meet needs of students as indicated by assessment data. Each teacher will (1) participate in four or more days of training during year one, (2) spend two of four monthly department meetings to prepare for the program, (3) use the subject specific THRIVE formative assessments at least twice in the last three months of the year—not only to practice integrating the assessments into their classes, but to practice reporting the data to the project director, and (4) be observed by their DC once or more in the spring 2011 semester.

**Teacher inservices:** The 16 department chairs will begin their trainings within 45 days of the announcement of the award and as mentioned above, on November 19 and 20 four additional

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teachers from each of the eight departments will participate in an intensive two-day training provided by WestEd and CTAC. Once a cohort of six teachers per department has been trained, starting in January 2011, each department will begin meeting regularly to **develop** (for non-CST subjects) or **modify** (for the four CST subjects) formative assessments for all the classes in their subject area. All departments will spend four days in Spring 2011 developing/modifying formative assessments for their classes. On these days they will divide into small groups each assigned to a certain class and/or a certain grade level. For instance, when the Math Department meets, three teachers may work on Algebra I, three teachers on Geometry, three teachers on Algebra II and two or three Pre-Calculus/Calculus teachers may work on the Calculus.

<b>THRIVE Departmental Training Schedule, 2010-2010</b>		
<b>Dates</b>	<b>Topic</b>	<b>Responsible Parties</b>
11/19-20	Two-day training from WestEd Local Accountable Professional Development series *Four additional teachers from each department will also participate in this training.	Director, WestEd Evaluation team, CTAC
12/6-10	Formative Assessment Workday for Department Chairs and four additional teachers from each department *During the week representatives from each department will meet for one full day.	Director, Long Beach
January	Departmental Work Day	TBD according to content area—but it will include two additional days with WestEd
February	Departmental Work Day	
March	Departmental Work Day	
April	Departmental Work Day	

**Setting class baselines to determine student growth:** To measure student growth we must first determine what students know and don't know. Thus during year one the department working groups will create pretests/assessments for all classes. Starting in August 2011 classes will take the assessments to determine what knowledge (if any) the students already have. Over four years the THRIVE leadership team, the DCs and teachers will review the results of the pre-tests to determine what changes can be made to make them better indicators of student knowledge.

**Setting CST baselines to determine student growth:** THRIVE's evaluation team will determine the average CST results of NOHUM students and schools on the 2009 and 2010 CST exams and will combine these earlier results with the April 2011 CST results (available in July 2011) to establish CST baselines for all tested subjects.

**2011-12:** Year two will serve as a pilot year to measure progress and assess the quality of student and teacher evaluation. We expect to make changes both during and at the end of year two before we continue THRIVE in year three. The experience of other PBCS districts clearly demonstrates the need for ongoing mid-course changes. For instance, while each department along with the leadership team and outside consultants will develop standards aligned formative assessments in year one, as these assessments are implemented in year two we expect teacher feedback will indicate where the assessments need to be adjusted. Moreover, the growth targets in various academic disciplines will more than likely need to be adjusted so there is equity between the various disciplines. For example, setting yearly growth goals for a student in Metal Shop 1 versus a student in English 1 will not only require standards based assessments and goals, but also need to be equally difficult to achieve. In other words, the effort and skill needed by a student to reach the same level of proficiency in both subjects will need to be roughly similar.

In Year Two all teachers will participate in two or more department workdays and two monthly THRIVE focused department meetings. Starting in year two all teachers will be observed four times by the department chairs and within a week of giving students a formative assessment times will meet one-on-one with their department chairs to review the teacher's student data.

**Effective teaching practices:** Just as we've learned differentiating instruction positively affects student learning, we also must provide differentiated training for our teachers so we can reach

them where they are and help them improve their teaching practices. THRIVE will provide intensive training throughout the grant in subject-specific teaching strategies to reach low performing students. While year one will focus mostly on becoming familiar with the standards and developing/ modifying formative assessments which will track student progress towards meeting the standards, years two-five will place a greater emphasis on using student assessment data to determine which effective teaching practices best support student learning. Just as the performance standards vary greatly between English 1 and Metal 1, effective teaching practices vary greatly by department and subject. With the support of CTAC and Long Beach each subject's department chairs and selected teachers will receive training in effective teaching strategies for their subject and will then train their departments in these strategies. **Note:** If a teacher is recognized as an exemplary teacher or skilled practitioner of a teaching practice, he or she will be strongly encouraged to lead the training. Department chairs (or other exemplary teachers) will also provide coaching for their colleagues in effective teaching practices.

<b>Examples of Effective Teaching Practices</b>
Differentiated instruction Using Sheltered English instruction to support both EL and special education students Using technology to address multiple learning styles Using performance based instruction in conjunction with performance rubrics

**Comprehensive Professional Development Audits:** Just as we must assess how effective we are teaching our students, we must do the same for the professional development we deliver. As described below in the Evaluation Section, after each full-day training session the teachers will complete a survey to evaluate the training and recommend changes for future PD. Our local evaluators will review and share this information throughout the year. In years two and four CTAC will conduct comprehensive professional development audits to provide an in-depth evaluation of the impact of our PD program. The comprehensive professional development audit

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is a landmark process CTAC introduced nationally in January 2008. The audit will examine and evaluate the impact of the professional development on student achievement, changed classroom instructional practices, and the impact on teachers' perceptions of their pedagogy.

The comprehensive professional development audit serves several functions, all of which promote and enable a more systematic and tailored agenda for professional development. First, it provides a means to ensure that professional development is driven by student achievement data and district standards. Second, it provides both a baseline and a vehicle for differentiating professional development according to the needs of individual schools. Third, it enables participants and providers to evaluate quality, impact and needed new directions. Fourth, it enables professional development to be analyzed in terms of its relationship to student achievement results, human resources needs and financial allocations.

There are several elements to the methodology for the professional development audit. These include interviews (both individual interviews and focus groups), surveys, classroom observations (at multiple points over the school year), the examination of protocols, artifacts and the curricula materials, and the development and analysis of a relational database to examine the relationship between the data on student achievement, human resources, finances and professional development services.

These evaluations will allow us to ensure the training THRIVE provides is targeted to individual teachers' and principals' needs and will provide teachers (especially those who at first do not qualify for performance bonuses) with the tools and skills they need to improve student achievement and their effectiveness in the classroom. By taking this approach, THRIVE is ensuring both high quality in professional development and a direct linkage between the

professional development and improved student achievement.

**Adequacy of Support for the Proposed Project (25 points)**

*In determining the adequacy of the support for the proposed project, the Secretary considers the extent to which—*

**(1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;**

A program the magnitude of the THRIVE requires day-to-day direction and general and financial oversight. Using the lessons we have learned in implementing previous federal grants such as five Teaching American History grants and a Readiness and Emergency Management for Schools grant, we feel confident that we will successfully achieve the objectives of the proposed THRIVE program on time and on budget.<sup>12</sup> **The resumes or biographies of all key THRIVE and CTAC personnel can be found in the Appendix.**

A **Leadership Committee** of Superintendent Kenny Richards, Project Director Bob Wallace, District Grants and Evaluation Administrator Jack Bareilles, Union President Kelly Helms, two classroom teachers selected jointly by the union and the administration, and a member of the NOHUM Board of Trustees will oversee THRIVE. The committee will meet monthly to review the program's progress towards its goals and to make necessary mid-course corrections. The committee will have real power—it will not be a rubber stamp and to ensure that classroom teachers and our union have a meaningful role in the program they comprise three of the seven members thus giving our union a real voice in how the program is developed and managed. The Leadership Committee (LC) will provide direction to Bob Wallace, our project director.

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<sup>12</sup> There have been no budgetary or financial problems in our previous grants.

**NOHUM THRIVE LEADERSHIP COMMITTEE**

- Kenny Richards, Superintendent
- Bob Wallace, Project Director
- Jack Bareilles, NOHUM Grants and Evaluation Administrator
- Kelly Helms, President, Teachers Union
- Classroom teacher from McKinleyville Education Site
- Classroom teacher from Arcata Education Site
- Principal from one of the six schools

While the leadership team includes three members of the union, our management plan also includes time to examine any emerging union issues in the depth they deserve. Therefore, to ensure ongoing two-way communication and input between our teaching staff, department chairs and union leadership, the project director will meet monthly with union representatives to review program progress and address any concerns raised by teachers to union leadership.

**Board of Trustees Program Liaison:** Ongoing communication with the Board of Trustees is critical to the success of the program. We are fortunate to have a board member who brings a lifetime of successful experience in public education to the table and will serve as the THRIVE Liaison. Before her retirement, Sarie Toste was the principal/superintendent at Pacific Union School District, one of the Arcata education site's largest feeder schools and has served on the NOHUM Board of Trustees for multiple terms. Ms. Toste will meet regularly with the project director and superintendent to discuss the progress of the program and then relay that information back to her fellow board members.

**Five Core Elements of a PBCS and a Planning Period:** To further develop a comprehensive and sustainable PBCS, we plan to use the 2010-11 school year to develop/select standards-based formative assessments, hone a rigorous, transparent and fair evaluation system, add to our data management system capabilities that meets the needs of the THRIVE program , and as our teams

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of teachers and administrators work together, communicate to the staff how the program will affect teachers, administrators and students.

<b>Towards Higher Results through Incentives for Value-Added Education 2010-2011 Management Plan</b>		
<b>Activity</b>	<b>Responsible Parties</b>	<b>Timeframe</b>
Notify all stakeholders of TIF award	Superintendent, Grants Administrator	Late Sept. 2010
Hold informational/planning meeting with core of THRIVE leadership team	Superintendent, Director, Union President	Early October, 2010
Reassign Bob Wallace as Project Director	Superintendent	Within 14 days of grant award.
Select two classroom teachers to serve on Leadership Team	Superintendent, Director, Union President	Within 30 days of grant award
Begin THRIVE updates at the monthly faculty meetings and weekly department meetings.	Director, Department Chairs	Ongoing from within 30 days
Meet with the district financial supervisor and the payroll supervisor to discuss THRIVE	Director, Superintendent, Union President	Within 30 days of grant award
Update/expand Year One Management Plan	Director, Union President	Within 30 days of grant award
October 2010 pre-survey to determine teacher baseline data	Director, Evaluators, CTAC	Within 30 days of grant award
Release 16 Department Chairs from one class period	Superintendent, Principals	Within 45 days of grant award
Begin monthly meeting between Project Director and union representatives	Director, Union President	Within 45 days of grant award
Select Technology Coordinator	Superintendent, Director	Within 60 days of grant award
Present to Board of Trustees about THRIVE	Superintendent, Director	Within 60 days of grant award
Two-day intensive introduction to the program for Dept. Chairs and other	Director, District Evaluator, Union President	October 2010
Two-day Training in Developing/ Implementing Standards-Aligned Formative Assessments	Director, CTAC, Long Beach, WestEd	November 2010
Two-day training from WestEd Local Accountable Professional Development series *Four additional teachers from each department will also participate in this training.	Director, CTAC, Long Beach, WestEd, Department Chairs	November 2010
Formative Assessment Workday for Department Chairs and four additional teachers from each department	Director, CTAC, Long Beach, WestEd, Department Chairs	December 2010
Attend TIF national meeting in Washington DC	Director and two others	TBD
Begin bi-monthly THRIVE focused department meetings	Director, Department Chairs	January 2011

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Departments begin meeting to develop (for non-CST subjects) or modify (for the four CST subjects) formative assessments for all the classes in their subject area.	Director, DCs, Long Beach, CTAC	January 2011
Research and select a student data system	Director, Administrator, Dept. Chairs	February 2011
Teachers start monthly THRIVE survey.	DCs, Director	March 2011
Develop and share with Board of Trustees, the administration and union plan to deliver the performance payments to teachers in Sept. 2012.	Financial and payroll supervisors, director and CTA representative	March, 2011
Begin formative assessments (for practice)	Leadership team, DCs	April 2011
Begin classroom observations	DCs, Evaluation Team	April 2011
Finalize class-specific performance goals for all classes.	Director, Administrator, Union Representative, DCs	May 2011
100% of High-Need Students are identified and designated in the data management system	Director, Evaluators, Leadership Team	May 2011
100% of hard-to-staff subjects are identified and designated in the data management system.	Director, Evaluators, Leadership Team	May 2011
Annual teacher survey	Director, Eval., CTAC	May 2011
Update/finalize Year Two Management Plan	Leadership Team	June 2011
Determine the average CST results of NOHUM students and schools since 2009 to establish CST baselines for all tested subjects.	Evaluation Team	August 2011
Prepare and File Year One Annual Report	Project Director, CTAC, Evaluators	September 2011

<b>Towards Higher Results through Incentives for Value-Added Education 2011-2012 Management Plan</b>		
<b>Activity</b>	<b>Responsible Parties</b>	<b>Timeframe</b>
<b>Note:</b> The 2011-12 Management Plan is condensed due to space considerations. It does not include some THRIVE activities such as (1) Leadership Committee meetings, (2) classroom observations, (3) six or more formative assessments, (4) regular meetings between the DCs and Project Director, (5) attending the TIF meeting in Washington DC, and (5) the regular teacher surveys, which will be ongoing from 2010-11 or the Year Two CTAC Professional Development Audit which will involve multiple meetings.		
Year two planning mtg. with Leadership Team, DCs, Evaluators, CTAC, WestEd, Long Beach	Director, LC, DCs, CTAC, WestEd, Long Beach	June 2011
THRIVE updates at the monthly faculty meetings and weekly department meetings.	Director, Department Chairs	August 2011- June 2012
Baseline Assessments given in all classes	Director, DCs, teachers	Aug./Sept. 2011
WestEd Local Accountability Professional Development Series (Days 1-2)	Director, Leadership Team, DCs	Oct. 2011
Departmental Work Day #1	Director, DCs	Oct. 2011
CTAC PD Audit Meetings (Ongoing through year)	CTAC PD Audit Meetings	Oct. 11-May 12
WestEd Local Accountability Professional	Director, Leadership	December

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Development Series (Days 3-4)	Team, DCs	2011
Departmental Work Day #2	Director, DCs	Feb. 2012
WestEd Local Accountability Professional Development Series (Days 5-6)	Director, Leadership Team, DCs	March 2012
Updated list of High-Need Students is identified and designated in the data management system	Director, Evaluators, Leadership Team	May 2012
Updated list of hard-to-staff subjects is identified and designated in the data management system.	Director, Evaluators, Leadership Team	May 2012
Annual teacher survey	Director, Eval., CTAC	May 2012
Update/finalize Year Three Management Plan	Leadership Team	June 2012
Preliminary teacher effectiveness scores compiled for 2011-12 (not counting CST scores)	PBCS Payment Committee	June 2012
CST scores factored into effectiveness ratings	PBCS Payment Committee	August 2012
Finalize 2011-12 certificated staff bonus pay	PBCS Payment Committee	August 2012
Bonus checks sent to teachers	Payroll Dept.	Sept. 2012
Prepare and File Year Two Annual Report	Director, CTAC, Eval. Team	Sept. 2012

<b>Towards Higher Results through Incentives for Value-Added Education Years Three-Five Management Plan</b>		
<b>Activity</b>	<b>Responsible Parties</b>	<b>Timeframe</b>
<p><b>Note:</b> The Years Three-Five Management Plan is condensed due to space considerations. It includes all ongoing THRIVE activities such as:</p> <ul style="list-style-type: none"> <li>(1) Leadership Committee meetings,</li> <li>(2) classroom observations,</li> <li>(3) six or more formative assessments,</li> <li>(4) regular meetings between the DCs,</li> <li>(5) the regular teacher surveys,</li> <li>(6) determination and paying of teacher performance bonuses,</li> <li>(7) reviewing/updating/finalizing the next year's Management Plan,</li> <li>(8) attending the annual TIF meeting in Washington DC,</li> <li>(9) Updated lists of hard-to-staff subjects and high needs students are identified and designated in the data management system.</li> <li>(10) Annual teacher survey.</li> <li>(11) Annual reporting to US Dept. of Education, and</li> <li>(12) The Year Four CTAC Professional Development Audit.</li> </ul>		
Negotiate extension of THRIVE for 2015-16 school year and beyond	Superintendent, Union President	2014-15 Schoolyear
Prepare final reports for THRIVE program	Director, Evaluators, CTAC	April-October, 2015

**(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate . . . .**

**Project Director, Bob Wallace's** duties include: running the daily operation; reporting on at

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least a monthly basis to the members of the leadership committee; recruiting teachers; communicating with school site principals, department chairs, participating teachers and the evaluation team; managing the project budget; preparing contracts for services from partner and other organizations; working with partner organizations; and preparing all documentation and reports needed by the US Department of Education. The grant will pay for 100% of Mr. Wallace’s time. Mr. Wallace is currently the district testing coordinator, but prior to that spent twelve years as principal and assistant principal at both McKinleyville and Arcata High Schools. He works regularly with the California Department of Education and currently manages the District student state testing data management system. Mr. Wallace will regularly attend district administrative meetings to discuss program progress and meet with the superintendent weekly.

**Department Chairs:** As described in Section 2, THRIVE will provide our Department Chairs the time needed to work closely with each other and their departmental colleagues to (1) develop or modify California standards-aligned formative assessments, (2) develop and implement a district wide teacher classroom observation program, (3) serve on working groups and leadership teams, (4) communicate and work closely with their colleagues at all district sites to plan, develop and implement THRIVE.

<b>THRIVE Department Chair Monthly Work Expectations Year One</b>	
4 days*	Developing content-specific classroom teacher observations
4 days*	Preparing for bi-monthly THRIVE focuses department meetings (starting January 2011)
2 days*	Meeting with THRIVE Project Director
8 days*	Developing formative assessments, including: Studying formative assessment research—provided by CTAC and Long Beach Reviewing state content standards for all departmental classes
4 days*	Preparing for upcoming Departmental Workdays (four total days in Spring 2011)

\*Class period or equivalent lunch time/after school meeting time

<b>THRIVE Department Chair Monthly Work Expectations</b>	
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Northern Humboldt Union High School District  
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<b>Years two-five</b>	
4 days*	Observing classroom teachers/coaching colleagues in effective teaching practices
4 days*	Meeting with classroom teachers to discuss classroom observations and preparing observation write-up and submitting it to project director
2 days*	Preparing for bi-monthly THRIVE focuses department meetings (or workdays)
2 days*	Meeting with THRIVE Project Director
4 days*	Reviewing formative assessment data of department members
4 days*	Meeting with department members to review his or her student data

\*Class period or equivalent lunch time/after school meeting time

Department chairs are selected by each site principal—thus if a DC declines to participate in the program in the DC role, or he or she proves to be an ineffective teacher, the principal has the contractual right to replace a DC with a colleague in the same department.

**District Evaluation Administrator:** THRIVE will benefit from Northern Humboldt’s Grant and Evaluation Administrator Jack Bareilles’ knowledge of English Language Arts, American history and Life Science (he is credentialed in and has taught all three subjects), content-related teaching strategies in the K-12 classroom, and experience planning, managing, and implementing successful federal programs. Mr. Bareilles is also an experienced school administrator and evaluator of federal grants. Together with Steve Godla, Del Norte County Schools Director of Grants and Evaluation, Sean Smith and Dr. Dale Oliver the team will evaluate the effectiveness of THRIVE activities, meet with and observe teachers throughout the year, review locally created formative assessments, and give guidance to the leadership team and Mr. Wallace to ensure the program’s goals are met. Mr. Bareilles is the external evaluator for Teaching American History and other federal and grants nationwide, including grants in Jefferson County, Alabama; Richmond, Virginia; Orlando, Florida; Del Norte and San Bernardino County, California. Our local evaluation team will collaborate with the director, department chairs and other key stakeholders to ensure that program goals are met.

**Technology Coordinator:** A .4 FTE technology coordinator will be selected to (1) work with the project director to maintain and manage the data management system, (2) develop, maintain and improve the THRIVE website, and (3) train teachers at all schools in using the data management programs to track student achievement and (4) provide ongoing training in using digital technology to improve instruction.

**(3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and**

**Priority 2 (Absolute) -- Fiscal Sustainability of the Performance-Based Compensation System (PBCS):**

**(4) The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.**

Despite the ongoing decrease in funding in California, with the consent of Board of Trustees and our teachers union the district will (1) provide an increasing share of performance-based compensation in years four and five (2013-14 and 2014-15) with the expectation that we will continue the PBCS awards in years 6 and 7 using district funds as well as provide .4 FTE of administrative time to facilitate the ongoing PBC system.

No clearer indication of Northern Humboldt's support for the THRIVE program can be found than the district's pledge to spend nearly ████████ of district funds to support the program over the final two years (including using non-TIF funds to pay for two-thirds of the THRIVE performance bonuses in 2014-15). (Please see chart below.)

By 2013-15 NOHUM will financially support THRIVE program in the following ways:

- (1) District professional development will align with needs determined by THRIVE's ongoing formative assessment. Prior to the recent funding crisis NOHUM professional development expenditures exceeded ████████ per year—we expect a similar amount.
- (2) Site-based clerical support at all sights to support administrators and teachers implement

Northern Humboldt Union High School District  
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the TIF plan. Between the six sites, we expect clerical support will equal at least .5 FTE.

(3) In 2013-14 NOHUM will provide [REDACTED] the performance pay awards.

(4) In 2014-15 the District will provide [REDACTED] of the performance pay awards.

<b>District Funding to Support the THRIVE Program</b>		
	<b>Activity/ District Financial Support</b>	<b>Annual Expected Amount</b>
2013-14	District Professional Development aligned to THRIVE goals .5 FTE equivalent Clerical Support at all sites (including benefits) District Contribution towards THRIVE performance bonuses (replacing Federal dollars)	[REDACTED] [REDACTED] [REDACTED]
	<b>Total 2013-14 NOHUM Contribution towards THRIVE</b>	[REDACTED]
2014-15	District Professional Development .5 FTE equivalent Clerical Support at all sites (including benefits) District Contribution towards THRIVE performance bonuses (replacing Federal dollars)	[REDACTED] + [REDACTED] [REDACTED]
	<b>Total 2014-15 NOHUM Contribution towards THRIVE</b>	[REDACTED]
2015-17	Data management software District Professional Development .5 FTE equivalent Clerical Support at all sites (including benefits) .2 FTE Data and Testing Coordinator .2 FTE Grants and Evaluation Administrator District Contribution towards performance bonuses *	[REDACTED] [REDACTED] + [REDACTED] [REDACTED] [REDACTED]
	<b>Total 2015-17 NOHUM Contribution towards THRIVE</b>	[REDACTED]

\*While the district will fund the continued use of software, PD, clerical support, an ongoing Data and Testing Coordinator and Grants and Evaluation Administrator, the district contribution towards performance based pay starting in 2015 will have to be determined by the Union and Administration in 2014-2015.

**Quality of Local Evaluation (5 points)**

THRIVE will benefit from our evaluation team's K-12 teaching and administrative experience, knowledge of content-related teaching strategies in the K-12 classroom, and experience planning, managing, and implementing successful grant programs. Steve Godla the Director of Grants and Management for Del Norte County Schools is an experienced state and federal program director and former principal who is also an experienced evaluator. Mr. Godla will

Northern Humboldt Union High School District  
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work with Sean Smith, a Del Norte teacher and grant administrator whose expertise and experience with using technology to survey teachers and evaluate grant activities will provide the THRIVE leadership team rapid reports of grant data. The final member of the Del Norte Schools evaluation team is Dr. Dale Oliver, the Interim Associate Dean of the College of Natural Resources and Science at Humboldt State University (our local university). Among his duties Dr. Oliver, the long-time Chair of the Humboldt State Department of Mathematics, will carry-out a statistical analysis to assess the level of equality between student achievement and teacher rewards as part of the PBCS.

Mr. Godla, Mr. Smith and Dr. Oliver will work with Jack Bareilles to provide the local evaluation of the project and will work with CTAC and WestEd to assess grant activities and progress towards its goals. The team has extensive experience preparing annual and final reports for federal grants.

The THRIVE grant development team worked to design an evaluation plan which will provide objective quantitative and qualitative data with analysis to the project director that aligns with THRIVE's five essential goals, including the TIF program's GPRA measures and Priorities as shown below. These goals focus on the key purposes of the Teacher Incentive Fund: improving student achievement and retention of highly effective teachers to work with the students with the greatest needs.

<b>Northern Humboldt THRIVE Program Goals, Objectives, and Performance Measure Alignment</b>
<b>Goal 1</b> Increase student achievement.
<b>Objective 1.1:</b> At the end of each year, students will show an increase in content knowledge in each subject area.
<b>Performance Measure 1.1a (outcome):</b> Students will show an increase in content knowledge as measured by CST examinations.
<b>Performance Measure 1.1b (outcome):</b> Low income students will close the achievement gap

as measured by CST exams by 10 percentage points over the five years of the THRIVE program.

**Performance Measure 1.1c (outcome):** Low income students will close by 50% the participation gap in mathematics as measured by the number of low-income students who take CST exams over the five years of the THRIVE program.

**Performance Measure 1.1d (formative):** On average, students will show a 75% increase in content knowledge in all subjects as measured by the baseline assessment given at the beginning of each year in each subject area and the six benchmark examinations.

**Goal 2:** (TIF GPRA 1) Increase percentage of LEA teachers and principals deployed in high-need schools, serving high-need students, and in hard-to-staff subjects who have a record of effectiveness.

**Objective 2.1:** Identify and designate high-need students in each school in the LEA.

**Performance Measure 2.1a (outcome):** By the end of Year 1, 100% of High-Need Students (as defined in the TIF Notice) will be identified and designated in the THRIVE data management system.

**Performance Measure 2.1b (formative):** At the end of each program year 100% of High-Need Students (as defined in the TIF Notice) will be reassessed, identified and designated in the THRIVE data management system.

**Objective 2.2:** Identify and designate hard-to-staff subjects in each school in the LEA.

**Performance Measure 2.2a (outcome):** By the end of Year 1, 100% of hard-to-staff subjects will be identified and designated in the THRIVE data management system.

**Objective 2.3:** Recruit and retain effective teachers (as identified by the THRIVE rubric) to serve high-need students and/or in hard-to-staff subjects.

**Performance Measure 2.3a (outcome):** By the end of Year 5, the percentage of effective teachers working with high-need students and/or in hard-to-staff subjects will increase by 40 percent.

**Performance Measure 2.3b (formative):** By the end of Years 2, 3, and 4, the percentage of effective teachers working with high-need students and/or in hard-to-staff subjects will increase by 10 percent each year.

**Goal 3:** Increase the effectiveness of teachers, principals and other personnel.

**Objective 3.1:** Teachers will demonstrate regular classroom use of effective teaching strategies and techniques featured in THRIVE professional development.

**Performance Measure 3.1a (outcome):** At the end of each year, teachers will demonstrate improved instructional practice as measured by summative classroom observation, teacher survey data, and student achievement.

**Performance Measure 3.1b (formative):** During the year, teachers will demonstrate improved instructional practice as measured by classroom observations and teacher surveys.

**Goal 4:** (GPRA 2) Implement differentiated levels of compensation for effective teachers and principals.

**Objective 4.1:** Each year the program leadership will update the THRIVE Data Management system and establish baseline and growth targets for student performance to utilize for teacher compensation.

**Performance Measure 4.1a (formative/outcome):** Starting in 2011-12, by the end of each project year 100% of student performance data used for teacher compensation will be entered in the Data management system.

**Objective 4.2:** At the end of each program year teachers qualifying for performance based compensation will be identified and compensated.

**Performance Measure 4.2a (formative/outcome)** At the end of each program year 100 percent of the teachers qualifying for performance based compensation will be compensated.

**Goal 5:** (GPRA 2) Implement sustainable change in the teacher and principal compensation system of the LEA.

**Objective 5.1:** (GPRA 2) Increase the amount of the LEA's personnel budget used for performance-related compensation.

**Performance Measure 5.1a (outcome):** Increase the amount of the LEA's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals from \$0 currently to \$200,000 in year five.

**Performance Measure 5.1b (formative):** Increase the amount of the LEA's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals from \$0 to \$100,000 in year 4 and from \$100,000 to \$200,000 in year 5.

*THRIVE's* evaluation plan incorporates outcome and formative performance measures for each GPRA, project goal, and TIF priority. Formative measures will be used throughout the year to ensure feedback and continuous improvement. Within two weeks of each *THRIVE* activity the evaluator and director will debrief the results of session surveys, benchmark assessments, and CST scores. Developed benchmarks will be reviewed by departments, the Leadership team and the local evaluation team for validity and reliability.

**Teacher surveys and interviews:** Just as student data will help shape professional development, input from the teachers will be gathered throughout the program to help guide the leadership team as it works with our partners to develop the program in year one and throughout the ensuing years as *THRIVE* is implemented and adjusted. Teacher input will be gathered regularly through a number of means by the local evaluators, department chairs and CTAC. The local evaluators will collect (1) Monthly Teacher Classroom and Data Usage Surveys, (2) Professional Development Session Surveys after each full day PD session, (3) Annual teacher survey. It should be noted that CTAC has a national reputation for ensuring that compensation

reform is done with teachers not to teachers.

**Monthly Teacher Classroom and Data Usage Surveys:** Starting in April 2011 and continuing monthly thereafter; THRIVE will gather teacher feedback using an online survey. The survey will determine the frequency with which teachers implement effective teaching practices introduced in program professional development sessions. Jack Bareilles, the NOHUM Grants and Evaluation Administrator, and our Local Evaluators use this type of survey with great success as part of federal education grants locally and for districts nationwide.

**Professional Development Session Surveys:** After the full-day training sessions the teachers will complete a survey to evaluate the training and recommend changes for future professional development. In years one and two, the evaluation team will work closely with CTAC, WestEd and Long Beach to prepare these surveys in advance and take advantage of our partners' experience evaluating their own professional development offerings. In years three-five as these sessions are increasingly led by department chairs and teacher leaders they will work with the evaluators to assess the results of the sessions they facilitated. Our local evaluation team and CTAC have extensive experience with this kind of session evaluation.

**Yearly surveys:** After an October 2010 pre-survey to determine baseline data, all certificated staff will participate in an annual survey at the end of May (after CST and AP/IB testing) to collect their opinions of the program. These surveys, to be developed with the support of CTAC who has done similar surveys as part of the Denver and Charlotte-Mecklenburg PBCS, will provide an annual snapshot of THRIVE's progress. Completion of the survey will be required to receive the bonus pay so the goal is 90% of all teachers take the survey.

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<b>Summary of Evaluation Procedures</b>	
<b>Types of data to be collected</b>	<ul style="list-style-type: none"> <li>• Quantitative data in the form of benchmarks, CST results, professional development attendance, and completion rates of leadership responsibilities</li> <li>• Qualitative and quantitative data from teacher observations, and participating teacher surveys.</li> </ul>
<b>Data collection timing</b>	<ul style="list-style-type: none"> <li>• Benchmark assessments every six weeks</li> <li>• Four in-class observations per yr. carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards</li> <li>• Teacher classroom self-report of practices data will be collected bi weekly throughout each year.</li> <li>• Post session evaluations collected after each session</li> <li>• Teacher Surveys collected at beginning and end of each year.</li> </ul>
<b>Methods used to collect data</b>	<ul style="list-style-type: none"> <li>• Benchmark results entered into data management system by department chair</li> <li>• Observation of teacher practices four times each year recorded on THRIVE Teacher Observation Rubric</li> <li>• Survey data and teacher self-reports of teaching practices</li> </ul>
<b>Data collection instruments to be developed</b>	<ul style="list-style-type: none"> <li>• Class/subject-appropriate, state standards aligned student content knowledge benchmark</li> <li>• Session-specific participant feedback surveys for professional development</li> <li>• THRIVE Teacher Observation Rubric</li> </ul>
<b>Data analysis</b>	<ul style="list-style-type: none"> <li>• Quantitative data will be analyzed using statistical analysis techniques to assess statistical validity &amp; degree of correlation.</li> <li>• Qualitative data—teacher responses to professional development sessions, and observations will be evaluated for trends.</li> </ul>

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<p><b>Timing of reports of results and outcomes</b></p>	<ul style="list-style-type: none"> <li>• A preliminary report will be generated after baseline student achievement levels have been determined during the first year of the program.</li> <li>• Reports evaluating teacher responses to PD sessions will be submitted to the director within <b>two weeks</b> of each event.</li> <li>• Annual evaluation reports will be submitted to the project director within <b>six weeks</b> of the end of the program year.</li> </ul>
<p><b>Monitor progress and provide accountability</b></p>	<p>The leadership team will use the evaluator’s preliminary and annual reports, supplemented by observation forms, teacher feedback surveys and critiques of in-services and other activities to assess program effectiveness on an on-going basis and develop ideas for the sharing of best practices.</p>
<p><b>Level of resources devoted to project evaluation</b></p>	<ul style="list-style-type: none"> <li>• The annual evaluation fee of [REDACTED] includes all evaluation expenses including mileage for the evaluators to meet regularly throughout the year with THRIVE staff and participants and to carry-out 30 class observations and regularly attend THRIVE professional development activities.</li> </ul>

# Project Narrative

## High-Need Schools Documentation

### Attachment 1:

Title: **TIF NOHUM Feeder School FRPM Data** Pages: 1 Uploaded File: **TIF Northern Humboldt UHSD Feeder School Free and Reduced Price Meals Pattern.doc**

Northern Humboldt UHSD Feeder School Free and Reduced Price Meals Pattern

<b>Arcata Education Site</b>				
<b>Arcata High School/Six Rivers Charter High School/Pacific Coast High School</b>				
District	School	% Free and Reduced Price Meals	Total # of K-5 Students	# of FRPM Students
Arcata Elementary	Arcata Elementary	81.8%	296	242
	Coastal Grove Charter	54.4%	204	111
Blue Lake Elementary	Blue Lake Elementary	57.4%	108	62
Jacoby Creek Charter	Jacoby Creek Charter	17.0%	282	48
Pacific Union Elementary	Pacific Union Elementary	53.95%	291	157
Peninsula Elementary	Peninsula Elementary	83.33%	18	15
<b>Overall</b>		<b>53.31%</b>	<b>1,191</b>	<b>635</b>

<b>McKinleyville Education Site</b>				
<b>McKinleyville High School/Tsurai High School</b>				
District	School	% Free and Reduced Price Meals	Total # of K-5 Students	# of FRPM Students
Big Lagoon Elementary	Big Lagoon Elementary	61.76%	34	21
Fieldbrook Elementary	Fieldbrook Elementary	37.17%	78	29
McKinleyville Elementary	Dow's Prairie Elementary	53.37%	489	261
	Morris Elementary	50.36%	272	137
Orick Elementary	Orick Elementary	65%	20	13
Trinidad Elementary	Trinidad Elementary	61.6%	125	77
<b>Overall</b>		<b>52.84%</b>	<b>1,018</b>	<b>538</b>

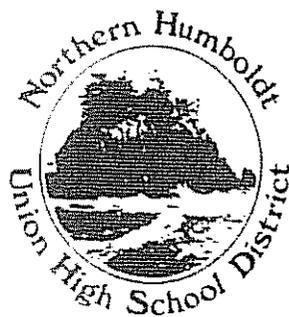
<b>NOHUM Community Day School</b>				
District	School	% Free and Reduced Price Meals	Total # of Students	# of FRPM Students
NOHUM	NOHUM Community Day School	64.28%	14	9

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **THRIVE Merged Letters of Support** Pages: **3** Uploaded File: **Letters of Support Merged.pdf**



## Northern Humboldt Union High School District

2755 McKinleyville Avenue, McKinleyville, CA 95519-3400  
TELEPHONE: (707) 839-6470 • FAX: (707) 839-6477

KENNY RICHARDS, Ed.D  
District Superintendent

BRIAN STEPHENS, Ed.D  
Assistant Superintendent  
for Business

To Whom It May Concern:

The Northern Humboldt Union High School District Board of Trustees strongly supports the Towards Higher Results through Incentives for Value-Added Education (THRIVE) proposal. We support the efforts to meet the needs of all learners.

Through the partnership with the Northern Humboldt Union High School District Teachers' Association, CTA/NEA, the Del Norte County Office of Education's Grants and Evaluation Office and the Community Training and Assistance Center, the Board of Trustees feel confident that the THRIVE program will bring together the necessary knowledge and desire to plan, implement, assess and adapt a Teacher Incentive Program for our certificated teachers, administrators and counseling staff.

As demonstrated by the results of the California Standards Tests in math and English/Language Arts, a distressingly high percentage of our low income students and subgroup students are scoring at the Basic, Below Basic and Far Below Basic levels. There is an over 25% gap between low income students and their more well-off schoolmates. With over 50% of our students eligible for Free and Reduced Priced Meals, over 14% of students receiving Special Education services, over 10% classified as English Learners and a four-year drop out rate of nearly 20%, we must implement systemic change to reach and support these struggling learners before we lose them.

With its emphasis on data driven classroom instruction professional development and a performance based financial compensation system which rewards student growth (not student achievement levels—which so often reflect a student's socioeconomic and parental education levels), the THRIVE program will: (1) provide adequate teacher training to develop and implement a system of standards based formative assessment in all subjects; (2) implement a robust system of classroom observations by teacher leaders, administrators and our evaluators which will provide meaningful feedback which will help our teachers improve their instruction; and (3) through this added support and meaningful financial incentives encourage our most effective teachers to work with our most at risk students.

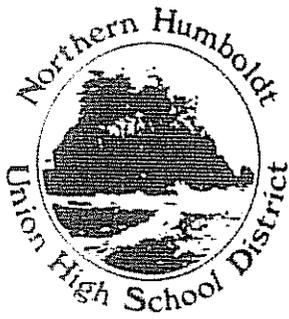
As president of the Board of Trustees, I believe Northern Humboldt's belief in the promise of the THRIVE program is best illustrated by our commitment to increasingly fund the program in years four and five and continue to support the program after federal funding ends.

A handwritten signature in black ink, appearing to read "Dan Collen".

Dan Collen

President, Board of Trustees

Northern Humboldt Union High School District



# Northern Humboldt Union High School District

2755 McKinleyville Avenue, McKinleyville, CA 95519-3400  
TELEPHONE: (707) 839-6470 • FAX: (707) 839-6477

KENNY RICHARDS, Ed.D.  
District Superintendent

BRIAN STEPHENS, Ed.D.  
Assistant Superintendent  
for Business

To Whom It May Concern:

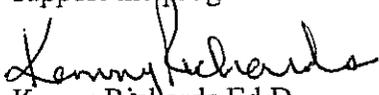
As a longtime proponent of data driven instruction, ongoing meaningful professional development and a more recent supporter of performance based pay, I strongly support the Towards Higher Results through Incentives for Value-Added Education (THRIVE) proposal. Since late 2007 when both our California Teachers Association leadership team and our site and district level administration met to consider applying for the 2007 TIF competition, Northern Humboldt has continued to discuss the idea of performance based compensation among our various stakeholders. In 2007 due partly to the application's time constraints, we were not able to apply for a TIF grant, but today after working together to build trust and understanding between our CTA bargaining unit and the NOHUM administration and Board of Trustees, we are now ready, and willing to apply for a TIF grant.

Through our partnership with the Northern Humboldt Union High School District Teachers' Association, CTA/NEA, the Del Norte County Office of Education's Grants and Evaluation Office and the Community Training and Assistance Center, we feel confident the THRIVE program brings together the necessary knowledge and desire to plan, implement, assess and adapt a Teacher Incentive Program for our over 100 certificated teachers, administrators and counseling staff.

As demonstrated by the results of the California Standards Tests in math and English/Language Arts, a distressingly high percentage of our low income students and subgroup students are scoring at the Basic, Below Basic and Far Below Basic levels. There is an over 25% gap between low income students and their more well-off schoolmates. With over 50% of our students eligible for Free and Reduced Priced Meals, over 14% of students receiving Special Education services, over 10% classified as English Learners and a four-year drop out rate of nearly 20%, we must implement systemic change to reach and support these struggling learners before we lose them.

With its emphasis on data driven classroom instruction professional development and a performance based financial compensation system which rewards student growth (not student achievement levels—which so often reflect a student's socioeconomic and parental education levels), the THRIVE program will: (1) provide adequate teacher training to develop and implement a system of standards based formative assessment in all subjects; (2) implement a robust system of classroom observations by teacher leaders, administrators and our evaluators which will provide meaningful feedback which will help our teachers improve their instruction; and (3) through this added support and meaningful financial incentives encourage our most effective teachers to work with our most at risk students.

As Superintendent, I believe Northern Humboldt's belief in the promise of the THRIVE program is best illustrated by our commitment to increasingly fund the program in years four and five and continue to support the program after federal funding ends.

  
Kenny Richards Ed.D.

Superintendent, Northern Humboldt Union High School District

# Northern Humboldt Teachers' Association

2755 McKinleyville Avenue, McKinleyville, CA 95519-3400

President: Kelly Helms  
Phone: 707-616-4471

Negotiations Chair: JoAnn Moore  
Phone: 707-496-0189

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June 28, 2010

To The Teacher Incentive Fund Grant Office:

The Northern Humboldt Teachers' Association (NHTA) Leadership Team agrees to work with the Northern Humboldt Union High School District in support of Northern Humboldt's Towards Higher Results through Incentives for Value-Added Education (THRIVE) grant proposal. As the leadership team for the bargaining unit for Northern Humboldt's approximately 100 certificated teachers, counselors, library media specialists and nurses, the NHUHSDTA represents all certificated district employees, except the administration.

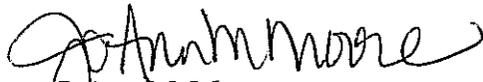
Through the partnership with the Northern Humboldt Union High School District administration, the Del Norte County Office of Education's Grants and Evaluation Office, Long Beach USD and the Community Training and Assistance Center, we feel confident that the THRIVE program will bring together the necessary knowledge, expertise and tools for the successful implementation of the Teacher Incentive Program.

As a Leadership Team, we support programs and opportunities for improved student achievement through the use of common formative assessments, as well as quality, innovative and adaptable professional development experiences for teachers. The ongoing budget crisis in California has resulted in the evaporation of our professional development budgets and the THRIVE program will help alleviate that and therefore directly impact student learning.

Our state test results show that a much higher percentage of our low income, special education, American Indian and English Language Learners score at the Basic, Below Basic, and Far Below Basic levels than students from higher income brackets. Additionally, with over 50% of our students eligible for Free and Reduced Priced Meals, and a Special Education population that seems to grow larger every year, the NHTA Leadership Team supports system-wide changes which will help our students before they become included in a negative statistic.

The NHTA Leadership Team supports and will work to implement the creation and implementation of cohesive formative student assessments to improve overall student performance, valid and valuable professional development opportunities for teachers, and additional time for Department Chairs to support the implementation of all these fundamental program changes.

The Leadership Team of the Northern Humboldt Teachers' Association is confident that the THRIVE program will result in significantly improved and meaningful student growth for all students— not just those at the higher end of the socioeconomic spectrum.

  
JoAnn M. Moore  
NHTA Bargaining Chair

# Project Narrative

## Other Attachments

Attachment 1:

Title: **THRIVE Resumes Pages: 14** Uploaded File: **THRIVE Resumes Merged.doc**

ROBERT A. WALLACE  
**June 2010**

Education: B.S., Electrical Engineering, SUNY at Buffalo  
B.A., Sociology, SUNY at Buffalo  
M.S., Sociology, SUNY at Buffalo  
California Teaching Credentials: Mathematics, Social Science,  
Physics  
Tier 1/Tier 2 Administrative Credential, Humboldt State  
University

Experience: Math/Social Science Instructor – Erie County Community  
College  
Math Teacher – LA Unified School District; Humboldt County  
Office of Education; Arcata High School; McKinleyville High  
School  
Assistant Principal, Arcata High School  
Athletic Director, Arcata High School  
Summer School Principal, Northern Humboldt Union High  
School District  
Principal, McKinleyville High School  
Principal, Arcata High School  
District Testing/Accountability Coordinator, Northern  
Humboldt Union High School District

Memberships (Past/Present):  
California Teachers of Mathematics  
National Council of Teachers of Mathematics  
Association for Supervision and Curriculum Development  
Association of California School Administrators  
McKinleyville Rotary Club  
Arcata Rotary Club

References:  
Cindy Condit, Arcata High School  
David Lonn, McKinleyville High School  
John McGuire, Pacific Union School District

## Jack Bareilles



### Education:

- Administrative Clear Credential Program, August 2006, Humboldt State University.
- MA in Social Sciences with Emphasis in American History, 2005, Humboldt State University.
- Administrative Credential Program, May 2000, Humboldt State University.
- Secondary Education Program, May 1991, Humboldt State University.
- Bachelor of Arts, English Teaching, Minor Subjects of Study: History, Political Science, May 1989, Humboldt State University.

### Administrative Credentials:

- Level I Administrative Credential, June 2000
- Level II (Clear) Administrative Credential, August 2006

### Teaching Credentials:

- Social Studies Single Subject Teaching Credential, June 1991
- English Single Subject Credential, 1991
- Biology, General & Integrated Science Teaching Credential, 1996
- Multiple Subjects Teaching Credential, 1996

### Professional Experience:

#### **2002-present McKinleyville High School, McKinleyville, CA**

Grants and Evaluation Administrator: Northern Humboldt Union High School District, 2008-

Teacher: IB History of the Americas, AP US and European History, US History 2002-2008

Program writer/evaluator, Del Norte County and Northern Humboldt Readiness and Emergency Management Grants for Schools, 2009-, Evaluator, Eel River Valley REMS Grant, 2009-

Program writer/director, five Humboldt County Teaching American History (TAH) Programs, 2002-

Program writer/Curriculum Specialist, Cal/Ore and State of Jefferson TAH Programs, Del Norte County, CA, 2006 and 2007-

TAH program writer/evaluator, Jefferson County, Alabama Public Schools TAH programs, 2006-, Richmond Public Schools TAH programs, Virginia, 2007-, Orlando Public Schools and San Bernardino County Schools TAH programs, 2008-, Elk Grove, CA 2009-

Program writer/Evaluator, Stony the Road We Trod, NEH Landmarks of American History workshop, summer 2009 (Birmingham, AL)

**2002-2006** Founder/ Coordinator, McKinleyville High International Baccalaureate Program

**2000-2002** **Arcata High School, Arcata, CA**  
Dean of Students

**1996-2000 Arcata High School, Arcata, CA**  
Teacher of history: AP US History, US History, World History, US Government-Economics.  
Teacher of English: English I, English I Basic, American Literature.

**1991-1996 St. Bernard's School, Oakland, CA.**  
Seventh and eighth grade combination class instructor teaching all subjects including US and world history, social studies, English, science, math, art and religion.

**Related Experience:**

- Curriculum Writer: Jr. History Detectives for the Corporation of Public Television, Oregon Public Television and Lion TV, Winter 2007-2008
- Region 1 Representative to California County Offices of Education, Curriculum Instruction Committee for Social Science, 2006-
- Program Writer and Director, *Aliens Among Us: Japanese and Italian Aliens Under Siege During World War II*, funded by the California Council for the Humanities' California Stories Fund, 2006
- Humboldt County Office of Education History Resource Professional 2004-
- California Co-Director, Preserve America History Teacher of the Year Contest, 2004-

**Professional Organizations:**

- Member: Organization of American Historians
- Member: National Council for History Education
- Member: National Council for Social Studies
- Member: California Council for Social Studies
- Member: Humboldt County Historical Society

**Publications:**

- *Using Teaching American History Grants to Build Ongoing Teacher Education*, Organization of American Historians Newsletter, August 2004
- Author of Chapter 19: "Surprises" of *Voices of a People's History*, New Press, NY, 2004.
- *Professional Development Beyond the Redwood Curtain*, Social Studies Review, Spring 2005.
- *Teacher Offers Insight Into the Events of Pearl Harbor*, The Eureka Reporter, December 7, 2006
- *Submarine Attacks the North Coast*, The Eureka Reporter, December 10, 2006

**Awards:**

- Wells Fargo Stagecoach Legacy Award, November 2005
- Humboldt County Office of Education, Excellence in Education Award, May 2009

# Steve Godla



## **Professional Experience**

Del Norte County Unified School District  
Crescent City, CA 95531

## **Administration**

**Administrator of Special Projects/Grants** (February 08-present)

**Principal Bess Maxwell Elementary School/Grants Project Director** (April 06 –February 08)

**Grants Management & Writing**– 2003 to April 06

**2007 (December) Awarded California Math and Science Project Grant.** Wrote and developed program to provide content and pedagogy professional development for 4th to 9th grade Math teachers from Del Norte and Humboldt counties.

**Wrote, developed and managed two Regional American History Professional Development Programs for five counties in California and Oregon.**

**2006 Awarded Teaching American History Grant** by the US Department of Education – provides content and pedagogy Professional Development for K-12 teachers in history—Project title: California/Oregon TAH Program.

**2007 Awarded Teaching American History Grant** by the US Department of Education – provides content and pedagogy Professional Development for K-12 teachers in history—Project title: State of Jefferson TAH Program.

**2003 Awarded California Math and Science Project Grant.** Wrote, developed and managed professional development program that provided content and pedagogy for 4th to 9th grade teachers in Math and Science.(2003-05)

**Distance Education Program Manager** – Collaborated in the development of and served as Site Coordinator for MA program offered by Sonoma State University utilizing a blended approach (face-to-face, video conference, and web environment) 2004-present

### **Academic Tutoring Grant Coordinator**

Managed grant which hired, trained and monitored over 70 students tutors to work in district classrooms and programs. 2001-2002

***Del Norte High School***-1990-2003

**Technology Department Chair**

Developed and implemented courses for new department. 1998-2003

**Work Experience Coordinator** 1999-2003

**Future Educators Grant Coordinator** 1999-2003

**AP On-line Grant Coordinator** 1999-2003

**Cross-Cultural Academic Language Development (CLAD) presenter** 1999-2002

Member of three person team to prepare district teachers for the CLAD exam.

**Team Teaching/Cooperative Learning/Thematic Teaching In-Service Presenter** 1993-1996

**Career Fair/Job Shadow Coordinator** 1999-2003

**Economics for Leaders Institute Grant Recipient**, 1996

**Colonial Williamsburg Teachers Institute Grant Recipient**, Summer 1995

**Mentor Teacher BTSA Program** 1995-1998

**Varsity Girls Basketball Coach** 1990-1994

**Teacher—Humanities** (World History & English), Honors Economics, US History, American Government, and several business courses, 1990-2003

***Watsonville High School*** – Watsonville, CA (1988-1990)

**Teacher/Coach**—Business and Math, Varsity Boys Basketball

***Yreka Union High School*** – Yreka, CA (1985-1988)

**Teacher/Coach**—Business and Economics, Varsity Boys Basketball

**Education**

California State University- Sonoma

MA Education, Curriculum Teaching & Learning MA awarded  
June 2007 (4.0 GPA)

California State University – Chico

1985-1986

Courses to clear credential in Business and Social Science

Montana State University - Bozeman

1980-1985

BS Business Management 1983

BS Business Education 1985

**Credentials**

Administrative Service Credential (Spring 2006)

Business Clear Credential

Social Science Credential

CLAD Credential (Cross Cultural Language and Academic  
Development)

English Language Development Credential (SB1969)

**DALE R. OLIVER, Ph.D.**  
 Professor of Mathematics  
 Interim Associate Dean, College of Natural Resources and Sciences  
 Humboldt State University

**PROFESSIONAL PREPARATION**

<b>Institution</b>	<b>Major/Area</b>	<b>Degree &amp; Year</b>
Calvin College	Mathematics Education	B.A. 1982
Colorado State University	Mathematics	M.S. 1987
Colorado State University	Mathematics	Ph.D. 1991

**APPOINTMENTS**

2010-present Interim Associate Dean, College of Natural Resources and Sciences, Humboldt State University

2007-2009 Chair, Departments of Mathematics and Computing Science, Humboldt State University

2005-2006 Faculty Associate, Interim Associate Dean, College of Natural Resources and Sciences, Humboldt State University

2001-present Professor of Mathematics, Humboldt State University

2000-2003 Chair, Department of Mathematics, Humboldt State University

1996-2001 Associate Professor of Mathematics, Humboldt State University

1991-1996 Assistant Professor of Mathematics, Humboldt State University

1985-1991 Graduate Teaching Assistant, Colorado State University, Department of Mathematics

1983-1985 High School Mathematics Teacher, Detroit Public Schools

1983-1983 Mathematics Instructor, Grand Rapids Michigan Job Corps Center

**SELECTED PRESENTATIONS**

2009 Session Organizer, *Productive Roles for Math Faculty in the Professional Development of K-12 Teachers*, MAA/AMS Contributed Paper Session, Joint Mathematical Meetings, Washington, DC, January 5-7.

2007 *Teaching Math Courses for Teachers*, A four-hour mini-course for new Ph.D.'s in Mathematics, The Annual Conference of the Project NEXT (New Experiences in Teaching) Fellows, August 4-5, San Jose, CA.

2007 *Content and Process in a year-long Capstone Sequence for Secondary Teachers*, Mathematical Sciences Research Institute, May 25, 2007, Berkeley, CA.

2006 *The Mathematical Preparation of Elementary Teachers*, A 1-week workshop for college faculty, Fresno State University, June 2006, Fresno, CA.

2005 *Progress Toward Better Math Courses For Pre-Service Teachers*, with Elizabeth Burroughs, Stuart Moskowitz (Humboldt State University) and Debasree Raychaudhuri (CSU Los Angeles), California Mathematics Council-North, December 3, Pacific Grove, CA.

2004 Editorial Panelist, *The Work of Mathematics Teacher Educators: Exchanging Ideas for Effective Practice*, Edited by Tad Watanabe and Denisse R. Thompson, AMTE (Association of Mathematics Teacher Educators).

2004 *Improving the Mathematical Education of Teachers: The PMET Project* with Bernie Madison, (University of Arkansas), June 25, Anchorage, AK.

2001 "One White Male's Reflection on Participating in Experiences Related to Gender Equity: An Interview with Dale Oliver", with Judith Jacobs, *Changing the Faces of Mathematics, Perspectives on Gender*, National Council of Teachers of Mathematics.

2001 *Three Math Courses to Support the Teaching of Algebra in the Middle Grades*, Joint Mathematical Meetings, January 11, 2001, New Orleans, LA.

2000 "Moving Toward Generalization: A Hands-On Approach to Patterns from Number Theory," with Phyllis Chinn, in *CMC ComMuniCator*, Volume 25, No. 1.

### **SYNERGISTIC ACTIVITIES**

**University coordinator and workshop leader (2008-2011).** CAMSP Wild Rivers Math Academy, California Mathematics and Science Partnership between Del Norte County Schools District and Humboldt State University.

**Project Co-Director (2009-2013)** California Coast Noyce Scholars, National Science Foundation, Direct scholarship and pre-professional development program for prospective single subject math teachers.

**Academic Program Prioritization, Chair (2007-2009).** Faculty-led review of all academic programs at Humboldt State University to establish curriculum and resource priorities for strategic planning.

**National Committee Chair (2003-2009).** Committee on the Mathematics Education of Teachers, Mathematical Association of America.

**Program Evaluator (2006, 2007)** Mathematics Department external evaluator for CSU East Bay and CSU Monterey Bay.

**Professional Development Program Evaluation (2005-2006)** North Carolina Partnership for Improvement in Mathematics and Science, Committee of Visitors, Review of professional development programs for K-12 math teachers.

**Proposal Review Panel (2002, 2004, 2006, 2008)** National Science Foundation, Division of Undergraduate Education.

**California Coordinator, Workshop Leader, and National Advisory Board member (2003-2006).** PMET Preparing Mathematicians to Educate Teachers (MAA/NSF).

**Faculty Advisor and Workshop Leader (2000-present). Co-Principal Investigator (1994-2000).** RAMP Redwood Area Mathematics Project. Faculty content provider for more than 10 professional development institutes, each at least 1 week in duration.

**Advisor/Panel Member (2000-2003).** CCTC California Commission on Teacher Credentialing. Panel member on the subject matter standards in Mathematics for single subject certification (K-12).

**Member** The Mathematical Association of America, The California Association of Mathematics Teacher Educators, National Council of Teachers of Mathematics.

### **COLLABORATORS DURING PREVIOUS 48 MONTHS**

Brad Ballinger, Phyllis Chinn, Stuart Moskowitz, Chris Hopper, David Hankin, Sue MacConnie, Bernadette Cheyne, Erick Eschker, Elizabeth Watson, Jeffrey White (Humboldt State University); Tami Matsumoto (College of the Redwoods); Steven Godla, Don Olson (Del Norte Unified School District); Jeanne Grier, Ivona Grzegorzczak, Ching-Hua Wang (CSU Channel Islands); Hongde Hu, Joanne Lieberman, Mark O'Shea (CSU Monterey Bay); Maghild Lien (California State University Northridge); Elizabeth Burroughs, (University of Montana); Bernie Madison (University of Arkansas); Alan Tucker (State University of New York Stony Brook);

### **THESIS ADVISOR & POSTGRADUATE-SCHOLAR SPONSOR**

Master's Thesis Advisor: Valerie Gardner (Eureka City School District); Susan Lovato, Melanie Suzavilla (Northern Humboldt Unified School District)



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**EDUCATION**

**Master of Arts, Education**

Sonoma State University, May 2006

**Single Subjects Teaching Credential, Social Science**

Humboldt State University, June 1991.

**Multiple Subjects Teaching Credential**

Humboldt State University, June 1991.

**Bachelor of Arts**

Political Science Major, Humboldt State University. May 1987.

**EXPERIENCE**

**Online Evaluation Tool Development and Implementation, TAH Grants**

Orange County Public Schools, Orlando FL, 2008-Present

Northern Humboldt Unified School District, McKinleyville, CA,

2008-Present

Jefferson County Public Schools, Birmingham AL, 2009-Present

Richmond Public Schools, Richmond, VA, 2009-Present

Corning Union Elementary School District, Corning, CA, 2009-

Present

Mariposa Unified School District, Mariposa, CA, 2009-Present

**Evaluator**

U.S. Education Department Grants to Reduce Alcohol Abuse

Northern Humboldt Unified School District, 2008-Present

CALSERVE Initiative: *Shasta Serves* Service Learning Grant

Shasta County Office of Education

**Evaluation Coordinator**

Teaching American History Grant, *State of Jefferson TAH*,

Del Norte County Schools, 2007-Present

Teaching American History Grant, *CAL/ORE TAH*,  
Del Norte County Schools, 2006-Present

Teaching American History Grant, *Del Norte TAH*,  
Del Norte County Schools, 2003-2006

**Teacher**

Crescent Elk Middle School

History-Social Science, Grade 7, Spanish Grade 8. 1991 to present

**HONORS**

**Teacher of the Year**, Del Norte County Unified School District, 2000

**Teacher of the Year**, California Association for the Gifted, 1999.

## Community Training and Assistance Center (CTAC)

CTAC's Evaluation and Professional Development Audit Team includes:

**William Slotnik, Executive Director**, is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). For the past thirty-one years, he has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, research and evaluation services, and policy support in education. CTAC annually assists more than 90 organizations, school districts and state departments of education. He has provided extensive assistance to superintendents, boards of education, unions and leadership teams throughout the United States. Slotnik has led technical assistance and evaluation initiatives nationally which address such issues as systemic reform, performance-based compensation, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools.

He has been the lead or co-lead author of numerous evaluations, including *Pathway to Results*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher effectiveness and systems change) and articles on systemic reform, and provides briefings to members of the U.S. Congress, state legislatures and departments of education, and the media.

**Maribeth Smith, Senior Project Director, Professional Development, Curriculum and Instruction**, serves as lead evaluator and technical assistance provider. She previously served as Associate Superintendent for Educational Planning and Development in Fremont Union High School District (CA). She has provided assistance to school districts at the school, district, union and board levels. She was the co-lead author of *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives*; *Focus on Literacy: Professional Development Audit*; *Catalyst for Change* (the summative Denver report on Pay for Performance); and *New Directions in Christina* (the summative report on systemic reform in Delaware's largest district). She has extensive experience in professional development, curriculum and instruction, and turning around underperforming

schools and districts. She is one of the nation's leading experts on high school reform and redesign, pedagogy, and instructional strategies to improve the student achievement of high needs learners. She was honored as Curriculum and Instruction Administrator of the Year in California.

**James Wyckoff, Ph.D., Senior Evaluation Scientist, CTAC** is a Professor in the Curry School of Education, and Director of the Center for Education Policy and Workforce Competitiveness at the University of Virginia. He has published on a variety of topics in education policy including issues of teacher labor markets and school resource allocation. His current research focuses on the attributes of New York City teachers and their preparation that are effective in increasing the performance of their students. He currently serves on the National Academy of Sciences Committee on Children Eligible for School Nutrition Programs, the Scientific Review Panel of the US Department of Education, and the editorial board of Education Finance and Policy.

**Donald B. Gratz, Ph.D., Senior Associate and Director, National School Reform,** is Director of Graduate Programs in Education at Curry College. He previously served as Director of National School Reform at CTAC and as Executive Director of the Alliance for Education. He is one of the nation's leading experts on performance-based compensation. He coordinated the first phase of CTAC's evaluation of Denver's pay for performance initiative and guided the implementation of systemic reform initiatives in large districts throughout the United States. He is widely published in the area of performance-based compensation, including the recently issued [The Peril and Promise of Performance Pay: Making Education Compensation Work](#).

**Lynn Stinnette-Barbour, District-Site Coordinator,** has led numerous initiatives at CTAC including the implementation of the Standard Bearer Schools process in multiple districts throughout the nation. She also served as the Director of Urban Education and Director for School and Community Development for the North Central Regional Educational Laboratory, and Senior Associate for the National Center on Education and the Economy. Previously, she

served as an award-winning school principal in the Chicago Public Schools. She is a leading expert in urban education, curriculum alignment, standards-based instruction, and data-informed decision-making.

**Drew Gitomer, Senior Evaluation Scientist**, is an ETS Distinguished Researcher and Senior Director of Understanding Teaching Quality Center. His research interests include policy and evaluation issues related to teacher education, licensure, induction and professional development. His studies have focused on enhancing the validity base for teacher licensure assessments (*Praxis*<sup>™</sup>) and advanced certification of teacher assessments (National Board for Professional Teaching Standards). Gitomer was Senior Vice President for Research and Development at ETS from 1999 to 2004. He co-edited *Educational Evaluation and Policy Analysis* from 2006-2009 and is editor of the volume *Measurement Issues and Assessment for Teacher Quality*. He is currently the principal investigator for research efforts sponsored by the Bill and Melinda Gates Foundation and the WT Grant and Spencer Foundations targeted at developing potential measures for understanding teaching quality.

**William Eglinton**, Director, Management, Finance and Policy, CTAC, previously served as Chief Operating Officer of Public Service Company of New Mexico (PNM: a Fortune 200 company), and Chairman of the Board for all corporate subsidiaries. Under his leadership, PNM introduced performance-based compensation. In addition to being a key-team member for many of CTAC's partnerships, Bill has served as CTAC's co-project director for the TIF-supported Leadership for Educators' Advanced Performance Initiative (LEAP) with the Charlotte-Mecklenburg Schools, directed CTAC's National Urban Reform Network, led site research and evaluations teams in Christina, DE (systemic reform), Denver (Collaborative Decision-Making) and Newark, New Jersey (state interventions) and trained district leadership teams, community collaboratives, corporate leadership groups and policy making bodies at local, state and national levels. His areas of expertise include school/corporate collaboration, performance-based compensation, executive assistance to superintendents and boards of education, and education policy.

**Martin Orland, Ph.D. Senior Evaluation Scientist, CTAC** is Director of Evaluation and Policy Research at WestEd. He is a national leader in developing evidence-based knowledge for educators and directs a nationwide staff of methodologists, research scientists, content experts, and evaluators whose goal is to help address critical needs in the fields of education and human development. The Evaluation Research program houses studies of projects at the elementary, secondary, collegiate, and graduate levels covering a breadth of topic areas including school reform; administrative, teaching, and curricular interventions; and children at risk of academic failure.

**Richard Larrabee**, Senior Associate, CTAC, National School Reform, has facilitated the implementation of the Standard Bearer Schools process at school and district levels in Duval County, Florida and led CTAC's field services team that conducted the groundbreaking professional development audit of the Schultz Center for Teaching and Leadership and the Duval County Public Schools. He previously served as Supervising Superintendent (overseeing all district regional superintendents), principal of a distinguished school (one of the nation's first CTAC-assisted Standard Bearer Schools), and as Director of Information Services during 30 years of service to the Cleveland Public Schools (Ohio). His areas of expertise include using data to drive instructional improvements, school and district improvement, and data-driven accountability.

**Peggie Brown**, Senior Associate, National School Reform, CTAC previously served as an award-winning Principal and Vice President of the Administrators Association in the Cleveland Public Schools. Her areas of expertise include school improvement planning and implementation, curriculum development, and union-management relations. She also has expertise in reading theory and practice, including the alignment of standards, instructional materials, and assessments. She led CTAC's interview team for Denver's landmark pay for performance initiative. She has served as a facilitator of school planning, working with district leaders, principals, teachers, and parents to make data-based decisions. She is the Center's expert on parent and community involvement. She is also an adjunct faculty member at Kent State and Ashland University.

**Judith Clary, Ph.D., Senior Associate, National School Reform, CTAC**, previously served as the Assistant Superintendent for Human Resources and as Assistant Superintendent for Research, Development and Accountability in Albuquerque Public Schools (NM). She has extensively developed policies and procedures to meet education regulations, and state and federal regulations and laws. In addition to cultivating relationships with community organizations, business communities and universities, she has been responsible for research, technical assistance, accountability, and restructuring frameworks for schools. She also serves as a mediator for Alternative Dispute Resolution, and as an Educational Diagnostician.

**Barbara J. Helms, Ph.D., Senior Associate, Evaluation and Accountability**, has guided CTAC's landmark work in the area of data driven decision-making and the impact of performance management. She is the research and evaluation expert on the instruments and methodologies that CTAC uses to gauge student achievement and other indicators of school progress, and provides professional development to districts using CTAC's data analysis instruments. She previously served as Coordinator, Demographics and Assessment, for the East Hartford Public Schools in Connecticut. She has also served as President of the Northeast Educational Research Association. Dr. Helms has also conducted multi-year evaluations of state and federally funded grants awarded to urban school districts, and was a Switzer Distinguished Research Fellow. She has extensive experience in student achievement data analysis, design and implementation of district data systems, statistical methodologies, and the creation and use of relational databases in performance-based compensation reform.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **THRIVE Budget Narrative Pages: 5** Uploaded File: **THRIVE Budget Narrative FINAL.doc**

**Northern Humboldt Union High School District  
Towards Higher Results through Incentives for Value-Added Education  
Budget Narrative**

Budget Categories	Description	2010-11 Grant Request	Total Request
1. Personnel	<p>1. 1.0 FTE release time for Project Director Bob Wallace (210 day position). Mr. Wallace be responsible for the overall leadership and management of the Performance-Based Teacher and Principal Compensation Program. His qualifications are described in detail on page 49 of the application.</p> <p>2. 0.2 FTE release time for NOHUM Evaluation and Grants Coordinator Jack Bareilles. Mr. Bareilles will conduct at least 30 classroom observations per year to ensure inter-rater reliability, will serve on the leadership team and work closely with the local evaluators. Mr. Bareilles' responsibilities and qualifications are described in detail on page 50 of the application.</p> <p>3. 0.4 FTE Technology Coordinator will be selected to (1) work with the project director to maintain and manage the data management system, (2) develop, maintain and improve the THRIVE website, (3) train teachers at all schools in using the data management programs to track student achievement and (4) provide ongoing training in using digital technology to improve instruction. The Technology Coordinator's responsibilities and qualifications are described in detail on page 51 of the application.</p> <p>4. 0.2 FTE apiece for 16 Department Chairs = 3.2 FTE at \$13,681 per .2 FTE. The Department Chairs' responsibilities are listed on page 49 of the application.</p> <p>5. ██████ in 2010-11 and 2011-12 for six additional days of subs for each Department Chair for additional training and benchmark assessment development. These meetings are listed on page 36 of the application.</p> <p>6. ██████ per year in years 3-5 for three days of meetings/workshops for Department Chairs and teacher leaders.</p> <p>7. ██████ n 2010-11 for four days of substitute</p>	<p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p>	<p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p> <p>██████</p>



**Northern Humboldt Union High School District**  
**Towards Higher Results through Incentives for Value-Added Education**  
**Budget Narrative**

<p><b>3. Travel</b></p>	<p>1. [REDACTED] is budgeted annually for Mr. Wallace, an administrator or a member of the evaluation team and one other teacher leader to travel to the TIF meeting in Washington D.C.</p> <p>2. [REDACTED] per year is budgeted to send Department Chairs and other teacher leaders to trainings to be determined.</p> <p style="text-align: right;"><b>Total</b></p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>4. Equipment</b></p>	<p>Student data management software such as EduSoft or ATI Galileo: \$13 x 1,700 students per year = [REDACTED] per year.</p> <p>Please see page 29 of the application for more information.</p> <p>Data input equipment for each of the six sites: [REDACTED] per site = [REDACTED] in year five for replacement equipment.</p> <p style="text-align: right;"><b>Total</b></p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>5. Supplies</b></p>	<p>Training Supplies including books and materials on formative assessment, using data to guide instruction and teaching techniques for 100 teachers and staff = [REDACTED] per year.</p> <p style="text-align: right;"><b>Total</b></p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>6. Contractual</b></p>	<p>1. Community Training and Assistance Center</p> <p>Technical Assistance: Oversight and direction for formative assessment development, CST integration, PD strategies, surveys and interviews as described in detail on pages XXX. TA is budgeted at [REDACTED] per day, for 10 days per month during Year 1, 7.5 days/month YR2, 5 days/month YR3, 3 days/month YR4 and 1.5 days/month YR5. CTAC's role is described throughout the application.</p> <p>[REDACTED] in year one  [REDACTED] in year two  [REDACTED] in year three  [REDACTED] in year four  [REDACTED] in year five</p> <p>Travel for on-site technical assistance (days are included in the totals above) is based on 5 day trips costing [REDACTED] per trip. Year 1 is budgeted for 12 trips, 9 trips in Year 2, 6 trips in Year 3, 2 trips in Year 4 and 1 trip during Year 5.</p> <p>[REDACTED] in year one  [REDACTED] in year two</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>



**Northern Humboldt Union High School District  
Towards Higher Results through Incentives for Value-Added Education  
Budget Narrative**

	<p> <span style="background-color: black; color: black;">████████</span> n year one  <span style="background-color: black; color: black;">████████</span> in year two  <span style="background-color: black; color: black;">████████</span> in year three  <span style="background-color: black; color: black;">████████</span> in year four  <span style="background-color: black; color: black;">████████</span> in year five </p> <p><b>Yearly Totals:</b>  Yr. 2 <span style="background-color: black; color: black;">████████</span>  Yr. 3 <span style="background-color: black; color: black;">████████</span>  Yr. 4 <span style="background-color: black; color: black;">████████</span>  Yr. 5 <span style="background-color: black; color: black;">████████</span></p> <p style="text-align: right;"><b>Total</b></p>	<span style="background-color: black; color: black;">████████</span>	<span style="background-color: black; color: black;">████████</span>
<b>7. Construction</b>	No money will be spent on construction.		
<b>8. Other</b>	None		
<b>9. Total Direct Costs</b>	<p><b>Yearly Totals:</b>  Yr. 1 <span style="background-color: black; color: black;">████████</span>  Yr. 2 <span style="background-color: black; color: black;">████████</span>  Yr. 3 <span style="background-color: black; color: black;">████████</span>  Yr. 4 <span style="background-color: black; color: black;">████████</span>  Yr. 5 <span style="background-color: black; color: black;">████████</span></p> <p style="text-align: right;"><b>Total</b></p>	<span style="background-color: black; color: black;">████████</span>	<span style="background-color: black; color: black;">████████</span>
<b>10. Indirect Costs</b>	<p>1. The Northern Humboldt Union High School District's indirect cost rate is 5.19%</p> <p>Total Expenditures for this column.  Year 1: <span style="background-color: black; color: black;">████████</span>  Year 2: <span style="background-color: black; color: black;">████████</span>  Year 3: <span style="background-color: black; color: black;">████████</span>  Year 4: <span style="background-color: black; color: black;">████████</span>  Year 5: <span style="background-color: black; color: black;">████████</span></p> <p style="text-align: right;"><b>Total</b></p>	<span style="background-color: black; color: black;">████████</span>	<span style="background-color: black; color: black;">████████</span>
<b>11. Training Stipends</b>	None		
<b>12. Total Costs</b>	<p><b>The total request for the Northern Humboldt Union High School District THRIVE program</b></p> <p> Year 1: <span style="background-color: black; color: black;">████████</span>  Year 2: <span style="background-color: black; color: black;">████████</span>  Year 3: <span style="background-color: black; color: black;">████████</span>  Year 4: <span style="background-color: black; color: black;">████████</span>  Year 5: <span style="background-color: black; color: black;">████████</span> </p> <p style="text-align: right;"><b>TOTAL</b></p>	<span style="background-color: black; color: black;">████████</span>	<span style="background-color: black; color: black;">████████</span>