

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Technical Review Coversheet

Applicant: Lucia Mar Unified School District -- , (S385A100097)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Evaluation Criteria		
Absolute Priority 1		
1.Absolute Priority 1	0	0
Absolute Priority 2		
1.Absolute Priority 2	0	0
Sub Total	0	0
Evaluaton Criteria		
Absolute Priority 3		
1.Absolute Priority 3	0	0
Sub Total	0	0
Requirement		
Requirement		
1.Requirement	0	0
Sub Total	0	0
Evaluation Criteria		
Core Element 1		
1.Core Element 1	0	0
Core Element 2		
1.Core Element 2	0	0
Core Element 3		
1.Core Element 3	0	0
Core Element 4		
1.Core Element 4	0	0
Core Element 5		
1.Core Element 5	0	0
High Quality Professional Development		
1.Professional Development	0	0
Sub Total	0	0
Selection Criteria		
Need for the Project		
1.Need for Project	10	8
Project Design		

1.Project Design	60	50
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	15
Quality of Local Evaluation		
1.Quality of Local Eval.	5	3
Sub Total	100	76

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	3
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Competitive Preference Priority 2

1.Competitive Priority 2	5	2
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Sub Total	10	5
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Total	110	81
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Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #1: *****

Applicant: Lucia Mar Unified School District -- , (S385A100097)

Questions

Evaluation Criteria - Absolute Priority 1

1. Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals:

Comment on how well the applicant demonstrates that --

It will develop and implement a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement (as defined in the Federal Register notice) as part of the coherent and integrated approach of the local educational agency (LEA) to strengthening the educator workforce.

In determining teacher and principal effectiveness as part of the PBCS, the LEA - -

- (a) Must give significant weight to student growth (as defined in the Federal Register notice), based on objective data on student performance;
- (b) Must include observation-based assessments of teacher and principal performance at multiple points in the 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; and
- (c) May include other measures, such as evidence of leadership roles (as defined in the Federal Register notice), that increase the effectiveness of other teachers in the school or LEA.

In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth (as defined in the Federal Register notice) and may include supplemental measures such as high school graduation and college enrollment rates. In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen. While the Department does not propose a minimum incentive amount, the Department encourages applicants to be thorough in their explanation of why the selected incentive amounts are likely high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

General:

This requirement is met. The applicant has significant sources of data and is capable of giving weight to each measure of student growth. Because the district already does this, they are adding a new dimension to the measures such as the block grant for an overall school incentive. The district has met the requirement of observation based assessment and taken the idea one step further to merge observation results with evaluation and professional development. There are leadership opportunities with a change in position and salary but not for volunteering for additional responsibilities to help the school. There is no place to record this extra work to consider it during the compensation decisions.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

1. Priority 2: Fiscal Sustainability of the Performance-Based Compensation System (PBCS):

Comment on how well the applicant demonstrates that - -

- (a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and
- (b) The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS.

General:

Fiscal sustainability is evident. Cost projections are adequate. The district funds cover personnel more than compensation. Non-TIF funds are available but, from the documentation provided, it is difficult to tell how the district will continue the project after Year 5.

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

1. Priority 3: Comprehensive Approaches to the Performance-Based Compensation System:

Comment on how well the applicant demonstrates that - -

The proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.

General:

TAP is the comprehensive system that satisfies this requirement. The TAP program is a larger strategy that has wide support from district personnel. A national nonprofit (NIET) will be leading the implementation of TAP which is used by other TIF schools

Reader's Score: 0

Requirement - Requirement

1. REQUIREMENT: Comment on the quality of the applicant's description of how its proposed PBCS will provide educators with incentives to take on additional responsibilities and leadership roles (as defined in the Federal Register notice.

General:

This requirments is met in part. The district has developed some new career steps to encourage teachers to get more training and do well. These steps are linked with salary raises. However, there is not current mechanism for a teacher who simply chooses to take on extra responsibility other than noting it in their evaluation.

Reader's Score: 0

Evaluation Criteria - Core Element 1

1. Core Element 1:

Comment on the quality of the applicant's plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its performance based compensation system.

General:

The communication plan on p.29 is adequate. Also effective is an NIET staff member or Executive master teacher at all faculty meetings. A range of other communication modes will be used including newsletters, e-letters, email and webpage

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

Comment on the quality of the applicant's involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant.

General:

Involvement and support is sufficient, the only exception being the level of negotiation that still must be done with the union. The Superintendent has already made a concerted effort to explain his vision and the potential for implementing TAP. Feedback has already been solicited at superintendent meetings with parent group, faculty groups, community groups and students. The district has done a good job using site visits to schools with TAP for all constituencies involved. Higher education partnerships have led to additional supports through student teachers and administrative interns and professional development resources. The district has already voted to adopt TAP. The voting plan to participate in a PBCS will be effective in promoting a positive attitude and buy-in.

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

Comment on the quality of the applicant's implementation, or plan to implement, a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater

reliability (i.e., agreement among two or more raters who score approximately the same).

General:

The applicant's implementation of a new evaluation system is excellent. The district is taking on a new vision to identify a model for effective instruction which has led them to adopting the TAP program. It includes multiple measures with some rubrics already developed. Observation training goals are a strength. However, many additional rubrics will need to be made for all instructional positions. It is not clear how leadership teams will "monitor the reliability and consistency of classroom observation scores." The ultimate goal is to create a score for each teacher based on job responsibilities and student achievement. However, only 30% of the student achievement is under their control, and no formula is presented to control for factors such as ESL, poverty, learning challenges, etc..

Reader's Score: 0

Evaluation Criteria - Core Element 4

1.Core Element 4:

Comment on the quality of the applicant's implementation or plan to implement, a data-management system that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems.

General:

The plan to implement a data-management system is met in part. The district has strong plans for generating data but keeping track of it in CODE is not clear. There is a good data exchange between the state and CODE. A weighting formula and tracking methods were not described in the application.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1.Core Element 5:

Comment on the quality of the applicant's 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.

General:

District personnel have had and will continue to have many opportunities to learn about the new direction for this project. District personnel will be trained in TAP teacher effectiveness factors which will be very helpful. The applicant states that they will explain the value-added element to teachers but if the description is not clear in the application, the description given to teachers is questionable.

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1.High Quality Professional Development:

Comment on the applicant's demonstration that ---

Its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional development in section 9101(34) of the ESEA. The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The professional development component of the PBCS must - -

(1) Be based on needs assessed either at the high-need schools (as defined in the Federal Register notice) participating in the applicant's proposed PBCS or LEA-wide;

(2) Be targeted to individual teacher's and principal's needs as identified in the evaluation process;

(3) Provide --

(a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and

(b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);

(4) Support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement (as defined in the Federal Register notice); and

(5) Include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement (as defined in the Federal Register notice) and making modifications necessary to improve its effectiveness.

General:

The district describes an excellent professional development plan. The district has done a good job of assessing the weaknesses of the current program (modes that lack consistency, frequently changed topics, latest trends) and is taking on the new task of matching evaluation with professional development. New partnerships have provided potential resources. The various modes of learning do take into account how adults learn through one-hour cluster groups and individual coaching. The TAP rubric will be a helpful starting base but only for classroom teachers. Individual growth plans, cluster groups (with release time through Literacy Support teachers), classroom support, master teachers, and mentor teachers are all great concepts but a mechanism for evaluating their impact was not included in the application.

Reader's Score: 0

Selection Criteria - Need for the Project

1.(A): Need for the project (10 points):

In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that--

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

(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

(ii) Retaining highly qualified or effective teachers and principals.

(2) Student achievement (as defined in the Federal Register notice) 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; and

(3) A definition of what it considers a "comparable" school for the purposes of paragraph (2) of this selection criterion is established.

Strengths:

The applicant has met the requirement of justifying the need of this grant, particularly for the high-need schools in the district. Student achievement is lower due to poverty, and the district's proactive stance regarding this discrepancy allows for a higher score for this criteria. Additional challenges identified, i.e. lower salaries and no accountability, have made the need more urgent.

Weaknesses:

The school district does not hire new teachers as much as work with the ones they have. Retention efforts do not describe dismissal of ineffective teachers so recruitment is limited because the applicant states that there have been no open positions but rather an effort to develop personnel already employed.

Reader's Score: 8

Selection Criteria - Project Design

1.(B): Project design (60 points)

In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS--

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in the Federal Register notice) based upon their effectiveness as determined in significant part by student growth (as defined in the Federal Register notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in the Federal Register notice);

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) 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; and

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

(2) Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

(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 defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

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

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

Strengths:

A strength of this application is the framework already built through the TAP which satisfies the Priority 3 of being part of a comprehensive strategy. TAP builds in a fair and rigorous evaluation system and matches that to professional development goals. The determination of effectiveness will be based on multiple measures with a clear description of those included in the narrative. The plans have the involvement and support of all school constituencies through preparation for the adoption of TAP and the excellent communication plan for moving forward.

Weaknesses:

Not all of the issues identified with the current professional development system, while common across many districts, are addressed so further planning needs to move forward with the design of the professional development program to insure constant evaluation of the program to fit needs as accountability measures rise. One other concern is the amount of negotiation that must still happen with the teachers' union to agree on terms for compensation purposes. Factors outside of a teacher's control that affect performance pay were not addressed. How these factors are considered in the larger formula for value-added was not described.

Reader's Score: 50

Selection Criteria - Adequacy of Support for the Proposed Project

1.(C): 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;

(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;

(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

(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.

Strengths:

The requirements for the management plan are clear with an excellent timeline and list of goals. Estimates for expenditures are adequate and the district will match funds increasingly over the five years. The district is prepared to fund additional staff for the PBCS. The new positions are aligned to professional development in particular. Personnel are qualified to assist according to documents provided.

Weaknesses:

Many responsibilities of the grant are spread over many people with additional duties for current full-time employees and large job descriptions for new hires such as master teachers. Therefore, a clear line of accountability for grant requirements is not delineated in the grant.

Reader's Score: 15

Selection Criteria - Quality of Local Evaluation**1.(D) Quality of Local Evaluation (5 points):**

In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation plan--

(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in the Federal Register notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

(2) Will produce evaluation data that are quantitative and qualitative; and

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

A particularly strong aspect of this application is the potential for quantitative and qualitative data that can be used not only within the district but outside of the district as well to help inform other districts. NIET will provide some assistance as well which support the objectivity of the process.

Weaknesses:

The process for analyzing the wealth of data was not described.

Reader's Score: 3

Priority Questions**Priority Preference - Competitive Preference Priority 1****1. Competitive Preference Priority: Use of Value-Added Measures of Student Achievement. (Up to 5 points):**

To meet this competitive preference priority, the applicant must demonstrate, in its application, that the proposed PBCS for teachers, principals, and other personnel (in

those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in the Federal Register notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to (1) implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality), and (2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Strengths:

This competitive priority is partially met in that the applicant describes the priority of having a value added system. The value added system from the state will be used for information.

Weaknesses:

A clear understanding of the term "value-added" was not described in the application. Therefore, the use of state data is not delineated. The district will add local information through benchmark tests but a value added formula to use with local data that controls for outside factors was not described because it is still "subject to union negotiations."

Reader's Score: 3

Priority Preference - Competitive Preference Priority 2

1. Competitive Preference Priority: 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. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate in its application that its proposed PBCS is designed to assist high-need schools (as defined in the Federal Register notice) to (1) serve high-need students (as defined in the Federal Register notice), (2) retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition, and (3) fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective. The applicant must provide an explanation for how it will determine that a teacher filling a vacancy is effective or likely to be effective. In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to target are hard-to-staff. Lastly, applicants must demonstrate, in their applications that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

Strengths:

The district states that is not recruiting but rather improving the capacity of current personnel. The district is relying on TAP to increase collegiality and job satisfaction leading to increased retention.

Weaknesses:

Oceano has benefited from "an influx of talented teachers" but no explanation is given for recruitment purposes. Inconsistent leadership at a particular school site and senior teachers transferring to wealthier schools were two issues that were not directly addressed by the application.

Reader's Score: 2

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Technical Review Coversheet

Applicant: Lucia Mar Unified School District -- , (S385A100097)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Evaluation Criteria		
Absolute Priority 1		
1.Absolute Priority 1	0	0
Absolute Priority 2		
1.Absolute Priority 2	0	0
Sub Total	0	0
Evaluaton Criteria		
Absolute Priority 3		
1.Absolute Priority 3	0	0
Sub Total	0	0
Requirement		
Requirement		
1.Requirement	0	0
Sub Total	0	0
Evaluation Criteria		
Core Element 1		
1.Core Element 1	0	0
Core Element 2		
1.Core Element 2	0	0
Core Element 3		
1.Core Element 3	0	0
Core Element 4		
1.Core Element 4	0	0
Core Element 5		
1.Core Element 5	0	0
High Quality Professional Development		
1.Professional Development	0	0
Sub Total	0	0
Selection Criteria		
Need for the Project		
1.Need for Project	10	8
Project Design		

1.Project Design	60	50
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	18
Quality of Local Evaluation		
1.Quality of Local Eval.	5	3
Sub Total	100	79

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	3
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Competitive Preference Priority 2

1.Competitive Priority 2	5	3
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Sub Total	10	6
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Total	110	85
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Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #2: *****

Applicant: Lucia Mar Unified School District -- , (S385A100097)

Questions

Evaluation Criteria - Absolute Priority 1

1. Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals:

Comment on how well the applicant demonstrates that --

It will develop and implement a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement (as defined in the Federal Register notice) as part of the coherent and integrated approach of the local educational agency (LEA) to strengthening the educator workforce.

In determining teacher and principal effectiveness as part of the PBCS, the LEA - -

- (a) Must give significant weight to student growth (as defined in the Federal Register notice), based on objective data on student performance;
- (b) Must include observation-based assessments of teacher and principal performance at multiple points in the 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; and
- (c) May include other measures, such as evidence of leadership roles (as defined in the Federal Register notice), that increase the effectiveness of other teachers in the school or LEA.

In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth (as defined in the Federal Register notice) and may include supplemental measures such as high school graduation and college enrollment rates. In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen. While the Department does not propose a minimum incentive amount, the Department encourages applicants to be thorough in their explanation of why the selected incentive amounts are likely high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

General:

This grant application meets the criteria of different levels of compensation for both teachers and principals as noted in the abstract and multiple pages throughout the proposal. Examples are e12, e16, e17, e24. A proven and recognized model that supports the grant requirements for differentiated levels for pay based on assessment and evaluation are built into the model through the TAP program. This provides strength for the proposal. In reviewing the TAP program, the four components of the program align with the requirements of the grant proposal. This provides a great fit for a small rural district with high level of poverty and no current program in place to be able to have the structure needed for a PBCS.

An area of concern is the need to yet negotiate with the union for this concept and program as noted on e23. Although the abstract indicates support from the union and attendance of the teachers' union at a TAPS conference on e13, this process has not been started yet. This concern also comes from the statement in the proposal on page e25 that indicates it is contingent on union approval during the planning year.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

1. Priority 2: Fiscal Sustainability of the Performance-Based Compensation System (PBCS):

Comment on how well the applicant demonstrates that - -

(a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and

(b) The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS.

General:

The application does provide a comprehensive spreadsheet on attachment 1, (e109) to identify the costs to develop and implement the program. A strength in the proposal is the detailed information provided for costs for personnel, supplies, communication and planning along with the specific dollars for achieving high performance levels. There is one concern as to how extensive the performance pay will be as far as extending to other personnel besides teachers and principals. There is a school award as part of the design, but there needs to be more detail to define how this will reach all personnel.

This proposal does provide sufficient evidence that part b of the qualifications for fiscal sustainability is apparent in the grant proposal. There is a total of \$1.6 million in funds and in-kind support to meet this qualification. The area of concern for the reader is that the district is earmarking federal categorical funds for continuation and yet these are not well defined as to funds or application of those funds

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

1. Priority 3: Comprehensive Approaches to the Performance-Based Compensation System:

Comment on how well the applicant demonstrates that - -

The proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.

General:

Priority 3 is met by the outlined approach in the proposal because it specifies the current deficiencies and how the proposal will strengthen the abilities and skills of current workforce. The deficiencies were clearly identified on pg e11 as it was noted that the district had no model for effective instruction and no standard measure. There was also evidence presented to indicate either no evaluation of teachers or limited evaluation occurred. It is unclear from the information what the current instrument is for evaluation, but the direction for the proposal is to use the TAP model to be able to have a clear focus and direction for strengthening the workforce.

Criteria for priority 3 also included the use of data as part of the evaluation and the proposal includes the selection of a third party for a data management system for data mining to correlate results between student achievement and teacher performance.

One concern is in the retention aspect. One could draw the conclusion that with a specific model and targeted evaluations that improvements and support would bring retention, but this is not addressed in a detailed manner.

Reader's Score: 0

Requirement - Requirement

1. REQUIREMENT: Comment on the quality of the applicant's description of how its proposed PBCS will provide educators with incentives to take on additional responsibilities and leadership roles (as defined in the Federal Register notice.

General:

This description was limited and vague in any details that matched this requirement. There was mention of leadership positions for one teacher as a master teacher with an \$83,000 salary and some mentor teachers. Otherwise there is mention of a 5% base increase for those with increases in student achievement, but not for any additional responsibilities.

Reader's Score: 0

Evaluation Criteria - Core Element 1

1. Core Element 1:

Comment on the quality of the applicant's plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its performance based compensation system.

General:

The communication aspect of this proposal is one of the strongest components of this grant. A comprehensive plan for communication to all stakeholders is outlined on e29 and e30. It provides a definite strength to the proposal as a way to develop understanding and ownership.

A communication consultant is identified to coordinate communication efforts as outlined in attachment 1 for personnel costs. There is a strong sense of collaboration. An example is the meetings and visitations to model TAP schools. A sense of collaboration and ownership was highlighted by the efforts of the superintendent as noted in the proposal. Union leaders, teachers and principals from every site have endorsed the project.

Another strength in the communication process is the regular notification of teachers about high need schools that will give recruitment bonuses, as well as regular updates to administrators.

Another positive communication process noted by the reader in the proposal was the presentation at all faculty meetings about the TAP program and to answer questions.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

Comment on the quality of the applicant's involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant.

General:

The involvement of all stake holders from the beginning is a strength of this proposal. As part of the vision process described in Section 1, the Superintendent involved teachers and principals from every site in a range of planning opportunities, including visits to innovative schools, TAP trainings and meetings as a planning group. A consensus formed around TAP as a means to move the district forward, and teachers were excited about the professional growth and career ladder opportunities that TAP would provide.

When reading the proposal, it is evident that every site had a principal extremely interested in the project along with the teacher leaders.

A district planning team is also being created and will include members from different areas. The strong focus for ownership by all is evidenced by the plan to have a vote of the faculty at each site after teachers have had more opportunities to engage with the TAP system. The goal is being set at 75% buy in to implement at the school site. More confirmation of buy in is the plan to form cluster groups to begin the process of staff development as noted on e28 and e29.

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

Comment on the quality of the applicant's implementation, or plan to implement, a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same).

General:

The implementation plan seems realistic as the project is requesting a ten-month planning period to finalize core elements and piloting a new principal evaluation rubric and conducting a teacher vote at each school site. Because the program will be utilizing a current model this should be an effective approach for implementation.

Evidence that this program will provide a fair and consistent evaluation model is evidenced by the following examples. The current program utilizes classroom evaluations

and student achievement growth as the method of teacher evaluation. This will be done through adaptation of the TAP program so that teachers will be held to high expectations. A rubric has already been developed so it will help the district in the observations. The reader's understanding of the rubric is it will allow for meaningful differentiation because of the number of indicators to be observed and will, as a result, make it a strong component of the proposal. There is also a rubric for measuring principal leadership through multiple measures of overall student achievement and principal behaviors. Principals will be assessed annually with at least two observations

Reader's Score: 0

Evaluation Criteria - Core Element 4

1. Core Element 4:

Comment on the quality of the applicant's implementation or plan to implement, a data-management system that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems.

General:

Because the data-management system is one that has already been developed, it would appear to meet the criteria of linking student achievement to teacher and principal payroll and HR systems. The system mentioned is CODE. Although some details are vague in understanding the actual system, there was enough to understand that it would be an online system so there would be access to data. It would also be a system that would allow input from three evaluators along with a teacher's self-evaluation. This would appear to incorporate the concept of 360 degree evaluation which helps to ensure a stronger system for change. According to the proposal, there would be monitoring of inter-rater reliability by the leadership team, although detail regarding this is vague. One area of caution is that of being able to share the data from the state to benefit the needs of the district. Mention is made of the existing data exchange with the state, but adaptability to the district needs to be examined.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

Comment on the quality of the applicant's 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.

General:

Because value-added data analysis can be difficult to understand, the district has integrated the means to explain the process through the communication plan (see Section 2 for full Communication Plan). The Project Director, Andy Stenson does have experience in instruction on using data to improve classroom, so this should be a strength for the program. Spreading out the responsibility by hiring and training educators to be able to train others in utilizing this data is a strength for this proposal.

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

Its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional development in section 9101(34) of the ESEA. The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The professional development component of the PBCS must - -

(1) Be based on needs assessed either at the high-need schools (as defined in the Federal Register notice) participating in the applicant's proposed PBCS or LEA-wide;

(2) Be targeted to individual teacher's and principal's needs as identified in the evaluation process;

(3) Provide --

(a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and

(b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);

(4) Support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement (as defined in the Federal Register notice); and

(5) Include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement (as defined in the Federal Register notice) and making modifications necessary to improve its effectiveness.

General:

Professional growth is one of the four essential elements of the TAP system. With the district utilizing this program or at least adapting it to their own district, the requirement for a professional development program is met. The program is defined as ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. Being job embedded appears as a strength, even though more detail to understand components that realistically make it job embedded would help with understanding the significance. There was mention of a direct link to the TAP rubric which is a strength to help it drive directed professional development that links to teacher needs for more effective teaching strategies.

Support for this development will come from expert master and mentor teachers which should help support individual growth because the training through mentors and master teachers at the schools will allow this approach. The program is also based on 19 indicators to give specific approaches for evaluation and directed professional development.

On page 40, one sees indicators for benchmark and subject assessments that will be used in place of state assessments as a way to make the training site specific

Key aspects of TAP Professional Growth include: individual growth plans, cluster groups, classroom support, mentor and master teachers, district-level support of sites, NIET

support of the district, and TAP conferences and institutes. Ongoing professional development and growth

The hiring of release teachers for one-hour cluster group meetings will help with needed planning time to analyzing data for improving performance. Literacy Support Teachers will conduct lessons in classes while the teachers are in meetings. There will also be individual classroom support and master teachers at each site for on the job training. The literature supports this as one of the most effective models.

Reader's Score: 0

Selection Criteria - Need for the Project

1.(A): Need for the project (10 points):

In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that--

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

(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

(ii) Retaining highly qualified or effective teachers and principals.

(2) Student achievement (as defined in the Federal Register notice) 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; and

(3) A definition of what it considers a "comparable" school for the purposes of paragraph (2) of this selection criterion is established.

Strengths:

The need for the project proposal was evident in the description given by the district on the struggles to recruit and retain quality teacher the the lowest performing schools for a variety of reasons. These included retirements in higher performing schools that provide opportunities for teachers in the low performing schools to move to these position. Along with this struggle is the lack of funds and declining enrollment which makes classes larger and quality staff not being willing to take jobs in low performing schools. The proposal is designed for the high needs schools because of the following characteristics in the student population of these schools. There is a high poverty level, with a significant number of students qualified for free and reduced lunches. These schools are also in the program improvement plan because they have not met AYP. This is the second year for them, which points to the academic need for this project.

Weaknesses:

The comparison to comparable schools was a little vague in being able to judge a comparison. Although data from state rankings was used, it was not easy to assume an accurate comparison. There needs to be more detail in the explanation of the rankings to make a determination on the comparable schools, even though in this district data was presented to show it qualifies as a high needs district.

Selection Criteria - Project Design

1.(B): Project design (60 points)

In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS--

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in the Federal Register notice) based upon their effectiveness as determined in significant part by student growth (as defined in the Federal Register notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in the Federal Register notice);

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) 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; and

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

(2) Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

(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 defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

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

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

Strengths:

The project design does meet all the qualifications of the grant by including the required components. Performance awards are identified for teachers and principals with over \$1,050,000 being utilized for this purpose over four years. One of the strengths is the description of the current district make up and lack of programs in place that make the adoption and/or adaption of the TAP program a good fit for this district. A rubric is being developed to help determine the measurement for determining the effectiveness for receiving these incentives. There will be multiple measures used which will help

identify accurate and appropriate evaluation to determine strategies in this district that really do improve student achievement in a high needs area. A self assessment component noted as part of the assessment model allows for comparisons to be made on how teachers see themselves compared to the data and those helping evaluate and train. A data management system is noted in the abstract as a system to be developed in the first 10 months of the planning time. The plan is to link it with student achievement, human resources, and payroll.

Weaknesses:

One weakness observed is the collective bargaining to be completed during the planning year. The grant indicates the details have not been determined and will need to be done during the planning year. Although there seems to be support and collaboration with the union as exhibited by participation in visits to TAP program sites and letter of support as part of the grant, there is still the process to work through as far as the collective bargaining process that makes it difficult to know how supportive the union will be.

Reader's Score: 50

Selection Criteria - Adequacy of Support for the Proposed Project

1.(C): 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;
- (2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;
- (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
- (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.

Strengths:

The components of support are in place to meet the requirements for the project. Lucia Mar Unified School District has experience in grant administration, so facilitation of the grant should be a strength for the district. The district proposal did point out the audits of the grants were successfully passed as an example.

There is strong administrative commitment for this project, as evidenced by the Superintendent spending the past year identifying the TAP model, the substantial district cash and in-kind match totaling over \$1.6 million, and the attached letters of commitment from principals and the School Board President.

Principals of participating schools fully support the project and have indicated they will take leadership roles in all aspects of the project at their school site. There was also indication from the state of this becoming a model for the state (see attached support letter from Jack Connell, State Superintendent of Instruction). This collaboration and level of support at all levels helps determine that this requirement will be met.

Weaknesses:

The experience of those selected in facilitation of grants approved in the district were related to social science, and not really correlated with student achievement and teacher performance. This may be a weakness for effective implementation.

Also there is support by the union, but no negotiation has taken place, so the successful support of the program is difficult to determine.

Reader's Score: 18

Selection Criteria - Quality of Local Evaluation**1.(D) Quality of Local Evaluation (5 points):**

In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation plan--

(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in the Federal Register notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

(2) Will produce evaluation data that are quantitative and qualitative; and

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The local evaluation will measure the effectiveness of the Lucia Mar TAP Project in achieving the project goals through specific, measurable performance objectives related to each. These goals have been delineated in the proposal. An example is to increase student scores on CST by 10% per year. There is also a built in evaluation component through the adoption of the TAP program being able to utilize the rubric developed as part of this program.

Another interesting strength of the evaluation component is the performance objective that gets involuntary transfers to 0%. This could promote systemic change through creating a win-win for students and the district through an enhanced motivational culture in the high needs schools. The grant indicates the use of both quantitative and qualitative data by examining both process and outcome questions. Quantitative outcome data will include the TAP rubric scores for individual teachers and for school sites in the CORE database as well as other individual student and school-wide California Standards Test scores with value-added analysis; individual student and school-wide district benchmark scores; percentage of effective teachers and principals as examples. Quantitative data also included hours spent in planning and mentoring. Qualitative data will include teacher lesson plans, student artifacts, observation notes, interviews of key stakeholders regarding teacher effectiveness and student achievement, teacher and administrator survey comments regarding student achievement, Site Leadership Team survey comments regarding teacher effectiveness, and satisfaction survey comments about TAP implementation.

Evaluation procedures are evident in the proposal as an evaluator is to be hired to refine the process, provide unbiased feedback and improvement. It was designated and an outside evaluator to ensure this unbiased feedback. (see attached job description).

Another strength of the program proposal is the plan to communicate the effects on

student learning and teacher quality, perception of performance pay, perception of TAP, implementation logistics. All of this data will be collected, analyzed and shared to make needed adjustments for the success of the program.

Weaknesses :

The evaluation component indicates teachers will achieve proficiency after 3 years based on the TAP rubric, but details were vague on what this really means or a benchmark for where they need to be at specific points during those three years. Again, in the evaluation process, one of the benchmarks is the union negotiation for PBCS. This makes it difficult to know if it will be successful. There is also mention of three evaluations per teacher each year based on union approval. First a more comprehensive evaluation needs to be in place, and not knowing if the union will support it, makes it a weakness. Emphasis is also placed on hours involved in process as an evaluation component. Although this can be equated to success at times, this is not a strength unless the application level is applied as part of the evaluation.

Reader's Score: 3

Priority Questions

Priority Preference - Competitive Preference Priority 1

1. Competitive Preference Priority: Use of Value-Added Measures of Student Achievement. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate, in its application, that the proposed PBCS for teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in the Federal Register notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to (1) implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality), and (2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Strengths:

In the TAP system, student and school level academic gains are calculated using the statistical method for value-added, which measures student growth over the year as opposed to a specified level of attainment. This provides meeting the criteria for implementing the value added component. This component is strength as it takes in the growth and progress of individual students, identifying what the teacher and school have contributed to the students' progress. Because the proposal has cited recognition of factors that affect growth external to the school, the district is recognizing this as an important factor. This component of the proposal also includes the analysis by a third party value added service provider. They have also created a benchmark of 3 as an average year's growth and then higher levels for additional compensation. This indicates some planning on the measurement for value added that specify the performance pay for each teacher based on their evaluations and value-added data. The Assistant Superintendent of Human Resources has been a key District Planning Team member for making the transition to HR for administration of this project.

Weaknesses:

There needs to be more detail in regard to the defined numerical rating as a way to measure the value added growth for individual students. There appears to be a lack of detail to understand how this process will work and how the district will utilize the CODE system to calculate compensation based on the value added growth factor.

Reader's Score: 3

Priority Preference - Competitive Preference Priority 2

1. Competitive Preference Priority: 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. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate in its application that its proposed PBCS is designed to assist high-need schools (as defined in the Federal Register notice) to (1) serve high-need students (as defined in the Federal Register notice), (2) retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition, and (3) fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective. The applicant must provide an explanation for how it will determine that a teacher filling a vacancy is effective or likely to be effective. In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to target are hard-to-staff. Lastly, applicants must demonstrate, in their applications that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

Strengths:

This proposal easily demonstrates it is designed to assist high-needs schools. When looking at the past several years, the district has struggled to recruit and retain effective teachers for their lowest-performing schools. They are also dealing with retirees and budget cuts that provide vacancies for teachers to move to higher achieving schools. With the outlined components of the proposal, there will be support and monetary incentives to help with the recruitment and retention of teachers for these schools. The plan also includes the goal of no involuntary transfers to help job placement become a win-win for the teacher, students and the school district. These hard-to-staff teaching positions demand highly trained and effective teachers with the desire to make a difference.

Weaknesses:

There is a lack of clarification on how the involuntary transfers will come to a halt. It might be part of the negotiations yet to come during the planning year, but more detail is needed to understand this process related to district policies and procedures

Reader's Score: 3

Status: Submitted

Last Updated: 8/6/10 4:11 PM

Status: Submitted

Last Updated: 8/10/10 12:28 PM

Technical Review Coversheet

Applicant: Lucia Mar Unified School District -- , (S385A100097)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Evaluation Criteria		
Absolute Priority 1		
1.Absolute Priority 1	0	0
Absolute Priority 2		
1.Absolute Priority 2	0	0
Sub Total	0	0
Evaluaton Criteria		
Absolute Priority 3		
1.Absolute Priority 3	0	0
Sub Total	0	0
Requirement		
Requirement		
1.Requirement	0	0
Sub Total	0	0
Evaluation Criteria		
Core Element 1		
1.Core Element 1	0	0
Core Element 2		
1.Core Element 2	0	0
Core Element 3		
1.Core Element 3	0	0
Core Element 4		
1.Core Element 4	0	0
Core Element 5		
1.Core Element 5	0	0
High Quality Professional Development		
1.Professional Development	0	0
Sub Total	0	0
Selection Criteria		
Need for the Project		
1.Need for Project	10	7
Project Design		

1.Project Design	60	55
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	23
Quality of Local Evaluation		
1.Quality of Local Eval.	5	2
Sub Total	100	87

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	5
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Competitive Preference Priority 2

1.Competitive Priority 2	5	3
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Sub Total	10	8
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Total	110	95
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Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #3: *****

Applicant: Lucia Mar Unified School District -- , (S385A100097)

Questions

Evaluation Criteria - Absolute Priority 1

1. Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals:

Comment on how well the applicant demonstrates that --

It will develop and implement a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement (as defined in the Federal Register notice) as part of the coherent and integrated approach of the local educational agency (LEA) to strengthening the educator workforce.

In determining teacher and principal effectiveness as part of the PBCS, the LEA - -

- (a) Must give significant weight to student growth (as defined in the Federal Register notice), based on objective data on student performance;
- (b) Must include observation-based assessments of teacher and principal performance at multiple points in the 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; and
- (c) May include other measures, such as evidence of leadership roles (as defined in the Federal Register notice), that increase the effectiveness of other teachers in the school or LEA.

In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth (as defined in the Federal Register notice) and may include supplemental measures such as high school graduation and college enrollment rates. In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen. While the Department does not propose a minimum incentive amount, the Department encourages applicants to be thorough in their explanation of why the selected incentive amounts are likely high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

General:

The district expects to adopt the nationally recognized TAP system for its PBCS. Per the application, the district maintains that it will utilize multiple measures to assess student growth. TAP utilizes a value-added growth model to measure student achievement relative to state assessment. To this end, the TAP program does in fact account for differentiated levels of compensation as evidenced by assessing the skills, knowledge and responsibilities (SKR) of its teachers and principals. Lastly, one of the features of TAP program is its multiple career component that allows for increased leadership roles for teachers in its high needs schools.

Reader's Score: 0

Evaluation Criteria - Absolute Priority 2

1. Priority 2: Fiscal Sustainability of the Performance-Based Compensation System (PBCS):

Comment on how well the applicant demonstrates that - -

(a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and

(b) The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS.

General:

Per the application, it is unclear how the district plans to sustain the PBCS beyond the grant period. However, the district has identified over \$1 million dollars of non-TIF funds to include non specified substantial district cash reserve as mentioned on page e47 during the course of the TAP project period. Further, the district provides adequate detail as to how it will account for its projected costs relative to implementing TAP as found on pages e53 and e54.

Reader's Score: 0

Evaluaton Criteria - Absolute Priority 3

1. Priority 3: Comprehensive Approaches to the Performance-Based Compensation System:

Comment on how well the applicant demonstrates that - -

The proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.

General:

The district has devised 5 goals to effectively implement TAP at its 6 high needs schools as listed on page e14 that speaks to a myriad of strategies use d to bolster effective implementation of a PBCS on all levels during and after the TIF funded project period. Further, the applicant addresses how it will use data and evaluations in determining its professional development, recruitment and retention efforts.

Reader's Score: 0

Requirement - Requirement

1. REQUIREMENT: Comment on the quality of the applicant's description of how its proposed PBCS will provide educators with incentives to take on additional responsibilities and leadership roles (as defined in the Federal Register notice.

General:

In accordance with identifying is high needs schools as well as high retention rates, the district's proposed recognized PBCS- TAP adequately addresses "how" it will provide opportunities to take on additional responsibilities as evidenced by TAPs Multiple career

path component. Teachers will have opportunities to master and mentor teachers.

Reader's Score: 0

Evaluation Criteria - Core Element 1

1. Core Element 1:

Comment on the quality of the applicant's plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its performance based compensation system.

General:

Per the application, the district has made provisions to widely communicate its institution of its performance based compensation system (TAP) to all of its stakeholders. The district has developed a communications plan as found on e30 that details the type of communication and to whom, the method of communication, the frequency, as well as the listing the responsible party. The communications plan as presented speaks to the districts commitment in implementing an effective PBCS.

Reader's Score: 0

Evaluation Criteria - Core Element 2

1. Core Element 2:

Comment on the quality of the applicant's involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant.

General:

The district has exhibited a true commitment in instituting its PBCS (TAP) as evidenced by ongoing collaboration with district leaders and union representatives (journeyed to Washington, DC to attend the TAP National Conference). Although, there has been no firm commitment in place by the union, the district is to be commended for proactively moving forward with its plans for implementing TAP by formulating a TAP Planning Committee consisting of all relevant stakeholders in moving forward with TAP implementation.

Reader's Score: 0

Evaluation Criteria - Core Element 3

1. Core Element 3:

Comment on the quality of the applicant's implementation, or plan to implement, a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account

student growth (as defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same).

General:

Similarly along with the TAP system which ties state assessments to student achievement, the district will also devise its own benchmark assessments used to measure teacher effectiveness. Additionally, in order to gain a high degree of inter-rater reliability, the district proposes to implement a value-added growth model, which is linked to the TAP system.

Reader's Score: 0

Evaluation Criteria - Core Element 4

1. Core Element 4:

Comment on the quality of the applicant's implementation or plan to implement, a data-management system that can link student achievement (as defined in the Federal Register notice) data to teacher and principal payroll and human resources systems.

General:

Although, the district proposes to contract with a third-party entity to provide data analysis; it not clear how the district will ensure this analysis will reach the school level so that teachers will be able to modify instruction. Further, the district maintains that its data management system will link to student achievement data, payroll for teachers and principals and human resources.

Reader's Score: 0

Evaluation Criteria - Core Element 5

1. Core Element 5:

Comment on the quality of the applicant's 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.

General:

The TAP program utilizes a multifaceted approach in ensuring that teachers and principals understand the specific measures of the PBCS in accordance to the following elements:

- * Performance-based compensation
- * Instructionally focused accountability
- * On-going applied professional growth
- * Multiple career paths

Reader's Score: 0

Evaluation Criteria - High Quality Professional Development

1. High Quality Professional Development:

Comment on the applicant's demonstration that ---

Its proposed PBCS will include a high-quality professional development component for teachers and principals consistent with the definition of the term professional development in section 9101(34) of the ESEA. The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. The professional development component of the PBCS must - -

(1) Be based on needs assessed either at the high-need schools (as defined in the Federal Register notice) participating in the applicant's proposed PBCS or LEA-wide;

(2) Be targeted to individual teacher's and principal's needs as identified in the evaluation process;

(3) Provide --

(a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement (as defined in the Federal Register notice); and

(b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement (as defined in the Federal Register notice), and (2) successfully assume additional responsibilities and leadership roles (as defined in the Federal Register notice);

(4) Support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement (as defined in the Federal Register notice); and

(5) Include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement (as defined in the Federal Register notice) and making modifications necessary to improve its effectiveness.

General:

The TAP model boasts of having professional development models grounded in Scientifically Based Research (SBR). TAP utilizes a PD growth model as evidenced by individual growth plans, cluster groups, classroom support, master teachers, mentor teachers, Executive Master Teacher, and NIET Technical Assistance, Principal Professional growth, and TAP National Conference, TAP Summer Institute, and TAP Training Model.

Reader's Score: 0

Selection Criteria - Need for the Project

1.(A): Need for the project (10 points):

In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that--

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

(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

(ii) Retaining highly qualified or effective teachers and principals.

(2) Student achievement (as defined in the Federal Register notice) 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; and

(3) A definition of what it considers a "comparable" school for the purposes of paragraph (2) of this selection criterion is established.

Strengths:

The district has opted to serve 6 of its high poverty and high needs schools.(five elementary, 1 middle school). All of these schools have struggled meeting proficiency standards with the change of demographics in this rural community of Lucia Mar. The district does a good job highlighting the vast needs of its neediest schools- background demographic information as well as school performance. The application defines comparable schools based upon a myriad of factors the California Department of Education uses for all of its state schools. The district also compared student performance to student poverty, as well as under-represented population groups.

Weaknesses:

The district does not address how the implementation of the TAP model will aid in its recruitment and retention of staff in its hard to staff subject areas.

Reader's Score: 7

Selection Criteria - Project Design

1.(B): Project design (60 points)

In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS--

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in the Federal Register notice) based upon their effectiveness as determined in significant part by student growth (as defined in the Federal Register notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in the Federal Register notice);

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) 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; and

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

(2) Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

(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 defined in the Federal Register notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

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

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

Strengths:

The TAP program is a proven model for teacher effectiveness. The district provides a thorough description and rationale as to how and why it proposes to implement the TAP program. The TAP system makes a clear distinction as to how effective and ineffective is defined based upon its rubric. The district does propose to provide performance awards for both its teachers and principals. Per the evidence provided by the school site commitment letter (see Appendix) along with the Superintendent taking an active role in aggressively moving forward with the TAP project; the district has been able to engage its local union from the inception. The application speaks of having a Comprehensive Online Data Entry (CODE) that can link all relevant data as a means to determine the level of effectiveness based upon its PBCS. The district further contends that it will utilize a value-added system to determine the amount that will be awarded. The district provides a breakdown of how the funds will be used to include the award amounts as shown on pages e22 and e23. The district explains how it will provide high quality professional development that is linked to its implementation of TAP as listed on pages e41-e42.

Weaknesses:

Per the application, it is not clear as to how the district determines if teachers and principals to be effective as it relates to implementing a PBCS. Although the district is to be commended for its efforts in the identification and selection of the TAP program for its PBCS; however, the district has not demonstrated the internal capacity to sustain its efforts in implementing the TAP project. The district has an evaluative system that could be considered to be fair for its teacher; it contains two measurement components—student growth and classroom evaluations. However, the level of rigor is not apparent. The district has not finalized the development of the principal evaluation tool, it doesn't have a firm commitment from the unions, nor has the compensation and evaluation systems been approved.

Selection Criteria - Adequacy of Support for the Proposed Project

1.(C): 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;
- (2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;
- (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
- (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.

Strengths:

The district has committed to providing the needed supports to implementing the TAP project. The district has identified and provided job descriptions for value-added roles needed to implement its TAP program (i.e. TAP Project Coordinator, District Executive Master Teacher, and Project Evaluator). The districts has identified key district personnel to lead its TAP project based upon defined skill sets germane to the effective implementation of TAP. The Superintendent has provided the vision for introducing TAP to Lucia Mar in an attempt to affect student achievement and teacher accountability. The Asst. Superintendent of Curriculum and Instruction has been tapped to be the Project Director because of his direct involvement and development of a district wide data analysis system as well as creating the districts benchmark assessments in language arts and mathematics. The Asst. Superintendent of Human Resources was instrumental in uniting with the union in the collective development of a new performance evaluation tool for the district. The district has exhibited a strong commitment to implement the TAP project as evidenced by contributing over \$1 million over a four year period to include the reallocation of staff resources to implement the project. Further, the district has put measures in place that will speak to the fidelity of its implementation to include ensuring that its goals are reasonable and sufficient.

Weaknesses:

The district mentions that it plans to meet with NIET once a year; however, it would appear that these meetings would occur more frequently in an effort to ensure effective project implementation.

Selection Criteria - Quality of Local Evaluation

1.(D) Quality of Local Evaluation (5 points):

In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation plan--

(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in the Federal Register notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

(2) Will produce evaluation data that are quantitative and qualitative; and

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The district will utilize a combination of quantitative and qualitative data in its local evaluation of its PBCS. The district further commits to providing continuous feedback to all of its relevant stakeholders as it relates to the implementation of its TAP project.

Weaknesses:

The district has provided 5 goals as found on page e56 used to measure the effectiveness of the TAP project at Lucia Mar; however, the district must ensure that its goals are measureable, realistic, and attainable.

Reader's Score: 2

Priority Questions

Priority Preference - Competitive Preference Priority 1

1. Competitive Preference Priority: Use of Value-Added Measures of Student Achievement. (Up to 5 points):

To meet this competitive preference priority, the applicant must demonstrate, in its application, that the proposed PBCS for teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in the Federal Register notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to (1) implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality), and (2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Strengths:

Through the use of its Comprehensive Online Data Entry System (CODE), the district has proposed to link classroom and school level data. As a result, incentive pay will be based upon evaluations as well as value-added data.

Weaknesses:

There were no perceived weaknesses

Reader's Score: 5

Priority Preference - Competitive Preference Priority 2**1. Competitive Preference Priority: 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. (Up to 5 points):**

To meet this competitive preference priority, the applicant must demonstrate in its application that its proposed PBCS is designed to assist high-need schools (as defined in the Federal Register notice) to (1) serve high-need students (as defined in the Federal Register notice), (2) retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition, and (3) fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective. The applicant must provide an explanation for how it will determine that a teacher filling a vacancy is effective or likely to be effective. In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to target are hard-to-staff. Lastly, applicants must demonstrate, in their applications that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

Strengths:

The district realizes that it doesn't have the capacity to affect the needed systemic change to assist in the intervention efforts of its high needs schools, it has engaged in partnerships with College of Education @ California Polytechnic State University to help with the recruitment of staff.

Weaknesses:

The district has strong systemic issues attracting and retaining effective teachers and principals in its high needs schools. Subsequently, the applicants that apply to work in Lucia Mar lack previous experience in working in a Title I /program improvement school, previous experience working with gifted programs. The district heavily relies upon TAP to address its priority problems as evidenced in these 6 high needs schools; however, the district has not articulated a plan of its own to address these issues. It is not clear that once the grant period ends, that the district will be able to sustain these efforts.

Reader's Score: 3

Status: Submitted

Last Updated: 8/10/10 12:28 PM