

Status: Submitted

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

Technical Review Coversheet

Applicant: Northern Humboldt Union High School District -- , (S385A100105)

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	7
Project Design		

1.Project Design	60	45
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	20
Quality of Local Evaluation		
1.Quality of Local Eval.	5	4
Sub Total	100	76

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	4
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Competitive Preference Priority 2

1.Competitive Priority 2	5	3
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Sub Total	10	7
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Total	110	83
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Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #1: *****

Applicant: Northern Humboldt Union High School District -- , (S385A100105)

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:

A significant strength of this application is the focus on student progress in addition to student outcomes. Because of this, more weight is devoted to student growth because teachers and principals have the necessary clarity to know exactly what that means for their specific classes. In this case, student growth accounts for 70%. Additional data from several observations and other factors including leadership roles outlined on pp. 10-11 clearly shows how effectiveness is determined. Effectiveness is differentiated once the total scores are figured and staff are ranked for bonuses.

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:

This priority is not met. The sustainability during the five-year grant period is described and the district has committed to financially supporting the project despite documented budget cuts. However, the district covers costs through in-kind funding, and the applicant does not address how to continue this funding after the five-year period.

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:

THRIVE provides the vision for this program which connects student growth and assessment to professional development and teacher evaluations. The connection is explained thoroughly.

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 requirement is met in part. There are incentives for department heads and other administrators. However, teacher leadership opportunities leading to compensation that will affect behavior is not included in the application beyond the statement that extra responsibilities and will be factored into 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 applicant does include a communication plan that is clear. Preliminary planning communication with faculty is evident by the influence of their feedback pointed out on several items. The outline of future meetings and communication p. 20-22 clearly delineates future plans for collaboration with all constituencies.

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 applicant has met this core element. Previous efforts to implement a similar project were delayed to incorporate collaboration. Therefore, involvement methods were described clearly to improve this area. Focusing on professional development, ongoing formative assessment for children and teacher leadership were described. LAPDS and other training for teachers to develop assessments was in response to teacher feedback and are incorporated into the overall plan.

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 met the requirements of this element. A framework has already been created for how ALL faculty and staff will be judged. The applicant considered the difference between classroom teachers and instruction staff including librarians and counselors.

Teachers will be observed eight times from a variety of observers with an assured inter-rater reliability through trainings and common assignments, i.e. all elementary schools are observed by the same people. Observation rubrics will be tweaked for each subject area. Measuring student growth as well as outcomes is described so that each teacher and staff member can directly affect their evaluation through reteaching and professional development on different teaching strategies. A process for dividing and awarding compensation was included and allows for one class not doing well or other factors as they come up through the project. The difference between stipends and performance bonuses remains unclear.

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 applicant has access to Longitudinal Assessment Reporting System (LARS) for state-sponsored assessment and statistics. The capacity to include formative assessment data will be added but it is not linked to human resources. The description on p. 31 on how data will be developed and analyzed clearly delineates district activities for data management.

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:

Insuring understanding of the plan is a strength of the applicant. Preliminary meetings and regular surveys led to the decision that everyone should participate even if that means creating their own formative assessments. The data collection leads to subsequent professional development focused on student needs to improve teachers' practice.

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:

Professional development requirements are met. The focus on student needs rather than teacher needs leads to specific goals. Training on ways to create data (formative assessments) leads to how to use the data to make instructional decisions and pursue teaching strategies to meet goals. The plan also differentiates activities for the needs of teachers who are in different stages of their careers. Simple surveys will provide immediate feedback but the CTAC audit will be very informative. Principals were mentioned to participate and are involved.

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 identified by the applicant is to address the achievement gap between children living in poverty and children living above poverty. The district documents the effects of poverty in research and identifies specific schools that are most in need. Also, the district offers lower salaries than districts in surrounding areas.

Weaknesses:

The applicant focuses is on developing their current personnel. The scores of the high schools do not lag more than 100 points behind the comparable schools as identified by the district, and no description of why they are comparable was included. The applicant refers to recruitment and retention but more information is needed.

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:

This applicant is part of an LEA focused on improving student achievement in high-need schools. The methodology for determining effectiveness includes valid and reliable measures including formative and summative assessments. The strengths of the application are effectiveness measures that are directly traced back to student performance. Effectiveness is determined by student growth in addition to student outcomes. Therefore, measures are taken to assess student growth multiple times, including a pretest to gather baseline data. Evaluation is rigorous, transparent and fair because it is based on student growth that is measured by teacher-written assessments as well as state-sponsored standardized tests. It includes observations as other factors as well. The applicant has involvement and support of faculty and staff through preliminary surveys and other informational meetings. High-quality professional development focuses on developing the mechanisms for assessment and includes faculty and staff responsible for the learning which creates a system that is fair and incorporates involvement at all school levels. Differentiated levels of effectiveness are described. The subsequent evaluation system relies on the mechanisms for assessment created together plus observation data for addressing student needs based on the assessment data.

Weaknesses:

The time documented in training schedules to developing assessment rubrics and pretests to create a baseline for comparison is not adequate because the time is only at the beginning of the year. The role of the principal as instructional leader or any other model is not included. The data management system is not yet capable of incorporating local data to link to human resources.

Reader's Score: 45

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 management plan is described by the chart on p. 8 that outlines specific goals and tasks. Project personnel are qualified and able to meet project goals. A well-represented leadership team will make the decisions and release time for chairs and teachers will also be provided so that they are working in tandem. Calendars already prepared to insure completion of tasks and the detailed plan presented on pp.47-49 will insure that goals are met. The requested grant amount and project costs are sufficient.

Weaknesses:

The ability of the district to sustain the costs of compensation is not clear because federal, state and in-kind funds used for the first five years are not long-term budget items.

Reader's Score: 20

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 strong partnership with the local Office of Education and CTAC will promote local evaluation of the strong and measurable objectives stated in the narrative. The Summary of Evaluation Procedures on pp.58-59 described the adequate evaluation procedures in detail. Data automatically produced by evaluation procedures will also produce both quantitative and qualitative data.

Weaknesses:

A plan for how to streamline all of the local information for reference was not described.

Reader's Score: 4

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:

The value-added measure is a significant factor in calculating compensation. The value-added model in this case is clearly explained and uses growth over one year using baseline data and formative assessments through the year. Therefore, value-added is a function of assessment and instructional decision based on the results.

Weaknesses:

The system does not analyze trend data. No plan for how to use data over time was described.

Reader's Score: 4

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 whole THRIVE system is comprehensive and has been communicated sufficiently in the application to enable its use to recruit teachers in other districts.

Weaknesses:

The administration is reserving the right to assign teachers where they are needed regardless of preference. A plan to communicate openings before this action was not presented. The application did not address the process for assigning teachers based on their effectiveness.

Reader's Score: 3

Status: Submitted

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Technical Review Coversheet

Applicant: Northern Humboldt Union High School District -- , (S385A100105)

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	45
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	20
Quality of Local Evaluation		
1.Quality of Local Eval.	5	4
Sub Total	100	77

Priority Questions

Priority Preference

Competitive Preference Priority 1

1.Competitive Priority 1	5	4
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Competitive Preference Priority 2

1.Competitive Priority 2	5	3
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Sub Total	10	7
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Total	110	84
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Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #2: *****

Applicant: Northern Humboldt Union High School District -- , (S385A100105)

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 grant application meets the criteria for different levels of compensation. The actual proposal identifies six cornerstones of an effective program that includes compensation reform and systemic change for teachers and administrators. A description of different levels of compensation to drive student achievement is explained on page e7. The dollars needed for the different levels is noted in the development of the project and the budget narrative. Goal 4 outlines this aspect of the proposal and lists 2 objectives to show how the process will work on page e8. This component of the program has been developed through research of successful programs as noted on page e9. Criteria for the lowest level of incentive pay are that the whole class must attain at least 50% of the class's annual student performance goals. The program of differentiated compensation is based on at least 4 observations a year done by different evaluators to help create a fair system. Another measurement of this differentiated system is that evidence of taking on leadership roles will be emphasized, especially as a way to provide incentives for non-classroom teachers. Principal's incentives are addressed through their support and based on student achievement in their 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:

The district does meet priority 2 by projecting the costs of the program and contributing \$400, 00 in years four and five. Other support comes from in-kind services and additional support from other federal or state programs. Sustainability was not evident in the data submitted in the proposal because of the lack of finances available to the district. Although stated in the proposal that money would be available in years 6 and 7 with district funds, there is no information to substantiate this statement. There is a statement about future funding coming from professional development funds that are not available now, but they hope will be available after the grant is completed.

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 grant provides a broad vision for strengthening the workforce through the grant proposal. This vision includes the development of PBCS and targeted professional development. Goal 3 addresses the vision for utilizing effective teaching strategies and improved instruction as the method for determining the financial incentives for teachers. Although the goal does address this vision, the objectives identify process more than the achievement level. An example is objective 3.1 that indicate teachers will demonstrate effective teaching practices and will be measured at the end of the year by summative observations, but there is a lack of a benchmark to determine the measurement. One other area noted in this objective is the use of teacher surveys as evidence. It is vague as to how these will be used for measurement.

There also appears to be a lack of information on the recruitment and tenure issue. A need is pointed out in this area, but does not appear to be addressed directly.

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:

The program offers incentives to department heads to take on additional responsibilities and additional salary for some administrators as noted in attachment 1 on e1. There did not appear to be any other monetary incentives to take on added responsibilities. There was the opportunity for high achieving teachers to have the opportunity to present and train others, but this did not appear as a monetary incentive. This does not appear to correlate directly with monetary incentives to improve performance.

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 is one of the strongest components of this proposal. It definitely provides for two-way communication between the teaching staff, department chairs and union leadership. There is a plan for monthly meetings with union representatives, with concerns of teachers being addressed at that time. The fact that the team members have already been selected as noted on page e46 is an indicator of the communication process already in place. The team is represented by all stakeholders except for a community member. Department heads have an active role to plan in the development of the project. This provides a vehicle for communication with all teachers. The proposal also indicates there will be a representative of the leadership team present at all faculty meetings to help with understanding of the program development and implementation. The proposal also builds in ongoing communication with their board with a representative serving as the liaison. Overall the communication process is well defined for this proposal

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:

A support letter is included in the proposal that indicates a willingness to move forward in creating a PBCS. Another indicator of support comes from the statement made about the superintendent determining that in 2007 the district was not ready and building trust and ownership was the first step for the district to be ready for creating and implementing this proposal. Other examples of involvement include the development of the leadership team, which is already designated in the proposal, along with the involvement of the department chairs and giving time out of the classroom to teachers for training. Surveys will also be used to gain input and involvement of teachers, and there will be the opportunity for observation of peers to help with improving teacher performance to increase student achievement. A third example indicates that teacher feedback is solicited throughout the process as noted on e20-e22.

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 proposal identifies that the evaluation program will include regular observations and frequent teacher evaluation to determine bonuses that will be given on an annual basis. The evaluation component is to be data driven. The proposal indicates data will be collected through observations, surveys and achievement data as noted on pages e30-e34. The goal will be developed in year one for the evaluation program as noted on page e13 with guidance from experts in the community and the evaluation team. The proposal indicates this will help to make it rigorous, transparent and fair. There does not appear to be detail related to the process with specificity, although aspects can be found throughout the total proposal.

The evaluation system will be created to make data readily available to staff at all levels so a determination can be made by the leadership team as to the success of the program. One area noted in the reading was that a goal of the THRIVE evaluation component was to allow placement of the most effective teachers in classes most needing their exceptional talents. This goal is well stated, but there does not appear to be evidence or process information to determine how this would be created or implemented

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 proposal identifies the current data system as LARS (Longitudinal Assessment Reporting System) which is provided by the state of California and provides basic data of state mandated tests. This includes data in four core subjects. The identified plan for a data system to link student achievement is to enhance the current system by providing access to LARS and develop some additional components that will help provide the link required in this core element. The proposal identified that LARS would continue to be used as the base and then a program would be developed to track formative assessments that may be developed by the district during the planning process.

The timeline identified in the proposal is to move quickly to implement this plan. However there seems to be lack information to indicate how this quick timeline would be met. Coordination with the development of assessments was not evident but would be needed so there is a match between what is created in both aspects of the program.

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 well defined communication process is the first indicator that this core element is in place. The timeline for the process of communication is ongoing and includes all stakeholders. To be sure the teachers and principals understand the specific measures there are several components of the proposal that will provide the structure to make this happen. One is the leadership team members who plan to attend faculty meetings to answer questions and provide an update. Another example is the involvement of the faculty in the planning and development process. Once the plan is implemented it will begin with a two month trial period so that all participants will gain understanding and be able to give feedback. There are also several examples of where surveys will be used to gain feedback and understanding from district educators during the planning and implementation.

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 proposed professional development program incorporates professional development for all teaching staff and site level administrators. There appears to be some job embedded professional development, but it is not specifically outlined in the proposal. The professional development program does an excellent job of stating that it would be tied to the needs related to the proposal as it incorporates the training in developing assessments as well as on how to use the data. One concern is that the monitoring appears to be through teacher surveys and record of attendance at the training sessions. Correlation of data resulting from those trained and student achievement results could be inferred but is not really stated.

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 greatest strengths to identify the need for submitting this proposal include the poverty level above 50%, a participation gap that exists with students at different economic levels in math, and a significant gap in teacher salaries. These factors as noted on (e2-e4) provide data that substantiates this need. The participation gap is another set of data to substantiate need for this proposal as identified thorough the California achievement test. One other area of significant need was the reduction of personnel because of budget cuts. Although the reviewer cannot tell from the data what the policy is related to reduction in staff, the applicant's comments included reference to losing some of the best qualified. The grant does reference a high school as being comparable and with higher salaries, but the definition is not included

Weaknesses:

The proposal indicates there is an academic gap, but there is a lack of data to substantiate this information. The reference is table e3.

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:

Strengths in the program design begin with the methodology of inclusion and specific outcome of increasing student achievement. These meet the criteria for the grant. The proposal identifies pre and post testing to help measure success.

The membership of the leadership committee shows the involvement and support because it provides representation from all in district stakeholders as noted on (e9). Total support for the program design is strength for this proposal as noted on page e18. Both the union and administration have been talking about a PBCS since 2007. According to the notation in the proposal, a consensus has been reached which provides a definite strength indicator. An evaluation component is identified as the component that will drive the PBCS and provide direction for the professional development component of the design.

The data system is identified as utilizing the current system with enhancements to collect and use the data to support formative assessment information to determine incentives. The proposal identifies the current data system as LARS (Longitudinal Assessment Reporting System) which is provided by the state of California and provides basic data of state mandated tests. This includes data in four core subjects. The proposal has outlined a design for the process to link the student achievement data to HR and payroll as noted on pg. e30. It will be developed by forming a working group that includes all stake holders to work out a plan before the timeline to implement the program.

Weaknesses:

Although the project goals as written touch on each of the grant criteria, they are vague and this appears to make the ability for concrete measurement difficult. Principals do not appear to be involved in this process as the focus is on the Department chairs to actively participate and complete the observations. Even though the leadership team has great in-district representation, there appears to be a lack of community leadership on the team. Professional development is identified in the proposal to train teachers and principals in areas related to the grant components, but the monitoring of this training is tied to attendance at training sessions and surveys. The link to increased student achievement results is not clear. The timeline identified in the proposal is to move quickly to implement this plan. However there seems to be lack information to indicate how this quick timeline would be met. Coordination with the development of assessments was not evident but would be needed so there is a match between what is created in both aspects of the program

Reader's Score: 45

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:

A feeling of trust has been developed as noted in the consensus of administration and teachers. This provides a high trust factor and support for the project. An example was the review of the THRIVE program at all faculty meetings at the end of the year as noted on e19. The continued support for the program is specific in the approach of including all certified staff in the process of development. With the previous communication before the grant was submitted and with the current plan for involvement, the support for the project is a definite strength.

Timelines for the management plan are identified on pge47-e49. They included a detailed timeline that covers the 5 years of the grant and identifies dates and responsibility assignments. The leadership for the grant includes an experienced grant facilitator and an outside evaluator to help with the evaluation and management. The proposal states that leadership will also be involved in the observations of teachers and principals. Funds for the proposal are sufficient to meet the goals of the program as noted on e32. The incentive for an individual teacher would be \$5000 and the available funds would cover 60% of the staff. The grant indicates this would be a sufficient amount.

Weaknesses:

The main area of weakness is the potential for lack of financial support. Because of the decrease in funding in California and the limited, even though the district indicates they will use district funds to continue.

Reader's Score: 20

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 proposal does an excellent job of including evaluation for feedback and improvement. Five essential goals have been identified. They drive the proposal in focusing on incentives to increase student achievement. The current data system utilizes longitudinal data and the plan indicates there will be quantitative data in the form of benchmarks, professional development attendance and completion of leadership responsibilities. Qualitative data will come from teacher surveys and observations.

Weaknesses:

The proposal cites surveys as a frequent measure but does not identify detail related to this method. The goals and objectives are outlined on e8 and e54. They match the objectives of the grant requirements, but are not written as measurable objectives.

Reader's Score: 4

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:

The goal for the entire project is to emphasize the value added growth for student achievement. The use of monetary incentives for those teachers that achieve increased student achievement is being developed. The value added model is being addressed through the creation of additional components of the data systems and utilizing the data from formative assessments that will be created by the teachers. The model also includes professional development activities that enhance the skills of teachers in learning to create formative assessments, administer them to students and then use the data for making adaptations to their teaching strategies. The plan also addresses systemic reform coming from the staff development as it becomes driven by individual teacher needs.

Weaknesses:

The proposal indicated a need to retain qualified teachers, but the data suggests that many current teachers are not certified. This is not identified as something that would be addressed in the proposal other than the indirect link through training on the new program. Under the category of retaining teachers, the proposal indicates they will use incentives, professional development and support, but there is no detail as to how this will be accomplished.

Reader's Score: 4

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 THRIVE proposal is aimed at meeting this competitive preference through financial incentives, professional development and support for low achieving students. This value added program is aimed at measuring growth for student in this high needs area. The current policies in place allow the district to place teachers, so the proposal indicates a plan to use the data collected during this program to place the high achieving teachers in the high needs areas.

Weaknesses:

The proposal indicated a need to retain qualified teachers, but the data suggests that many current teachers are not certified. This is not identified as something that would be addressed in the proposal other than the indirect link through training on the new program. Under the category of retaining teachers, the proposal indicates they will use incentives, professional development and support, but there is no detail as to how this will be accomplished.

Reader's Score: 3

Status: Submitted

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

Status: Submitted

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

Technical Review Coversheet

Applicant: Northern Humboldt Union High School District -- , (S385A100105)

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	10
Project Design		

1.Project Design	60	40
Adequacy of Support for the Proposed Project		
1.Adequacy of Support	25	25
Quality of Local Evaluation		
1.Quality of Local Eval.	5	5
Sub Total	100	80

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	2
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Sub Total	10	7
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Total	110	87
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Technical Review Form

Panel #11 - Panel - 11: 84.385A

Reader #3: *****

Applicant: Northern Humboldt Union High School District -- , (S385A100105)

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:

Per the application submitted , it is not clear how the LEA will differentiate its levels of compensation for teachers, principals, and other staff. However, the district did devise formative assessments used to measure the effectiveness of its teachers and administrators in implementing THRIVE.

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 submitted, the district has admitted to experiencing financial difficulties; as a result it doesn't appear that the district will be able to sustain THRIVE beyond the grant period.

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 application does provide a plan for professional development and retaining of staff; however, it only references issues of tenure when it comes to observing staff.

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:

The district has provided adequate means of providing for additional leadership opportunites for its teachers participating in the THRIVE project as evidenced by their participation in the work groups, presentations during staff meetings, to include particiapping in peer observations.

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 LEA has a detailed framework as evidence on pages e20-e23 as to how it plans to communicate its THRIVE project to all of its relative stakeholders.

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:

As evidenced by the letters of support that indicate on-going involvement with the local bargaining unit, the district has been diligent in its efforts to formulate collaborative discussions regarding performance based compensation systems since 2007.

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 LEA has presented an objective method for how non-content area teachers and administrators should be evaluated (as listed on page e26). The THRIVE project calls for multiple observations during the course of the year as outlined on pages e14 and e15. The district further provides a thorough breakdown of how it plans to analyze data as well as provide timelines for payment (page e30). The district is committed to developing content specific standards that will be aligned to ALL classes and subjects. However, the extent to which the district's THRIVE project ensures a high degree on inter-reliability is not clear.

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:

: Northern Humboldt has been using LARS (Longitudinal Assessment Reporting System) since 2008; the system is able to track student progress both longitudinally and yearly. However, this system is not linked to a teacher and principal human resource system.

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 district has convened preliminary meetings relative to the implementation of its THRIVE project since 2007. The district has developed content-specific standards that are aligned to its formative assessments. The data generated are discussed at staff meetings, which speaks to the capacity of the district providing job-embedded professional development. It should be noted, that the LEA has engaged external consultants who provide the needed assistance and support in implementing THRIVE.

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 application did not speak to nor did it address any job-embedded, on-going professional development opportunities that it would employ for its high needs schools. However, the district will provide time for collaboration cross-content meetings.

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 application does fully outline and identify its high needs schools to include providing the appropriate demographic data to support its claims. The district clearly focuses on its immediate need for the THRIVE project, which is to retain highly qualified and effective teachers for its 6 high-needs schools. Further, the district recognizes the on-going need to recruit and retain highly qualified teachers in its hard to staff areas; however, recruitment of staff is problematic for the financially strapped district. The district was able to fully articulate the achievement gaps of its economically disadvantaged students per the CST exam. The district was able to delineate comparability per data supplied by the California Dept. of Education.

Weaknesses:

There were no perceived areas of weakness.

Reader's Score: 10

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:

Northern Humboldt proposes a PBCS- THRIVE project that aims to provide incentives for its teachers and administrators as listed on pages 32-34. The district's methodology of how it proposes to determine the effectiveness of teachers and administrators is detailed on page e8. The district describes the engagement of ALL stakeholders in the development of content specific measures and goals for the THRIVE program, and this engagement is on-going. The district has engaged external evaluators who have a proven level of effectiveness in implementing PBCSs in similar districts.. The use of multiple assessments to gauge student achievement, will be linked to teacher effectiveness is evident in the districts THRIVE project. Due to its large Title I and SPED population, the district has made provisions to provide additional training to its paraprofessionals to better assist in classroom instruction for these struggling learners. The willingness to openly communicate to the parents & community about the THRIVE project is a strength of the project.

Weaknesses:

The application was not very clear about the level of support that building principals will receive relative to the THRIVE project. Also, the application wasn't clear on what it meant by teachers participating in various workgroups and leadership training being optional for classroom teachers but a major component for certificated staff- librarians and counselors. Principals are not involved in the observation process. The application mentions including (other staff, dean of students, counselors, etc.) in THRIVE; however, it is very difficult to ensure they will be able to meet the performance measures as listed on e26. There is no plan that links student achievement to a human resource informational system. The method for determining PBCS awards is very weak. It doesn't reference the multiple assessment data to be used in this selection process.

Reader's Score: 40

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 presented a comprehensive approach to managing its THRIVE project. The district has also identified key personnel representative of each stakeholder group to oversee the project. The district is convinced that based upon prior successful grant administrations and a well qualified staff (as depicted in the attached resumes) that it will be able to implement its THRIVE project successfully. Despite the district's financial crisis, it has committed to spending nearly \$400,000 to support the THRIVE initiative over a two year period. The district has outlined a plan on how it plans to account for its projected costs during the grant period as presented on page e52.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

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 provides a very comprehensive approach as listed on pages 58-59 which addresses how it plans to evaluate its THRIVE initiative. The district plans to use both quantitative and qualitative data and through its various survey administrations it will provide on going and continuous feedback as it pertains to implementing THRIVE.

Weaknesses:

No weaknesses noted

Reader's Score: 5

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:

The LEA has ensured that it will evoke a value-added measurement system as evidenced by its use of locally designed/selected standards that are aligned to formative assessments. The teachers will use Longitudinal Assessment Reporting System (LARS) to measure student growth.

Weaknesses:

No weaknesses noted

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 applicant purposes to focus on its high needs high school as evidenced by identifying its large Title I and SPED population. Due to the financial underpinnings as articulated in the plan by the district, evidence is given that it would be difficult to hire teachers in their district, regardless of its high needs status.

Weaknesses:

The district did not present a plan to address its retention problem, nor issues of teachers not being highly-qualified. Per the application, the district has not proposed a plan as to how it will widely communicate to all of its stakeholders its implementation of the THRIVE project.

Reader's Score: 2

Status: Submitted

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