

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

Application Number S374A120066



Applicant Name: Los Angeles Unified School District

Reviewer Code: 20-A

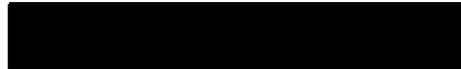
**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

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

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The Local Education Associated (LEA) has a fundamental mission of ensuring effective educators for all of their students. (P. e21) They also believe that they have an obligation to educators to provide avenues for growth and incentives to achieve that growth. (P. e21) Its current system does not currently serve either of these visions and the process of implementing changes so that their system matches their desires has begun. The "All Youth Achieving" initiative outlines the district's broad ranging goals such as transforming teaching and learning so that all youth are college and workforce ready. (P. e25) The applicant desires to use data more effectively to diagnose needs and enact interventions. (P. e26) The goals are clearly aligned to their vision of instructional improvement to implement a Human Capital Management System (HCMS) to better serve their community's high-need schools and students.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS,</p>	<b>35</b>	<b>31</b>

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<p>including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments</p> <p>(i) Plans are included to use multiple measure educator effectiveness data to inform a wide variety of human capital decisions. (P. e37). The My Professional Growth System (MyPGS) is already in place within the district to help identify and monitor educator needs and improvements as it relates to development. (P. e32)</p> <p>(ii) The weight given to educator effectiveness in making human capital decisions is not adequately stated. Page e34 references that the overall effectiveness ratings will be the “most significant” quality used to judge things like tenure, retention, and compensation. However, the plan does not quantify the weight to be used.</p> <p>(iii) The applicant discusses a variety of groups they have partnered with to develop effective educator evaluation systems. (P. e35) In addition, the work that the district has completed on producing AGT data has shown that the district is developing some of the tools necessary to use student data in evaluating educator effectiveness. (P. e35) The district has begun the process of training administrators on evidence-based observation techniques. (P. e35) Another positive driving force behind the district’s plan is its court mandate (<i>Reed vs. State of California, et al</i> and <i>Doe vs. Deasy</i>) to revise evaluation systems to include measures of student progress. (P. e36)</p> <p>(iv) The district school board and superintendent have been supportive of implementing an HCMS. In 2009, the board passed a resolution to create the Teacher Effectiveness Task Force (TETF) to reform the district’s HCMS. (P. e37) The School board has further demonstrated their support by issuing a set of board principals which support a multiple measure evaluation process incorporating student growth. The district superintendent has also shown his commitment through the creation of the Talent Management Division, which facilitates HCMS reform. (P. e37)</p> <p>(v) The district leadership has demonstrated support for financial and non-financial incentives for attracting and retaining effective teachers in high need school. An increase of up to \$5000 for “Expert Teachers”(P. e40) and \$10,000 for “Expert Principals” (P. e41) to mentor their peers is proposed. Furthermore, the district has specifically proposed implementing additional incentives for educators to</p>		

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move to high-need schools. (P. e43) The district maintains that this additional compensation will be sufficient to motivate educators to move to high-need schools based upon the research cited on pages e43 and e44.

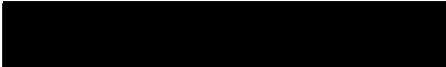
<b>TOTAL</b>	<b>45</b>	<b>41</b>
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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The district has adopted an evaluation rubric for both principals (P. e47) and teachers (P. e46) that has four levels (highly effective, effective, developing, ineffective). Both models are based upon best practices and were developed with input from a broad range of stakeholders.</p>		
(2) Each participating LEA has presented (4 points)--	4	3
<p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>		
<p>Comments</p> <p>The district outlines the work they have done to create their Academic Growth over Time (AGT) model for evaluating student growth. The work of national experts was incorporated into the process and feedback was gathered on the model from a variety of stakeholders. (P. e48) Since some of the assessments have not yet been selected, it is not possible to judge their rigor and comparability.</p>		

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<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>12</b></p>
<p>Comments</p> <p>The district has made substantial progress on developing a high-quality plan for teacher observations. The plan calls for at least 5 observations conducted by trained observers. (P. e50) What is unclear is whether there are enough trained observers in place to adequately handle the proposed timeline for this grant. On pages e50 and e51 the applicant states that by the <b>end</b> of the 2012-13 school year all administrators will have completed an initial five-day training. The district also wants to have on going field support for the administrators during that same year which does not seem feasible given all may not be trained. One strength of the plan as it relates to inter-rater reliability is the use of paired observations (P. e51) and the biannual calibration events (P. e52).</p> <p>The district has also made progress on the plan for principal evaluations. The applicant references the types of events to be studied and the framework used to evaluate those events. (P. e52) However, there was insufficient evidence provided related to the frequency of these observations.</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p><b>4</b></p>	<p><b>4</b></p>
<p>Comments</p> <p>The district has worked on measuring student growth through their Academic Growth over Time (AGT) system. They have been using value added measures for the past two years (P. e27). The district has piloted some of these measures into the evaluation system. (P. e53).</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --                  (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p>	<p><b>6</b></p>	<p><b>4</b></p>

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<p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments</p> <p>A commitment to using student growth measures to evaluate teachers is stated , but the details have not been established. (P. e55) The district has not addressed specifically in their narrative how the student growth component will be measured for the 45% of the staff not covered by assessments and what specific impact that will have on the overall teacher evaluation. The proposed evaluation system does address teachers’ effectiveness in meeting the needs of special student populations, including students with disabilities and English learners. The applicant also stresses in the application that they are “legally compelled” to utilize student progress and outcomes in the evaluation of every teacher. (P. e56)</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal’s practice in--</p> <p>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>4</b></p>
<p>Comments</p> <p>The district is working toward a valid and reliable multiple measure evaluation system for its principals. This evaluation will combine information from evaluations of leadership practice, stakeholder feedback, and student growth measures. (P. e56) However, the weight of the student growth factor has not been defined. There is also not sufficient evidence to demonstrate <b>how</b> the principals will support the academic needs of special student populations. As with the teacher evaluations, the district is compelled by the courts to implements student growth into principal evaluations. (P. e56)</p>		

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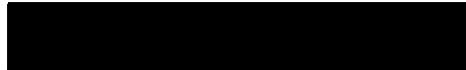
TOTAL	35	29
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**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)** We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>Tools are in place to use evidence from the evaluation process to identify the needs of individual educators and schools. These tools include the My Professional Growth System (MyPGS) which was piloted and modified based on feedback from educators. The evaluation system also includes self-assessment data instrumental to the individual growth planning process. (P. e58) The MyPGS allows school leaders and district administration to identify development needs at the school and district level. (P. e58)</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>In addition to the My Professional Growth System (MyPGS), the district has in place an online Learning Management System (LMS) that will allow leaders to facilitate growth needs in a timely fashion. (P. e59) The</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4

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<p>Comments</p> <p>Principals will have opportunities for individualized coaching sessions with Instructional Directors. However, it is unclear how often those will occur. (P. e60) One of the key innovations outlined in the proposal is the identification of “Expert Teachers” and “Master Teachers” who will provide professional learning opportunities for their peers. The structure of site-based development of peers discussed on pages e60 and e61 could lead to a rich environment of professional development in high need schools.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p><b>20</b></p>	<p><b>20</b></p>
<p>Comments</p> <p>The strength of this proposal for professional development lies in their ability to implement the site-based, peer coaching models outlined on pages e60 and e61. For example, the Beginning Teacher Support and Assessment (BTSA) provider could help combat the high turnover rates (as high as 32% according to page e39) of teachers. The content experts would address some of the issues related to retaining qualified Science, Technology, Engineering, and Mathematics (STEM) teachers in high need schools. (P. e29) The focus on bringing the professional development to the teachers at the classroom level is a strength.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>34</b></p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
<p>(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and</p>	<p><b>10</b></p>	<p><b>8</b></p>

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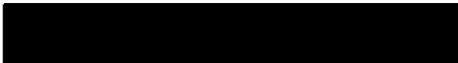
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<p>Comments</p> <p>Evidence of educator involvement in the design process is provided. They are committed to continuing the collaborative work with educators on the process during the grant period. (P. e35) However, since the exact schools to be targeted have yet to be identified (Pp. e29-e30) it is not possible to determine if the process has enough buy-in to be fully implemented.</p>		
<p>(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).</p>	<p><b>25</b></p>	<p><b>17</b></p>
<p>Comments</p> <p>The application provides extensive support from a variety of sources within the district's community of influence including labor, district leaders, elected officials, higher education, and community partnerships. (Pp. e35; e44-e50; e172-e214) Although there is support for a Performance Based Compensation System (PBCS) from all parties, no discussion is provided on how all parties (specifically the union representing the teachers) will agree with what the model will look like. This could delay the process and lead to unfulfilled goals. The recent court decisions mentioned on page e36 may impact all parties in working toward common solutions in a timely fashion, but there is still a concern that the evaluation pieces and their corresponding impact on human capital decisions are still in the negotiation stages, so it is unclear when/if the teacher and administrator associations will ratify the new evaluation procedures.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>25</b></p>

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**SELECTION CRITERION (e) Project Management. (30 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The roles and responsibilities of key personnel have been adequately identified. (Pp. e70-e72) For example, the Director of Performance Management is responsible for the ongoing generation of Academic Growth over Time (AGT) results, identifying and acquiring new assessments for untested subjects, and developing a growth model for these subjects. The personnel already identified for the project have the appropriate experience and qualifications necessary to lead the district through the grant process.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The management plan sufficiently allocates the human resources to complete the project tasks. The project management chart on page e141 adequately maps the resources necessary to complete project tasks. The chart articulates the reporting structure for all members of the team.</p>		
(3) Includes measurable project objectives and performance measures (5 points);	5	5
<p>Comments</p> <p>Project objectives with performance measures are outlined on pages e73 and e74. The objectives define the overall goals of the project with checkpoints to evaluate the progress toward the goal. For example, objective 1 discusses a desire to implement a district-wide multiple measure evaluation system that includes student growth. One of the performance measures associated with this objective calls for all observers of teacher and principal practice will be certified and will remain calibrated in years 4 and 5.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p>		

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<p>The district plans to work with an external evaluator to assess the progress of the plan. (P. e75)                  The evaluation plan will involve both formative and summative assessments related to the benchmarks outlined in the previous section. (P. e75) For example, the external evaluator will attend observer training sessions and review observer certification data to ensure that all observers are certified and calibrated.</p>		
<p>(5) Specifies realistic and achievable timelines for:                  (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	<p><b>8</b></p>	<p><b>3</b></p>
<p>Comments</p> <p>The barriers to successful implementation of this project are the lack of finalized systems of evaluation and the measures of student growth for all educators. With a district this size, over 650,000 students, it will be very difficult to training staff to do the evaluations, running additional testing of the system to identify strengths and weaknesses of the model, and clearly deciding how to quantify elements of each level of performance based on all factors including most importantly student growth is complex. Although both labor units for the district have been involved in the process, the lack of a final agreement on collective bargaining issues related to the Human Capital Management System (HCMS) and Performance Based Compensation System (PBCS) could further delay the implementation process. Although a pool of schools have been identified to potentially participate in the grant, the identification of who will be part of the 40 schools has not yet occurred. The plan to phase in all school leaders and half of the teachers in year 2 and to include the rest of the teachers in year 3 is too ambitious. Given the high rates of turnover (as high as 32%) in those schools, the stability in those schools once they are chosen to implement the changes on a compressed timeline may be difficult.</p>		
<p>(5) Specifies realistic and achievable timelines for:                  (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p><b>4</b></p>	<p><b>1</b></p>
<p>Comments</p> <p>The timeline presented in the plan is not realistic. The district has a goal of having all evaluators trained by the end of year 1 (Pp. e50-e51). They also want to have on-going field support for the administrators during the same year. Given that administrators may not be trained until later in the year, it is unclear whether this is attainable. Year 3 of the plan calls for expert and master teachers to provide site based professional development. However, with the evaluation process still being refined in years 1 and 2 it will be difficult to have those</p>		

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support down the road, thus reducing future costs. (P. e80) However, a concern is that schools may not have funding from the district to sustain a PBCS without redirecting funds that have been used previously for other purposes. For example, the applicant mentions schools may have to pull from their Per-Pupil Funding or other funding sources such as Title II.(P. e41)		
<b>TOTAL</b>	<b>20</b>	<b>17</b>

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

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<b>Total Possible</b>	<b>Assigned Score</b>
	<b>20</b>	<b>17</b>
<p>Comments</p> <p>The district proposes to implement a Performance Based Compensation System (PBCS) providing a salary structure for both teachers and principals by the fifth year of the grant. The timeline addresses how and when the district will use the overall evaluation ratings and how they will use Teacher Incentive Funds to support the salary structure based upon effectiveness in high-need schools. As mentioned in section D above, the applicant has garnered support from a variety of stakeholders. However, there is not enough evidence of support from the teacher’s union (i.e. letter of support).</p>		
<b>TOTAL</b>	<b>20</b>	<b>17</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>185</b>

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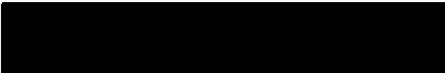


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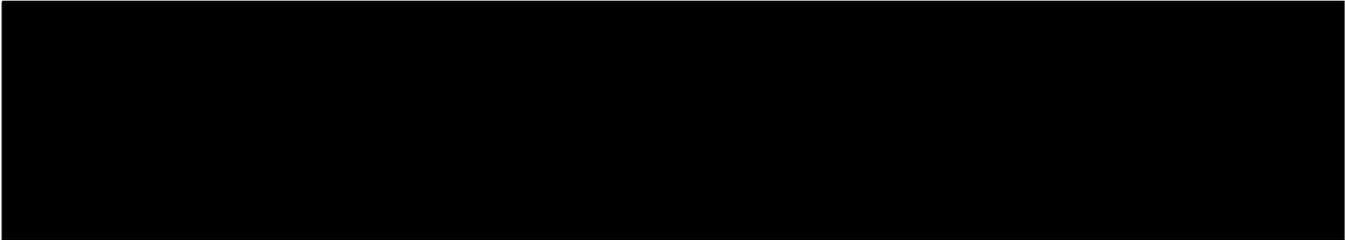
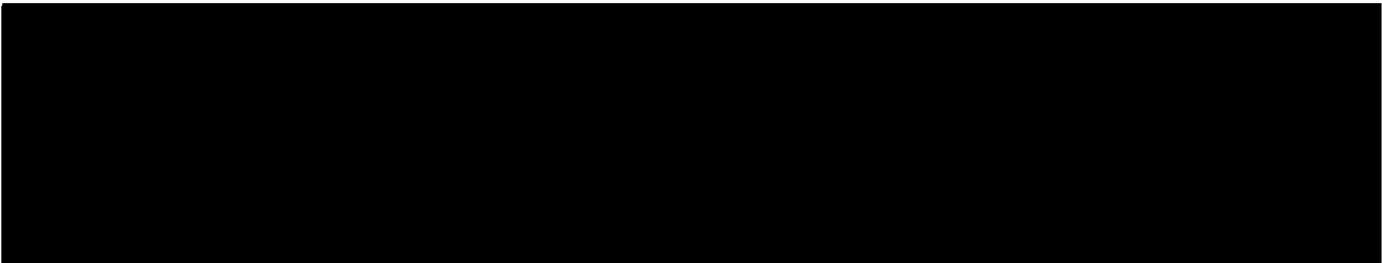
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

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

<i>Factor/Sub-criterion</i>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The proposed Human Capital Management System (HCMS) is comprehensive and of high quality.</p> <p>The HCMS as described includes a Multiple Measures Evaluation System (MMES), a Learning Management System (LMS) to deliver targeted and differentiated professional development, a PBCS to align career ladder opportunities to educator effectiveness data, and a human capital analytic capacity that equips district leaders with tools needed to make data-driven human capital decisions (P. e22). This HCMS is aligned with the described vision of instructional improvement of the Local Education Agency (LEA). The second goal of the All Youth Achieving agenda is to ensure that there is an effective employee at every level of the organization focused on improving student outcomes (P. e25). The proposal states that high-quality school leaders and teachers are “critical to the accomplishments of...goals under All Youth Achieving” (P. e26).</p>		
<p>(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human</p>	<b>35</b>	<b>33</b>

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<p>capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA’s leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments</p> <p>The proposed Human Capital Management System (HCMS) is likely to increase the number of effective educators in the schools involved in the project.</p> <ul style="list-style-type: none"> <li>i. The applicant is moving toward a system that will base all key human capital decisions on multiple measure educator effectiveness data (P. e31). By 2014-2015, the district plans to use educator performance data to inform all human capital decisions (P. e33).</li> <li>ii. Beginning with half of teachers and all principals by school year 2013-14, the applicant proposes to use overall effectiveness ratings as the most significant factor in key human capital decisions (P. e34). This includes using overall effectiveness ratings to determine which educators are eligible for tenure approval, retention incentives, career ladder opportunities, and additional compensation (P. e34). Specifics regarding the weight are not provided; these are to be finalized during 2012-13.</li> <li>iii. The applicant presents evidence to support the feasibility of the HCMS. The district has begun working on measures of educator performance. For example, the district has already begun producing value-added measures of performance based on student assessment data, and has begun the process of training and calibrating every administrator on evidence-based observation techniques (P. e35). District-level policies facilitate the use of educator effectiveness as a factor in human capital decisions. For example, in January 2011 the district shifted to a process that requires administrators to use teacher performance information as the most influential factor in tenure decisions (P. e33).</li> <li>iv. A demonstrated commitment to implementing the described HCMS, including all of its</li> </ul>		

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component parts, is established by the applicant. The district has already partnered with leading experts, including the Value-Added Research Center and the Strategic Data Partnership (P. e35), to develop the component parts of the HCMS. In addition, the superintendent created a talent management division to implement recommendations of the teacher effectiveness task force (P. e37), including the recommendation that the district consider performance as the determining factor in career ladder decisions (P. e38). The district formed education service centers lead by Instructional Directors, who were hired specifically for their ability to implement human capital work and support school leaders as managers of human capital (P. e38).

- v. The proposed financial and nonfinancial strategies and incentives for attracting effective educators to work in high-need schools appear to be adequate. For example, career ladder positions, specifically Expert Teachers, earn differentials of \$5,000 plus 50 hours of release time to provide peer support (P. e40). Principals can earn up to \$10,000 to serve as Expert Principals (P. e41). Strategies to attract and retain teachers in high need schools follow recent research on incentives (P. e41) and offer \$20,000 recruitment bonuses for effective or highly effective teachers and \$30,000 for principals (Pp. e42-e43). Retention bonuses are \$10,000 for teachers and \$15,000 for principals (P. e43).

<b>TOTAL</b>	<b>45</b>	43
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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>A Teaching and Learning Framework based on the Danielson Framework for Teaching (P. e44) with four performance levels has been developed (P. e88/A4; also P. e46). For administrators, the applicant developed a research-based School Leadership Framework, which also includes a</p>		

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<p>rubric with four levels of performance (P. e47). For both teachers and principals, the four levels are ineffective, developing, effective, and highly effective (Pp. e 46-47).</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	<p><b>4</b></p>	<p><b>3</b></p>
<p>Comments</p> <p>i. The applicant provides a clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels. For example, the measure of teacher contribution to student growth was developed in conjunction with a nationally recognized center on value-added measures (P. e48). Students' standardized test scores and demographic data are used to create growth predictions, enabling a fair comparison of student growth across teachers and schools serving different student populations (P. e48). The resulting predictions fall into one of five categories, ranging from far below predicted to far above predicted (P. e49).</p> <p>ii. The LEA indicates that a process for acquiring tests for the 45% of the teaching workforce in subjects and grades not currently covered by the state's assessment regimen will be developed (P. e49). Decisions will be based on reliability and validity criteria (P. e49). Evidence regarding the rigor and comparability of the assessments has not been provided since these assessments have not yet been selected.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>12</b></p>

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Comments

The applicant has made substantial progress in developing a high-quality plan for multiple teacher and principal observations. Specifically, the applicant plans for teachers to undergo 5 observations annually – 3 informal and 2 formal (P. e50). The applicant notes that observations will be conducted by trained and certified professionals. Most observations will be conducted by school administrators (P. e50). The district may also fund out-of-classroom teacher leaders and administrators for the project period to support observations while capacity in the existing staff is developed (P. e50). The district-adapted Framework (e46) is used to observe a full lesson (P. e50).

Evidence indicates that the applicant will attend to the accuracy of raters in using observation tools and a high degree of inter-rater reliability. To ensure the accuracy of raters in using observation tools and a high degree of inter-rater reliability, all administrators in the district will complete a 5-day training and conduct a practice year with at least one teacher. Administrators will receive in-field support and additional training to help them earn certification (P. e51). All observers must participate in biannual calibration events and must obtain a minimal level of accuracy and evidence quality across the five most recent calibration events (P. e52).

The applicant is in the process of developing a plan for principal observations. For principals, Instructional Directors conduct regular site visits, using the Technical Assistance Report as the observation protocol for a wide range of events (P. e52). The frequency of “regular” site visits needs to be more clearly detailed (P. e52). The School Leadership Framework is the organizing tool. The district will work on a process for calibration (P. e52). Simulated and job-embedded learning opportunities will allow Instructional Directors to ensure inter-rater reliability on an ongoing basis (P. e53).

(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
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4

4

Comments

The applicant has experience measuring student growth at the classroom level. Specifically, the district has begun producing classroom, grade and school level reports on academic growth over time, a value-added measure based on student assessment data for the past two

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years (P. e27), covering 55% of teachers and 100% of school leaders (P. e53).  
 In addition, components of the proposed educator evaluation systems have already been implemented. The redesigned educator evaluation process was piloted with a subset of educators and schools in SY 2011-12 (P. e34 and P. e53).

<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p><b>6</b></p>	<p><b>5</b></p>
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Comments

- i. The applicant provides assurance that the overall evaluation rating for teachers will be based, in significant part, on student growth (P. e55). Further, the district is legally compelled to include student progress in the evaluation of teachers and principals (P. e56). However, a weight for each of the measures has not yet been prescribed (P. e55). This will need to be negotiated with the unions to arrive at a weighting system for review by the court (P. e56).
- ii. The measures proposed evaluate teachers' ability to meet the needs of special student populations, including students with disabilities and English language learners. Up to 24% of the students in the schools identified to participate in the TIF program are receiving special education services, and up to 69% of the students in the target schools are English language learners (P. e29). Many, if not most, of the teachers in the targeted schools work with such students, and thus measures of these teachers' effectiveness will evaluate the practice of teachers in meeting their needs. The district's academic growth over time measure already includes, and will continue to include, results at the teacher and school level for special student populations, including students with disabilities and English language learners (P. e55). In addition, one of the elements of the Teaching and Learning Framework is "knowledge of students' special needs" (P. A6). This element explores whether teachers know which students have special needs and plans instruction to accommodate those needs (P. A6).

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<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal’s practice in--</p> <p style="padding-left: 40px;">(A) Focusing every teacher, and the school community generally, on student growth;</p> <p style="padding-left: 40px;">(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p style="padding-left: 40px;">(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>4</b></p>
<p>Comments</p> <p>i. The district is legally compelled to include student progress in the evaluation of teachers and principals (P. e56). The applicant provides assurance that success in increasing student growth will be a significant factor in the evaluation. However, weights for each of the measures have not yet been prescribed a (P. e55). The district will need to negotiate with the unions to arrive at a weighting system for review by the court (P. e56).</p> <p>ii. The principal evaluation system is not yet fully developed (P. e56). The applicant notes that the School Leadership Framework incorporates building a professional learning community and meeting the needs of special student populations (P. e57). The language in the School Leadership Standards reflects the selection criteria. Among the School Leadership Framework’s standards, leaders are expected to “work collaboratively toward the development of highly effective teachers” and develop “a culture of learning and positive behavior” (P. A36). The School Leadership Framework’s rubric describes a highly effective administrator as one who “remains focused on student achievement and improving results at all times” (P. A39) and “consistently demonstrates urgency to reach student outcomes to multiple stakeholders” (P. A40). The applicant does not provide specific measurable behaviors and does not describe the systems to support the academic needs of special student populations.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>30</b></p>

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**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)** We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	<b>8</b>	<b>8</b>
<p>Comments</p> <p>The applicant proposes to include all educator performance data (both observation notes and scores and data regarding student growth) into a web-based platform. This information will be used to identify the professional development needs of individual educators (P. e32 and P. e58). It will also be used to determine the focus for school-wide, grade level and/or professional learning community activities (P. e32 and P. e58).</p> <p>All educators will develop an individual growth plan that identifies targeted professional development opportunities tailored to their individual growth needs (e58).</p>		
(2) Provide professional development in a timely way (2 points);	<b>2</b>	<b>2</b>
<p>Comments</p> <p>Evidence supports that professional development will be provided in a timely way. The Teacher Incentive Fund grant money would be used to support development of a system to manage professional development content. This system would be integrated with the system containing educator performance data, so educators will have instantaneous access to professional development resources that support their individual growth needs (P. e32).</p> <p>Teachers and principals can receive additional support by accessing framework-aligned professional development as part of their individual growth plan or through the Learning</p>		

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Management System (e59), which manages professional development content (P. e32).		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	<b>5</b>	<b>4</b>
<p>Comments</p> <p>The applicant describes how both principals and teachers will receive school-based, job-embedded opportunities to transfer new knowledge into instructional and leadership practices. For example, principals will participate in small networks across the district (P. e60). In these networks, principals will have the opportunity to share knowledge and empower other members (P. e60). Principals are also to have one-on-one coaching (P. e60). However, the application is not specific about how often these network and coaching opportunities will occur (e60). Teachers have such opportunities through the Performance Based Compensation System and accompanying expert and master teacher positions (P. e60), which allow them to provide demonstrations, facilitate on-site professional development, and serve as peer observers or mentors (P. e61).</p>		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	<b>20</b>	<b>20</b>
<p>Comments</p> <p>Professional development will be guided by the professional development needs of individual educators. As noted under selection criteria c1 and c2, the applicant proposes to include all educator performance data (both observation notes and scores and data regarding student growth) into a web-based platform. This information will be used to identify the professional development needs of individual educators, and to determine the focus for school-wide, grade level and/or professional learning community activities (P. e32 and P. e58). The system to manage professional development content will be integrated with the system containing educator performance data, so educators will have instantaneous access to professional development resources that support their individual growth needs (P. e32).</p> <p>To ensure that professional development is likely to improve instructional practices, a district-wide evaluation system is proposed that will use educator evaluation data to assess the impact</p>		

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of professional development on teacher performance, and will assess the usefulness of content as measured by participants (P. e33). In addition, professional development is to be aligned with the Frameworks, which are based on standards for effective instruction and leadership (P. e62).		
<b>TOTAL</b>	<b>35</b>	<b>34</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	7
<p>Comments</p> <p>Evidence that educator involvement in the design of the educator evaluation systems has been extensive is provided. For example, the Teaching and Learning Framework was developed through a stakeholder-led process involving hundreds of educators (Pp. e46-47; P. e65). The applicant has not provided evidence that stakeholders have been involved in the design of the Performance Based Compensation System (PBCS). In addition, the application does not provide evidence of involvement of educators in the targeted schools in designing either the PBCS or the evaluation systems.</p> <p>There is evidence that educator involvement will continue to be extensive during the grant period. For example, the PBCS strategies will be refined with educator input (P. e39). The district will work collaboratively with teachers and school leaders to further refine and develop each of the multiple measures of educator effectiveness (P. e55). In addition, a plan to garner the support and active involvement of school personnel and their unions by convening a series of working groups to inform the work of the proposed project is described (P. e66) as well as conducting surveys and focus groups (P. e67).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	17
<p>Comments</p> <p>The application contains evidence that educators support the elements of the proposed Performance Based Compensation System (PBCS) and the educator evaluation systems</p>		

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described in the application. There are letters of support from 34 individuals and/or entities representing a wide variety of constituencies. Letters are included from the presidents of the administrator union and the school board, the mayor of Los Angeles, numerous politicians, leaders of community groups and education-related nonprofits, and academics working in local universities (see part D; Pp. e582-583 lists the letters; see also P. e70). These letters frequently make reference to the alignment between the TIF grant and the work LAUSD has been doing (e.g. P. D1), as well as the differentiated compensation system (e.g. P. D5).

The application does not include a letter of support from the teachers' union. The applicant acknowledged that it will need to negotiate with the teachers' union to authorize use of the final evaluation rating categories (P. e47). A letter of support would have provided assurance that such negotiations would go smoothly.

The applicant did submit other evidence of educator support and input. For example, the application includes four reports and one memo (P. e583). Memos documenting various Teach Plus events provide anecdotal evidence that some educators support elements of the district's proposed plan, particularly the use of a more refined evaluation system. However, the surveys referenced in the reports appear to have low response rates. For example, one report uses information from a survey with a 34% response rate (P. e267 and P. D96). This indicates support from some educators, but not a majority.

The district plans to invite the 243 schools on the Teacher Incentive Fund eligibility list to submit applications for funds to support the PBCS, and it will provide funds to 40 schools (Pp. e29-e30). Evidence regarding whether educators *in those schools* support the plan is not provided.

<b>TOTAL</b>	<b>35</b>	<b>24</b>
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**SELECTION CRITERION (e) Project Management. (30 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant clearly identifies and defines the roles and responsibilities of key personnel (Pp. e70-72). For example, the district plans to devote one person to provide overall oversight, guidance, and management (P. e71). Another staff member’s role is to manage the core projects of the initiative, with the specific responsibilities of piloting and refining measures within the evaluation system, as well as the district’s strategy and approach to the overall effectiveness rating and building the Performance Based Compensation System strategies (P. e72).</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant presents evidence of sufficient human resources to complete project tasks in the budget narrative (Pp. e588-e610). Year 1 resources appear adequate to address development of most aspects of the project. For example, one full-time position is devoted to oversight of the professional development system (P. e589), and a programmer position is allocated to support creation of a Data Warehouse (P. e590). Starting in year 2 (P. e600), and continuing through year 5 (P. e625), the applicant allocates funds for 15 full-time personnel to support the implementation of the evaluation system. Such resources support the time-intensive full evaluation cycles (at 18.5 hours/teacher (P. e607), a typical elementary school with 27 teachers (P. e608) will require nearly 500 hours to complete one cycle).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The application includes 4 measurable project objectives (Pp. e73-74). The objectives include:</p>		

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1) refine, scale, and sustain a district-wide multiple measure evaluation system; 2) implement, test, refine and scale a PBCS that increases the number of effective educators in high-need schools; 3) develop, implement, and sustain a human capital management system that bases key human capital decisions on educator effectiveness data; and 4) provide timely, individualized, high-quality professional development opportunities to educators aligned to the district’s instructional vision (Pp. 73-74).

Objectives are aligned with the GPRA measures established for the TIF competition (P. e75). Each objective has at least two subcomponents. The objectives and subcomponents cover implementation. For example, by year 3, all observers will be certified (P. e73). The objectives and subcomponents also cover outcomes; by year 5, all teachers and principals in the participating high-needs schools will receive performance ratings of “effective” or greater (P. e74).

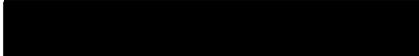
(4) Includes an effective project evaluation plan (5 points);	5	5
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**Comments**

The application includes an effective project evaluation plan. The district will use a competitive process to contract an independent entity to carry out evaluations (P. e75). Both formative and summative evaluations will be conducted, and the evaluations will allow for both ongoing trouble-shooting and an assessment of whether objectives and outcomes have been met (P. e75). The applicant describes how the evaluator will assess each of the objectives outlined. These objectives are: 1) refine, scale, and sustain a district-wide multiple measure evaluation system; 2) implement, test, refine and scale a PBCS that increases the number of effective educators in high-need schools; 3) develop, implement, and sustain a human capital management system that bases key human capital decisions on educator effectiveness data; and 4) provide timely, individualized, high-quality professional development opportunities to educators aligned to the district’s instructional vision (Pp. 73-74). The specific steps to address each objective are described in the application (Pp. e75-76). For example, to address objective 1, the evaluator will access and review educator effectiveness ratings to determine whether all educators were evaluated, and will attend observer training sessions and review observer certification data (P. e75). Furthermore, the applicant provides a chart detailing the data sources to be used to address each objective and outcome (P. e142/A59).

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<p>(5) Specifies realistic and achievable timelines for:                  (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	<p>8</p>	<p>5</p>
<p>Comments</p> <p>The application describes the timeline for implementation of the components (P. e77; Pp. e143-144/A60-61). The timeline allows a year for the creation of an infrastructure to support the Human Capital Management System (HCMS), such as the data warehouse (P. e143), to refine the Performance Based Compensation System (PBCS) strategies (P. e143), and to identify and pilot assessments in subjects not currently part of the annual assessment system to develop student growth measures (P. e144). In addition, the first and second year provide the district time to develop an application process and recruit and select schools (P. e143).</p> <p>Phase-ins are described. These include district-wide multiple measure evaluation systems with 50% of teachers in 2013, expanded to all teachers in 2014-15 (P. e144). The full evaluation cycles as described are extremely time-intensive, requiring approximately 18.5 hours per teacher (P. e607). The average number of teachers among the high-need elementary schools eligible to participate in the PBCS is 27 (P. e608). A single evaluation cycle will require nearly 500 hours for an elementary school with the average number of teachers. The number of hours is far greater in middle and high schools, which have more teachers. Furthermore, the applicant indicates that classroom observations will be conducted by trained and certified professionals (P. e50). The application does not provide enough evidence to determine if the timeline proposed for implementation is realistic and attainable, given that implementation will require a large cohort of trained, certified professionals devoting considerable time to this process.</p>		
<p>(5) Specifies realistic and achievable timelines for:                  (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>2</p>
<p>Comments</p> <p>The timeline (Pp. e143-144) delineates realistic benchmarks and milestones that are linked to the objectives lists on Pp. e73-74. The timeline provides a year to develop infrastructure and refine measures. The district has set a goal of beginning the district-wide multiple measure evaluation system with 100% of site administrators and 50% of teachers in 2013-1014 (P. e144), expanding to all teachers in the following year, to meet objective 1 (P. e73). District and site personnel will be implementing both new assessments (for the student growth measure)</p>		

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<p>and a new observation tool. The extent to which the district is able to achieve this goal may depend on how quickly administrators become certified in conducting observations. It is difficult to determine from the information provided whether the district will be able to develop the capacity to achieve the goals established in the time frame proposed.</p>		
<b>TOTAL</b>	<b>30</b>	<b>25</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The application identifies and commits sufficient non-TIF resources to support the PBCS and educator evaluation systems during and after the grant period. For example, the TIF funds would be supplemented by an additional 20.8 million over the five-year period (P. e77). Over \$8 million of these funds come from non-federal sources, such as private foundations and state funds (P. e77).</p> <p>The program is designed to support sustainability after the grant period ends. Some of the central office staff funded by the TIF grant would be phased out as the district builds capacity to support the HCMS (P. e78). The district currently uses, and intends to continue to seek, private support for the Talent Management Division (P. e78).</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	<b>10</b>	<b>7</b>

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<p>Comments</p> <p>The project described is likely to be implemented. Some aspects of the project, such as the calculation of teacher effectiveness based on student growth, are already partially implemented (Pp. e48-49). The applicant has documented the resources needed to get other aspects of the project started in the budget section. These include substantial funds for observer training and support (P. e595).</p> <p>If implemented, the project may result in sustained Performance Based Compensation System (PBCS) and educator evaluation systems after the grant period ends. The district plans to move toward making all human capital decisions using effectiveness information (P. e79). Much of the proposed Teacher Incentive Fund money would go toward developing an infrastructure that could support and sustain PBCS and evaluation system (P. e80). The district is under court order to include student progress as part of educator evaluations (P. e56), which suggests this component of the project likely will be retained. Educator support for more refined evaluation systems suggests that the observation tools are also likely to be sustained. However, implementation of the full evaluation cycle is labor-intensive. The district's ability to sustain this component may depend on retention of the administrators and teacher leaders certified to carry out such observations. The district has not secured support from the teacher union regarding the compensation based on performance aspect and recruitment and retention bonuses targeted only to teachers in hard-to-staff areas. Sustainability of the PBCS after the grant period will depend on how successful the district is in working with labor partners to explore shifting away from the single salary schedule (P. e144 and P. A61).</p>		
<b>TOTAL</b>	<b>20</b>	<b>17</b>

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

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p><b>Total Possible</b></p>	<p><b>Assigned Score</b></p>
	<p><b>20</b></p>	<p><b>17</b></p>

**Comments**

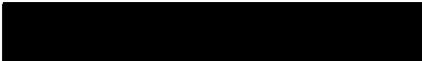
The district expresses a commitment to using effectiveness information when making human capital decisions, including determining educator salaries (P. e79). The district already differentiates roles and compensation (P. e38). The plan is to do so more strategically by limiting eligibility for expert and master teacher positions to teachers with a record of both overall ratings of effective or higher, and high ratings in specific areas of the Teaching and Learning Framework (P. e40).

Details are provided regarding how the district will use Teacher Incentive Fund to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a). For example, the budget for year 4 includes differentials for expert and master teachers and expert principals (P. e617-618).

District-level policies support the proposed implementation. District leadership has demonstrated a commitment to identifying effective educators and a desire to attract and retain such educators. However, given that implementation will depend upon stakeholder support, the feasibility of the proposed implementation is uncertain, as it will depend on how successful the district is in working with labor partners to explore shifting away from the single salary schedule (P. e144 and P. A61). The district already has some differentiated roles and compensation in place (P. e38), but the application does not provide evidence that the union is

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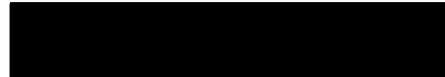
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open to negotiating all aspects of the proposed project (P. e38).		
<b>TOTAL</b>	<b>20</b>	<b>17</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>190</b>

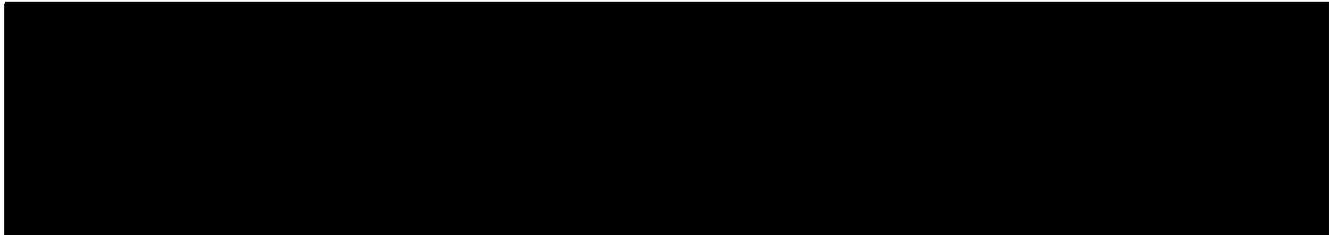
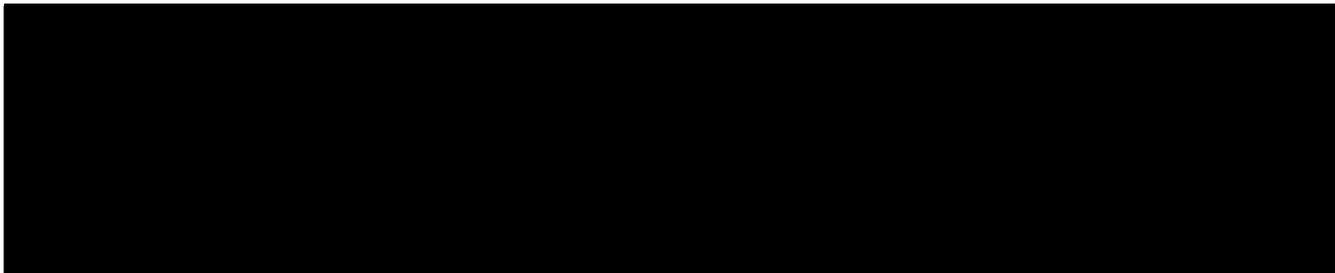
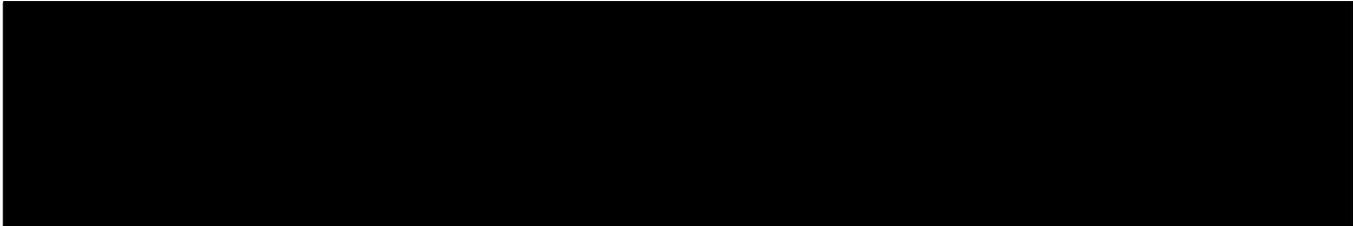
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Applicant Name: Los Angeles Unified, CA

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

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

<i>Factor/Sub-criterion</i>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments:</p> <p>The application indicates a clearly described vision of instructional improvement which includes 5 overarching goals as described in the district's "All Youth Achieving" agenda. These goals include effectively preparing youth for college or the workforce; ensuring effective employees at all levels; providing high quality schools; ensuring a safe, caring, and nurturing environment; and gaining public trust. (P. e25) Several reforms have already been initiated to address and clarify these goals.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	<b>35</b>	<b>33</b>

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## Comment

Generally this plan is likely to increase the number of effective educators in district schools, especially high-need schools.

- i. The district is developing a system that will base all key human capital decisions (recruitment, hiring, selection and placement, development, retention, tenure, promotion, and dismissal on multiple measures of educator effectiveness. The Teacher Incentive Fund will be used in part to support the development of the district's human capital analytic capacity. The district plans to contract a service provider to create a data warehouse that will provide school leadership with access to human capital data. (Pp. e31; e34)
- ii. The district indicates that by the school year 2013 – 2014, fifty percent of the teachers and one hundred percent of the principals will be evaluated by receiving an overall effectiveness rating. This rating will be the most significant element in determining which educators will receive tenure approval, retention incentives, career ladder opportunities, and additional compensation. By the school year 2014 – 2015, the district anticipates that all educators will receive annual overall effectiveness ratings. However, no details are provided on how value will be assigned to this data. This may inhibit modifications needed to use educator effectiveness. (P. e34)
- iii. The application documents several examples of the district's experience in using educator's effectiveness to produce data for use in human capital decision-making. The district has begun producing classroom, grade, and school level reports using a value added measure developed in partnership with the Value-Added Research Center. The process of training administrators on evidence-based observation techniques has also begun. (P. e36)
- iv. The application documents strong commitment by the district's Board of Education, as well as district leadership. One example of this commitment is the formation of the Teacher Effectiveness Task Force (TETF) which is developing lay-off and rehiring strategies and provides targeted support opportunities. This Task Force was further supported by the creation of the Talent Management Division, created to implement the recommendations of the TETF and to implement a strategic plan for building the effectiveness of educators. The Performance Management Unit was also created to assist district offices in the delivery of support to schools. (P. e37)
- v. The application describes a plan with 5 specific goals to address the need to attract and

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retain effective educators in high-need schools. To meet these goals, school teams will be asked to create career pathways establishing expert and master teacher positions. This will help to keep effective teachers in the classroom. A focused strategy of incentives to attract and develop talent will also be employed. (Pp. e38 – 44)

	<b>TOTAL</b>	<b>45</b>	<b>43</b>
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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The rubric in the district’s Teaching and Learning Framework has four levels of performance: ineffective, developing, effective, and highly effective. The extensive framework was developed in cooperation with Teaching and Learning Solutions, a nationally recognized leader. The framework was piloted in the 2011 – 2012 school year and will be refined and finalized during the 2012 – 2013 school year. (P. e47)</p> <p>The School Leadership Framework is also a research-based framework developed in partnership with New Leaders for New Schools. The rubric also addresses four levels of performance: ineffective, developing, effective, and highly effective. This framework was developed in 2011, piloted during the 2011 – 2012 school year and will be refined and finalized during the 2012 – 2013 school year. (P. e47)</p>		
(2) Each participating LEA has presented (4 points)--	4	4
<p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments;</p> <p>Comments</p> <p>i. The application describes a system, Academic Growth over Time (AGT) that examines student gains on California’s standardized tests from one year to the next. The AGT allows examination of the impact of schools and educators on student learning while using a value-added methodology to control external</p>		

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<p>student factors. The AGT uses students' standardized test scores combined with student demographic data to create individual growth predictions. (Pp. e48 – e49; e401 – e403)</p> <p>ii. This system was developed in cooperation with the Value-Added Research Center (VARC) at the University of Wisconsin-Madison as well as additional input from stakeholders and a Technical Advisory Group of national and regional experts. Based on the availability and reliability of standardized tests, the district can generate AGT results for approximately 55 percent of the teaching work force. Plans are in place to supplement the standardized tests with district-wide assessments across all grades and subjects. Assessment experts will be contracted to develop a process to acquire tests for all subjects grades. Identified assessments will be piloted during the 2013 – 14 school year. (Pp. e48 – e49)</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>12</b></p>
<p><b>Comments</b></p> <p>The district has made substantial progress in developing a high quality plan for teacher and principal observations.</p> <p>The application states that teachers will receive at least 3 informal and 2 formal observations by trained professionals, usually the site administrator.(P. e50)</p> <p>A detailed description of the district's multiple measure of performance review, The Educator Growth and Development Cycle, is found on page e368 – e 398. High quality, unbiased feedback from classroom observation, as proposed in this plan, is a resource based, significant resource in improving teacher instruction.</p> <p>The Teaching and Learning Framework (Pp. e86 – e115) and the School Leadership Framework (Pp. e116 – e139) outline the events to be observed. Teachers will be observed in planning and</p>		

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preparation; the classroom environment; delivery of instruction; and additional professional responsibilities. School leaders will be observed in six standards: shared vision; supervision of instruction; investing in teacher quality; culture of learning and positive behavior, family and community engagement.

The district has established high quality and rigorous criteria for observer certification to ensure accuracy and inter-rater reliability. An explanation of the observer certification process is outlined on page e51 – e52. To maintain certification, an observer must participate in biannual calibration events and demonstrate accuracy and quality across the five most recent calibration events. (P.e52)

Regular site visits with school leaders are proposed to be conducted using Instructional Directors, and the high quality and rigorous criteria of the School Leadership Framework. Instructional Directors will also receive training to ensure accuracy and inter-rater reliability. (Pp. e52-e53). The frequency of school leader observations is not identified.

(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	<b>4</b>	<b>4</b>
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**Comments**

The district has already implemented components of a proposed educator evaluation system. For example, they piloted the Educator Growth and Development Cycle (EGDC) process with approximately 100 schools and their 1000 teachers, school leaders, and instructional experts. This experience also involves sharing and examining AGT data during the past two years for approximately 55% of the teachers and 100% of school leaders. (P. e53)

A detailed timeline of the implementation of the EGDC process is outlined on page e54.

(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;  (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities	<b>6</b>	<b>4</b>
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and English learners;		
<p>Comments</p> <ul style="list-style-type: none"> <li>i. The application indicates that at this time the LEA does not have a prescribed weight for student growth in evaluating the effectiveness of teachers. During year 1 of the project, the district will work with teachers, school leaders, district instructional leaders, experts, and stakeholders to refine and develop the multiple levels to be used to determine educator effectiveness. (P. e55) A recent court decision does underscore the legal obligation of the district to consider student growth as a component of an educator’s effectiveness. (P. e36)</li> <li>ii. The district indicates a commitment to ensure that teaching and school leadership standards address a diverse community of learners. This will include special student populations, including students with disabilities and English learners. The Academic Growth over Time (AGT) results at the teacher and school level for special student populations will continue to be included. (P. e55)</li> </ul>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <ul style="list-style-type: none"> <li>(i) Bases the overall evaluation rating on, in significant part, student growth; and</li> <li>(ii) Evaluates, among other factors, a principal’s practice in--             <ul style="list-style-type: none"> <li>(A) Focusing every teacher, and the school community generally, on student growth;</li> <li>(B) Establishing a collaborative school culture focused on continuous improvement; and</li> <li>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</li> </ul> </li> </ul>	<p><b>6</b></p>	<p><b>3</b></p>
<p>Comments</p> <ul style="list-style-type: none"> <li>i. During the planning year, the district plans to collaborate with school leaders, district instructional leaders, experts, and stakeholders to develop and refine multiple measures that will be used in the overall effectiveness rating of principals. (P. e57) Even though, this plan is not completely developed, the district does have a legal obligation to consider student growth as a component of a principal’s effectiveness. (P. e36)</li> </ul>		

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ii. The School Leadership Framework addresses six standards which are aligned with the 2008 Interstate School Leaders Licensure Consortium. One standard focuses on developing teacher effectiveness to improve student growth. Another component addresses collaborative leadership. Other components address serving as an effective human capital manager and meeting the needs of special student population, including students with disabilities and English language learners. (Pp. e57; e115)		
<b>TOTAL</b>	<b>35</b>	<b>29</b>

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**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)**

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>The Educators Growth and Development Cycle proposes that educators will develop an individual growth plan. (page e58, e32) This individual growth plan will be a result of educator performance data that has been generated through the Educator Growth and Development Cycle and entered into the web-based My Growth System (MyPGS). This will identify professional development needs for the individual as well as the grade, department, and school. (P. e58)</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The Learning Management System (LMS) will allow the district to catalog, assess, and manage professional development content. (P.e32) The Learning Management System will be fully integrated with the web-based My Growth System (MyPGS). The system will be able to provide timely and targeted support. The proposed online district Learning Management System will also align current professional learning opportunities to the district Teaching and Learning Framework as well as the School Leadership Framework. (Pp. e59; e370)</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	4

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<p>Comments</p> <p>The district believes that for professional development to be highly effective, it should be school-based and job-embedded. The following research supports this belief: Yoon, 2007; Desimone, 2009; Jerald and Van Hook, 2011. (P. e59)</p> <p>Principals will participate in small collaborative networks within the district to identify and discuss leadership issues. It is unclear how often and when these collaborations will occur. (P. e60)</p> <p>For teachers, a plan to use Expert and Master Teachers to serve as support for their peers in such roles as content expert, demonstration classroom teacher, collaboration facilitator, instructional specialist is described. This will ensure that professional development will be school-based and job-embedded. (page e60 – e61) The proposed use of exemplar videos will also be an effective tool. Details of when and how release time will be provided are not included. (P. e62)</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p><b>20</b></p>	<p><b>20</b></p>
<p>Comments</p> <p>The district demonstrates a commitment to providing professional development geared to the needs of individual educators. These needs will be identified through the Educator Growth and Development Cycle. Professional Development strategies that have been proposed are supported by research to ensure positive results in instructional and leadership practices. Several examples of the research validated strategies are listed on page e63. One effective strategy noted was that of using framework aligned self-assessments and individual growth planning to identify professional development strengths and needs. (P.e63)</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>34</b></p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	8
<p>Comments</p> <p>On page e63 - e6, various ways that educators have been involved in providing feedback for the proposed Teaching and Learning Framework are listed. Those include ad hoc committees, focus groups, interviews with district educators, and partnership with the University of Southern California and WestEd. In addition, participants in the initial implementation phase have provided feedback on the process and tools. (P. e66)</p> <p>There is evidence of educator involvement in the design process. In each step of the research, development, and implementation, the district has solicited input from teachers, school leaders, and labor partners. Engagement has ranged from participants on the Taskforce and the Teaching and Learning Framework committee as well as focus groups and surveys. (Pp. 44)</p> <p>It is not clear, though, the extent of involvement or the proportion of educators involved in the post webinar surveys.</p> <p>There are ways identified to continue to receive feedback through establishing PBCS Working Group, Assessment Working Group, Learning Management System Working Group, Educator Surveys, Educator Growth and Development Cycle Focus Groups, and Stakeholder Feedback Focus Groups. (Pp. e 66 – e67)</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	17
<p>Comments</p> <p>The application indicates limited support of the Educator Growth and Development Cycle process although many educators who were involved in the pilot indicate that they can</p>		

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document positive outcomes. (P. e67) The application cites a number of organizations that have voiced their support for a better way to evaluate educators such as Educators for Excellence, Our Schools Our Voice, and Teach Plus. These organizations have not specifically provided evidence of support for proposals as outlined in this application.

Letters of support are listed (P. e583; e70) and copies supplied in Attachments, Part D. Included in the application are letters from District Superintendent, Board of Education President, president of the Associated Administrators of Los Angeles, and prominent community members such as the Mayor and several members of Congress. (Pp. e172 – e214)

<b>TOTAL</b>	<b>35</b>	<b>25</b>
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**SELECTION CRITERION (e) Project Management. (30 points)**

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The application clearly identifies the roles, time commitments and qualifications of all key personnel. The project director will spearhead the Teacher Incentive Fund effort in addition to other key personnel focusing on administrator support and development, the Performance Management System, implementation of the district multiple measure evaluation system, and internal communication. A project manager will also be recruited and hired to manage core projects of the initiative. (Pp. e70 – e72)</p> <p>Resumes for all key personnel are included in Attachments, Part F. (Pp. e 343 – e367)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The application demonstrates in their budget narrative, a clear desire to allocate funds and human resources to adequately support the Teacher Incentive Fund (TIF) grant. Costs not funded by the Teacher Incentive Fund will be funded with non-TIF federal, state, and private sources. Specifically, the district has reallocated funds from federal Title II part A and will continue to do so as the project moves forward. (P. e584 – e663)</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>Four project objectives and aligned outcome measures have been established in support of the Teacher Incentive Fund initiative. The first objective addresses a district-wide multiple measure evaluation system. By year 3, all district principals and classroom teachers will be evaluated using the district’s annual multiple measure evaluation. Also, all observers of teachers and principals will be certified observers. The second objective addresses a Professional Development Compensation System that will increase the number of effective teachers in high-need schools. By year 3, 220 effective teachers will be recruited to fill expert and master teacher positions in high-needs schools as well as 20 effective principals to serve as mentors. By year 5, it is projected that all teachers and principals in participating</p>		

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<p>high-needs schools will have performance ratings of effective or highly effective. Objective 3 the Human Capital Management System. It is proposed that by year 5, all key human capital decisions will be data driven. Objective 4 addresses high-quality professional development. In years 3 to 5, at least 90 percent of principals and teachers in high-needs schools will report satisfaction with support provided by master and expert teachers. (Pp. e73 – e74)</p>		
(4) Includes an effective project evaluation plan (5 points);	<b>5</b>	<b>5</b>
<p>Comments</p> <p>The district will contract with a research and evaluation firm to conduct project evaluations. The evaluation will be both formative and summative. The formative evaluation will allow for ongoing assessment of project implementation. This will provide timely identification of problems and allow for program revisions. The summative evaluation will assess the effectiveness of program activities and the extent to which objective have been met. (P. e75) A checklist has been devised to address the four project objectives. (P. e142) The checklist is explained in detail on page e75 – e76 to provide further guidance to the evaluator.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>4</b>
<p>Comments</p> <p>The timeline lists the project component and yearly progress accomplished within that component. This timeline is ambitious and may not be achievable due to the size and scope of the project. The participating schools have not as yet been identified but are scheduled to be recruited and selected in the second year of the project. This timeline does fulfill all requirements of the grant, though. (Pp. e143 – e144)</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>2</b>
<p>Comments</p> <p>The timeline addresses the completion of project tasks throughout the five year project. Educator input and support is developed throughout the five year plan as well as working with labor partners. It may be difficult to accomplish because of the scope of the program. (Pp. e143 – e144)</p>		

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<b>TOTAL</b>	<b>30</b>	<b>24</b>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The district has committed to matching Teacher Incentive Funds in the amount of 40.5% of the total project cost. (P. e77) This is documented and supported in the TIF Grant Funds Budget Narrative. (Pp. e585 – e632) The remaining costs will be funded with non-TIF federal, state, and private sources. (Pp. e633 – e663) Specifically, the district has reallocated funds from federal Title II part A and will continue to do so as the project moves forward. (Pp. e584 – e663)</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	<b>10</b>	<b>8</b>
<p>Comments</p> <p>The district is dedicated to reallocating funds and human resources to sustain the project proposed in the application. Many of the human capital initiatives have been embedded into the district’s organizational structure. Also, as the project moves forward, initiatives will be presented across the district not just in the participating schools. (Pp. e79 – 80) However, the lack of strong educator commitment may affect the sustainability of the project.</p>		
<b>TOTAL</b>	<b>20</b>	<b>18</b>

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	<b>20</b>	<b>17</b>
<p><b>Comments</b></p> <p>The district proposed Performance Based Compensation System includes all elements of Design Model 2. A significant strength of the district model proposes to offer recruitment incentives to two cohorts of 40 effective or highly effective teachers in high-need subjects (\$20,000) and two cohorts of 10 effective or highly effective principals (\$30,000). This involves a commitment of two years of service in a high-need school. The district will also offer \$10,000 in retention incentives to two cohorts of 60 effective or highly effective teachers and \$15,000 to two cohorts of 30 effective and highly effective principals. (P. e42)</p> <p>Strong teacher support is not evident. The timeline does indicate that continued discussions will occur with labor partners.</p>		
<b>TOTAL</b>	<b>20</b>	<b>17</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>190</b>

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

Application Number S374A120066



Applicant Name: Los Angeles Unified, CA

Reviewer Code: 20C

