

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120005

Grants.gov Tracking#: GRANT11188223

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

07/24/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:**

Breakthrough Charter Schools

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

27-0362848

*** c. Organizational DUNS:**

8409414340000

d. Address:

*** Street1:**

9711 Lamont Avenue

Street2:

*** City:**

Cleveland

County/Parish:

Cuyahoga

*** State:**

OH: Ohio

Province:

*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

44106-4124

e. Organizational Unit:

Department Name:

Division Name:

NA

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

*** First Name:**

Jessica

Middle Name:

*** Last Name:**

Cohen

Suffix:

Title: Director of Grants and Foundation Relations

Organizational Affiliation:

Friends of Breakthrough Schools

*** Telephone Number:**

216-373-2603

Fax Number:

216-373-2603

*** Email:** jcohen@breakthroughcleveland.org

Application for Federal Assistance SF-424

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

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

* 12. Funding Opportunity Number:

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Breakthrough's Strategic Human Capital Improvement Plan

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,202,861.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Other congressional districts served: OH-13, OH-14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jessica Cohen</p>	<p>* TITLE</p> <p>Chief Operations Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>Breakthrough Charter Schools</p>	<p>* DATE SUBMITTED</p> <p>07/24/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name Breakthrough Charter Schools * Street 1 9711 Lamont Avenue Street 2 * City Cleveland State OH: Ohio Zip 44106 Congressional District, if known: OH-11		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name NA Middle Name * Last Name NA Suffix * Street 1 Street 2 * City State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name NA Middle Name * Last Name NA Suffix * Street 1 Street 2 * City State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Jessica Cohen * Name: Prefix Ms. * First Name Jill Middle Name * Last Name Miller Suffix Title: Chief Operations Officer Telephone No.: 216-456-2086 Date: 07/24/2012		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

AttachmenttoFormGEPA427.pdf

Delete Attachment

View Attachment

The Breakthrough schools specifically aim to serve students in Cleveland and to a small extent, the surrounding cities. Therefore, by design, Breakthrough is serving low-income minority students. To ensure equitable access to the schools within Breakthrough, the marketing of the opportunity is done by a blanket canvassing of Cleveland as described in the proposal- direct mailings to students enrolled in the Cleveland Metropolitan School District and grass roots information distribution. An additional note: Breakthrough has translated its school marketing materials into Chinese and Spanish in order to more fully reach into the Asian and Hispanic communities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Breakthrough Charter Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Jill Middle Name:
* Last Name: Miller Suffix:
* Title: Chief Operations Officer

* SIGNATURE: Jessica Cohen

* DATE: 07/24/2012

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Jill		Miller	

Address:

* Street1:	9711 Lamont Avenue
Street2:	
* City:	Cleveland
County:	Cuyahoga
* State:	OH: Ohio
* Zip Code:	44106
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

216-456-2086	
--------------	--

Email Address:

jmilller@breakthroughcleveland.or

2. Applicant Experience:Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

--

☐ No Provide Assurance #, if available:**Please attach an explanation Narrative:**

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: TIFAbstract.pdf

[Delete Attachment](#)

[View Attachment](#)

Breakthrough Charter Schools—Strategic Human capital Improvement Plan (SHIP)

Breakthrough Charter Schools' Strategic Human capital Improvement Plan (SHIP) application is for the General TIF Competition. This application comes from a group of nine participants, including:

- Breakthrough Charter Schools – Nonprofit Organization
- Friends of Breakthrough Schools – Nonprofit Organization
- Entrepreneurship Preparatory School – LEA
- Village Preparatory School – LEA
- Entrepreneurship Preparatory School Woodland Hills – LEA
- Village Preparatory School Woodland Hills – LEA
- Citizens Academy – LEA
- Citizens Academy East – LEA
- Citizens Leadership Academy - LEA

Each LEA includes only one school for a total of seven schools participating. All seven schools to be served by the proposed TIF-funded SHIP are high-need.

Through SHIP BCS will build a performance-based evaluation and compensation system to effectively recruit, reward, and retain quality teachers. BCS endeavors to create a human capital system within the network that drives educational excellence and improves instructional outcomes. The three main objectives and associate activities are:

- Building network and school-level capacity to support the Breakthrough Educator Evaluation System criteria, and enhance the network's human resources functionality;
- Refining and implementing an educator salary structure and an educator recruitment and selection plan based on effectiveness as measured by the Breakthrough Educator

Evaluation System across the seven schools participating in this application with the objective of improving educator recruitment and retention; and,

- Improving and implementing a professional development and promotion system to support the development and retention of teachers and principals identified through the evaluation process with the objective of improving instructional and leadership practices at the school level.

BCS is applying for Competitive Preference Priority 4 (assurance that BCS is a new TIF applicant and that each LEA to be served by the project has not previously participated in a TIF-supported project) and Priority 5 (assurance that BCS's application includes a salary structure based on effectiveness for both teachers and principals).

By developing and implementing a performance-based compensation system and refining its human capital management system, BCS will transform the quality of its teaching force and maintain a high level of academic achievement among underserved local children.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

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“Educating our youth is central to the future of our city; with its students’ strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland’s educational landscape,” – Retired Senator and Governor from the State of Ohio, George V. Voinovich.

Introduction

Breakthrough Charter Schools (BCS) is one of the leaders in the charter school movement in urban education and innovation. Unique in its composition – featuring four educational models at the K-8 level – BCS offers Cleveland, Ohio families real options for providing their children with a college preparatory education.

Before BCS, thirteen, twelve, and seven years ago respectively, Citizens Academy, the Intergenerational School and Entrepreneurship Preparatory School began because their founders saw a city in crisis and understood that education was part of the solution. In 2009, these school leaders came together to discover if, by working together, they could improve their schools’ long term sustainability and create a platform to grow and serve more children in the city. Breakthrough Charter Schools was born.

BCS is a charter management organization (CMO) whose mission is to create more high-quality school options for Cleveland’s children by opening new schools and raising city-wide expectations. Already, our schools deliver an outstanding college preparatory education to over 1,400 students who have very few high caliber educational options. Our three schools that will open this summer will see us serving 2,000 students. When compared with our city, county, and state, Breakthrough students – 98% minority and 78% low-income – dramatically outperform other student groups on every test at every grade level. Our goal is to expand upon this success citywide by improving upon and replicating our founding schools.

BCS plans to grow to serve 7,000 students across 20 schools by 2020, thereby serving, on average, more than 15% of all K-8 children in public schools in Cleveland, and have a demonstrable impact on a city in need of viable educational options for its children. But as we grow, Breakthrough's success hinges on maintaining and expanding the quality of our teaching staff and school leadership.

Breakthrough schools require teachers that are passionate about changing the way urban students are educated. They must be absolutely committed to their students' academic success and personal development as responsible citizens. They should be creative, highly motivated, and have a sense of urgency, understanding that every moment in the school day matters. Our teachers also must be committed to working together, learning from each other, and doing whatever it takes to make sure each of their students succeeds. They must know how to build and maintain a culture of excellence and use data to individualize instruction for a wide range of ability levels.

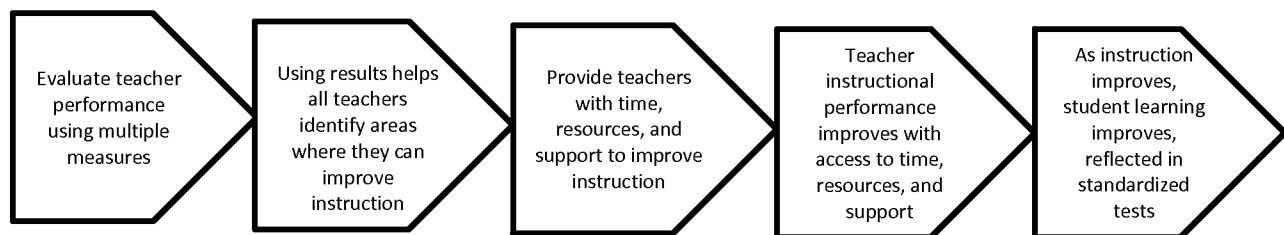
BCS was recognized as a national leader in 2010 when it became one of only 28 CMOs to be a member of the Charter School Growth Fund and again, in 2011, when it became one of only 19 CMOs to receive a replication and expansion grant from the Charter Schools Program at the U.S. Department of Education. Since its inception in 2005, Charter School Growth Fund has only made awards to 6% of its applicants. This is the first time the group has invested in Ohio; this investment is a tribute to Breakthrough's unique structural model, its strong relationship with the Cleveland Metropolitan School District, and its direct impact on educating children in Cleveland.

In contrast, there are approximately 38,000 children enrolled in failing district and charter schools in Cleveland, Ohio -- more than two-thirds of all public school students in the city.ⁱ Years of failure by district and charter schools alike have left many families disheartened,

disengaged, and without options. In many neighborhoods, families literally have no option other than to enroll their child in a failing school.ⁱⁱ The end result has been disastrous: **out of 100 9th graders in Cleveland, only 63 will graduate from high school, only 23 will start college and only 7 will graduate from college.**ⁱⁱⁱ Breakthrough's schools are providing hope and a real solution to the public education crisis in Cleveland.

At BCS, the vision for instructional improvement has the goal of all our students being academically prepared to attend a college-preparatory high school and matriculate to and graduate from college. Achieving this requires highly effective teachers serving our students, and retaining those teachers for leadership roles in the classroom or, as our network grows, in the administration of our newly replicated schools. By doing so, our students are assured of the high-quality, college preparatory education that is Breakthrough's promise to the city of Cleveland's children.

The State of Ohio has an ongoing commitment to educational reforms and is implementing new systems for teacher and principal evaluation and licensure over the next few years. A TIF-funded performance-based compensation system at BCS, operating within this landscape and working in concert with the State, will be more effective, and can be implemented more quickly. BCS also ascribes to the Ohio model for improved student achievement:



Since Breakthrough's inception in 2010 and receiving Race to the Top funding from the State of Ohio that same year, all of our models have been engaged in a rigorous evaluation of the network's current human capital management system (HCMS) to align it with the network's

vision of instructional improvement.

At this juncture, seven of our nine schools (listed in Application Requirement 3 and each their own LEA) with the highest level of economically disadvantaged students and the network's management organization are eager to enhance the breadth and quality of the current HCMS by building systems, practices and a team to advance our collective improved instruction and talent objectives. Through these efforts, BCS will ensure that its students in these participating schools, on average 98% minority and 81% eligible for free and reduced lunch,^{iv} have a mission-driven, highly effective teacher in the classroom guiding them to their academic achievement goals.

These schools in particular are committed to thoughtfully and swiftly implementing a performance-based compensation system for educators based on effectiveness. Just this past year, many of these schools have lost highly-effective teachers. The most commonly cited reason from the departing teachers was not feeling properly compensated for their hard work and effective performance. A letter from one of these teachers explaining why she decided to leave her position at Citizens Academy can be found in Attachment Q. Other participating schools are specifically concerned about future recruitment of excellent teachers as they replicate and promote current teachers into leadership positions. Regardless of the reason, in these seven schools, the challenges of teacher recruitment, compensation, and retention are particularly acute.

BCS is applying for TIF funding to supplement federal, state and private funding already dedicated to further developing and improving a talent pipeline and a human capital recruitment and retention strategy that will enable BCS to achieve its network growth and student performance objectives. Over the next five years, BCS will **transition to an improved and**

comprehensive human capital management system that is aligned with the network's vision of instructional improvement, and develop and implement an educator salary structure based on effectiveness in seven of its nine schools, meeting Absolute Priority 1 and Absolute Priority 2. BCS respectfully requests funding to implement the first five years of its **Strategic Human capital Improvement Plan (SHIP)** for the network and seven schools, which includes:

- Building network and school-level capacity to support the Breakthrough Educator Evaluation System criteria, and enhance the network's human resources functionality;
- Refining and implementing an educator salary structure and an educator recruitment and selection plan based on effectiveness as measured by the Breakthrough Educator Evaluation System across the seven schools participating in this application with the objective of improving educator recruitment and retention; and,
- Improving and implementing a professional development and promotion system to support the development and retention of teachers and principals identified through the evaluation process with the objective of improving instructional and leadership practices at the school level.

ASSURANCE REQUIRED BY TIF COMPETITIVE PREFERENCE PRIORITY 4: In accordance with the **Competitive Preference Priority 4**, BCS is a new applicant to the Teacher Incentive Fund. BCS assures that each LEA to be served by the project has not previously participated in a TIF-supported project.

ASSURANCE REQUIRED BY TIF COMPETITIVE PREFERENCE PRIORITY 5: In accordance with the **Competitive Preference Priority 5**, the project proposed in this application includes, as part of the network's performance-based compensation system, a salary structure based on effectiveness for both teachers and principals. A description of how BCS meets this

priority is found below.

Application Requirement 3: Documentation of High-Need Schools

Table 1: Schools Participating in the BCS TIF Application

School Name	Founded	2012 ODE Rating	Students Served	% of FRL
Citizens Academy (CA)	1999	Excellent	421 students K-5	78.3%
E Prep School (EP)	2006	Effective	305 students, 6-8	83.4%
Village Prep School (VP)	2009	Not Yet Rated (First Rating 2013, 3 rd Grade)	270 students, K-2 (growing to K-5)	87%
Citizens Leadership Academy (CLA)	2011	Effective	96 students, opening with 6 th grade (growing to 6-8)	72.9%
Citizens Academy East (CAE)	2012	Eligible for first rating one year after opening	175 students, opening K-2 (growing to K-5)	75%
Entrepreneurship Preparatory School :: Woodland Hills (EP WH)	2012	Eligible for first rating one year after opening	90 students, opening with 6 th grade (growing to 6-8)	85%
Village Preparatory School II :: Woodland Hills (VP WH)	2012	Eligible for first rating one year after opening	180 students, opening K-1 (growing to K-5)	85%

Application Requirement 4: SEA and Other Group Applications

This application is put forth by a group consisting of two non-profit organizations, Breakthrough Charter Schools and Friends of Breakthrough Schools, and seven LEAs: Cleveland

Entrepreneurship Preparatory School (E Prep), Village Preparatory School (V Prep), Citizens Academy (CA), Citizens Leadership Academy (CLA), Citizens Academy East (CAE), Entrepreneurship Preparatory School Woodland Hills Campus (EP WH) and Village Preparatory School Woodland Hills Campus (VP WH).

Included in this application is a Memorandum of Understanding signed by all members of the group and identifying Breakthrough Charter Schools as the lead applicant. BCS understands that each entity of the group is considered a grantee.

Project Need

Breakthrough's schools are located in Cleveland's historically under-served neighborhoods and primarily serve low-income, minority students. According to the Ohio Department of Education (ODE), Breakthrough schools are consistently rated among the best schools in Cleveland and Ohio. The graphs in Attachment L demonstrate Breakthrough's outstanding academic performance; the result of the network's rigorous and effective educational models.

Breakthrough's combined ODE performance establishes it as the highest-rated CMO in Cleveland.

However, BCS faces significant challenges in the area of educator recruitment and retention. To build on the network's outstanding academic success, a strategic human capital intervention plan is needed. The impact of having effective teachers in the classroom cannot be overemphasized. **Research shows that a student with an effective teacher for three years in a row will score 50 percentage points higher on achievement tests** than a similar student who is assigned three ineffective teachers during the same period.^v But actually getting effective teachers in the classrooms of schools that serve low-income and minority students and keeping them there is a challenge. The failure to do so unfortunately only exacerbates the effect of

poverty and lack of resources that underserved children in urban areas face. **In fact, research shows that generally, the odds of a child being assigned highly effective teachers five years in a row are one in 17,000.**^{vi} Consider the additional challenges of placing effective teachers in schools that serve low-income demographics and the ratio only increases.^{vii}

For BCS these challenges become particularly acute when considering the substantial growth and expansion the network will experience through 2020. By the end of the network's growth period, *Breakthrough's teaching staff will grow from 105 in 2011 to 379 in 2020* to serve the estimated growth of the network from 1,408 students to 7,000 students. However, BCS realizes that with a teacher attrition rate of 18%, significant improvements upon the network's human capital strategy must be developed and implemented to maintain the quality of instruction in the classroom and to adequately staff new schools with highly effective teachers and administrators.

When the flagship schools began their collaboration, one of the desired critical outcomes was that teacher recruitment would generate cost-efficiencies and, over time, become more effective at recruiting the best local and national talent to the network. Partially, this has been realized in centralizing the schools' Human Resources and Finance departments at the BCS network level. Results from this year's network-wide survey indicate that close to 94% of teachers "agree with the goals their schools are trying to achieve." And over 75% of teachers "feel energized by the BCS network's mission to provide sustainable, high-quality schools throughout Cleveland." However, BCS has also learned that three recruitment and retention factors continue to persist: geography, compensation, and perceived lack of work-life balance.

Unlike large cities such as New York, Chicago and Los Angeles, young college graduates are not gravitating naturally to Cleveland nor seeking to relocate here for their first job following college. Coupled with the network's relative youth and emergence on the national charter scene,

relative to other successful CMOs in the nation, BCS has a smaller pool from which to draw its applicants due to its geography: mainly those from the state of Ohio and Ohio natives looking to move back to their home state. BCS is looking forward to fully capturing this quantitative information through the amplification of its HR system and use this number to inform recruitment in the future.

This hurdle is compounded because of the very nature of the network's high-performing schools that create high expectations for BCS teachers. The seven schools applying for TIF funding feature longer school days, an extended school year, extensive after-school tutoring and homework help, summer school and Saturday school for remedial assistance. Therefore, their teachers are by and large working more and for less compensation. Compensation information from the Cleveland Metropolitan School District indicates that teachers have a 6.5 hour school day (compared to Breakthrough's average school day of 8.5 hours) and received a 3.33% average salary raise last year.^{viii} BCS teachers only received a cost of living increase between 1-2% plus small bonuses based on student performance and additional responsibilities. From a compensation analysis conducted by BCE in 2011, the average salary of a Breakthrough teacher was \$37,354 based on compensation from 2009-2010. In contrast, the average salary for a Cleveland Metropolitan School District teacher that year was \$66,238. When faced with the choice of working at a Breakthrough school or seeking a job at a district school in the region, many come to the conclusion that while working in a mission-driven, high-performing urban school is inspiring, it is not as financially feasible. As of June 2012, 31% of open positions at Breakthrough for the 2012-2013 school year remained vacant.

The table below details Breakthrough's projected hiring needs for the next five years and in 2020 when the network has completed its growth.

Teacher Hiring Project at Breakthrough Schools						
TIF Project Year	1	2	3	4	5	In 2020 with 20 schools
Fiscal Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2020
# Students	2,059	2,666	3,215	3,970	4,696	6972
# New Hires (for new schools and growth)	54	26	35	42	28	18
#Hires needed due to attrition (assumes 18% attrition)	18	28	33	39	46	65
Total New Hires Each Year	72	54	68	81	67	83
Total Teachers	154	180	215	257	285	379

While many Breakthrough teachers are attracted to the network's mission and its students' outstanding academic performance, retention is another widespread challenge across the network. In 2010-2011, the first year for which Breakthrough has network-wide results, 18% of teachers left the network.

Two common reasons for teacher attrition in urban schools are low salaries and lack of adequate mentoring support.^{ix} **A recent internal survey administered by Case Western Reserve University on Breakthrough's behalf found that among the schools included in this application 76% of teachers in the schools applying for TIF funding disagreed with the statement "I am paid fairly for the work I do."** Of those, 32% of teachers strongly disagreed. Over 69% of teachers were dissatisfied with their work-life balance. Of those, close to 37% of teachers strongly disagreed. The national percentage of teachers in charter schools generally dissatisfied with their work-life balance as was benchmarked in a study done by The New Teacher Project is only 54%.^x It is evident that the strategies implemented for the success of our students are having a significant impact on the job satisfaction of our most valuable asset: our

teachers.

Anecdotally, BCS teachers are attracted to the network because its growth opens up a number of administrative leadership positions for aspiring teachers. Since Breakthrough's inception in 2010, the network has intended to develop and implement a robust career pathway and network professional development initiative. Leadership knew then that following the network's growth plan would require 20 school leadership positions to be filled in the short term from 2012 to 2017. With the receipt of the Charter Schools Program(CSP) grant from the U.S. Department of Education, BCS earmarked some monies to offset the expense of developing the program in what would be year two of the TIF grant and implementing the program in years three and four of the TIF grant. However, additional funding will enable BCS to offset additional program expenses and develop a more comprehensive program than it was intending to implement with more limited funding. By doing so, BCS can improve upon its schools' ability to properly and effectively mentor teachers, further mitigating one factor in teacher attrition. Additionally, CSP funds were not budgeted for the implementation of these initiatives in our newly replicated schools that lack RttT funding.

Another important factor: turnover rates are higher in younger teachers.^{xi} This consistent finding among researchers portends that Breakthrough's 18% attrition rate will only rise as the network opens new schools and increasingly relies on young teachers to fill new classroom roles and openings left by more experienced teachers moving into administrative leadership positions.

Based on the data cited above, implementing a performance-based compensation system based on effectiveness coupled with robust professional development and a career pathway system would provide alluring incentives for our teachers to remain and advance within the network.

Planning Year

Critical to the success of the proposed changes to the Breakthrough HCMS and the anticipated move to a PBCS, is a thoughtful and engaged planning year effort. The first year of the proposed grant period will enable BCS to build network and school-level capacity to support the to-be-designed Breakthrough Educator Evaluation Systems to be implemented in year 2, and enhance the network's human resources functionality to appropriately support Breakthrough's SHIP.

A recent analysis from the Parthenon Group maintains that “performance-based compensation systems can achieve their goals only if **teachers have a clear ‘line of sight’** on how to influence their growth and future worth in the new system.”^{xii} The paper goes on to state that “Any performance-based compensation plan must be clear and directly tied to the evaluation system to avoid teacher confusion as to where teachers stand and what they must do to impact student achievement and thus advance in the system.”^{xiii} Furthermore, an effort of this magnitude will require capacity building for network systems in order to integrate previously disparate professional development efforts into a streamlined, effective and data-based program and establish an infrastructure that will serve the anticipated growth of the network.

To this end, key goals for the planning year of the project include:

- Develop and implement a communications plan for effectively sharing the advantages of a conversion to a PBCS to teachers, administrators, school personnel, and the community, as well as ensuring all stakeholders understand measures of effectiveness in the evaluation system.
- Research, acquire, and convert to a transitional system first and a robust data-management and reporting system later that supplements technology already in place to link student achievement data to human resources systems and employee payroll data.
- Obtain and maintain the involvement and support of teachers, principals, and other

personnel from the network level and each of the BCS educational models participating in the project.

- Develop and establish a professional development plan that will allow administrators and educators to use data generated by these systems to improve their performance. (Please see the section on Selection Criteria 5 for more detail)
- Design the teacher evaluation process, and performance-based compensation structure

Breakthrough anticipates that its lead consultant in these efforts will be The New Teacher Project (TNTP). TNTP works with schools, districts, and states across the country to ensure that low-income and minority students get outstanding teachers. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 43,000 teachers and worked with more than 200 districts in 31 states - benefiting an estimated 7 million students. Meanwhile, TNTP's acclaimed studies of the policies and practices that affect the quality of the teacher workforce -- most recently including *The Widget Effect* (2009) and *Teacher Evaluation 2.0* (2010) -- have influenced federal education policy and inspired reform efforts across the country. TNTP is active in more than 25 cities, including 10 of the nation's 15 largest. Breakthrough's engagement with TNTP will support the goal of attracting, retaining and developing effective teachers for existing and future Breakthrough schools through three key services:

1. Advise BCS on a short-term and long-term data systems strategy for collecting performance data

2. Advise BCS on the implementation of the Ohio mandated teacher evaluation system, specifically focused on customizing state requirements to individual school models and supporting Breakthrough's internal and external communications plan to facilitate the change in organizational culture likely to result from implementing SHIP
3. Developing the design and modeling of a differentiated and sustainable compensation and career pathway program which meets the needs of both individual school instructional models and the growing network.

TNTP's Client Technology team's expertise in the planning year will be critical in building the technological capacity needed for the implementation of SHIP. In conjunction with implementation of a new teacher evaluation model in 2013-2014, BCS will need an immediate tactical solution to collect and analyze the most critical data, such as observations and ratings, while developing a long-term strategic solution to have in place to manage the process once the evaluation model is fully formed.

With the integration of the member schools' human resources and compliance functions, and funding from the Charter Schools Program grant received in 2011, BCS currently uses the following technologies to facilitate and enhance performance:

ADP Human Resource Information System - In the past year the BCS network has adopted ADP's Human Resources Information System. This system allows us to improve our ability to access and analyze HR data to facilitate better talent management, including performance reviews. This system captures important data elements about our teachers including demographics, licensure, years of tenure and other relevant items that we use to create profiles of our teachers. Wedding this information with the student performance pieces with first a transitional data system and then a more robust enterprise system will provide BCS with the

basic ability to measure student growth of each teacher, analyze factors that lead to effective teaching and effectively implement and manage a performance based compensation structure.

Applitrack- Applitrack is an all-in-one recruitment solution that provides a central location and database for Breakthrough's recruitment efforts, assisting in the management of resumes and applicant information. The system also analyzes and coordinates recruitment efforts so that we can target our most effective talent pipelines.

Global Scholar Pinnacle Suite - Pinnacle SIS provides a single resource for enrollment, attendance, health, and discipline information. Pinnacle Grade transforms traditional grading functions to give teachers, administrators, parents and students a comprehensive view of student progress. Pinnacle Instruction supports the creation of assessments, and includes a standards-aligned content repository. This suite of products houses all of the student information.

Scantron/Global Scholar Performance Series - All Breakthrough Schools currently conduct a fall and spring assessment of the Scantron/Global Scholar Performance Series (Scantron). Scantron provides students with tests custom-tailored to their proficiencies in reading and math. The online test adjusts automatically to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. The result is a valid and reliable "scaled score" that can be used to measure academic growth just as a yardstick is used to measure a child's growth in height.

Scantron gives you an accurate portrait of each student's instructional level over a wide breadth of knowledge as it allows one to track individual student, school and even district-wide progress and gains across time; and compare performance scores to state standards content, national student groups and reading resources through the Scaled Score, Standards Item Pool Score, National Percentile Ranking, and Lexile® Reading Score. Scantron provides results

immediately so that teachers can impact instruction and properly place students.

ODE interactive Local Report Card (iLRC) - The iLRC is an interactive tool developed by ODE to provide current and historical Local Report Card data. On this site is information about every Ohio public school or district such as proficiency test results, graduation rates, financial data and demographics. Data on this site is able to help inform and guide parental involvement, plan and evaluate school improvement initiatives and drive decision-making to refine the educational process.

During the planning year, TNTP's team will develop a tactical solution that builds on Breakthrough's current technology to use in the first two years of the new evaluation model and provide strategic advisory to guide Breakthrough's long-term technology planning and decisions. Specifically, the team will deliver a fully developed data entry and reporting solution, created using an online database application, to capture the updated observation forms from teacher and principal evaluations and report out the associated data.

This tactical product will include the following: 1) a requirements document detailing specifics of each element, 2) observer access to submit teacher observation forms, 3) basic built-in formulas to calculate overall observation ratings, 4) basic canned reports to track network-level observation completions and ratings, 5) full data export capabilities to analyze data at the teacher, school, and district level, 6) functionality for district administrator to update teacher-school roster data, and 7) an associated change request program to manage district administrator bug reports and enhancement requests.

During the transition from our schools' current evaluation systems to the new evaluation systems to be implemented with SHIP, BCS requires the flexibility to adjust the data entry solution as needed. This will provide BCS with the capability to refine and improve upon

evaluation rubrics and assessments without having to invest more money in adjusting an integrated enterprise system. BCS believes by year 3 of the proposed project the evaluation system will be static enough to warrant the purchase of a more robust, integrated enterprise system to serve the network for the long term.

TNTP's team will also:

- Provide strategic advisory tailored to Breakthrough's context, including a high-level needs assessment and roadmap to meet both short- and long-term objectives
- Identify and share best practices for technology management to effectively implement a new evaluation system
- Assess technology needs and develop a list of functionality needed to meet the district's short- and long-term needs, which can be used with vendors, including in an RFP.

As a young organization, BCS has spent the last two years building a strong organizational culture and facilitating effective communication between the schools, the BCS management organization and its fundraising and advocacy arm, Friends of Breakthrough Schools (FOB). As with any collaboration or merger, stakeholder engagement and a method of change management is essential. BCS leadership recognizes that a move to a comprehensive educator evaluation system and a salary structure based on effectiveness will require a very high level of stakeholder engagement. Essential to the success of SHIP is obtaining and maintaining the involvement and support of teachers, principals, and other personnel from the network level and each of the BCS educational models participating in the project.

Together, all BCS stakeholders have made remarkable strides and achieved significant milestones since the formation of BCS. Nonetheless, in building the first-of-its-kind organization, leadership recognized early on that there is much to be learned from shared

experiences and several areas can be improved to maximize the future success of the network and the schools within it.

BCS believes that throughout the implementation of SHIP, it is essential to approach the work and processes with a proven method of effecting organizational change and change management. To this end, in the planning year of this grant BCS will be launching “work streams” for educator evaluation, educator and school-level staff performance-based compensation and educator professional development. This change management process, elaborated on in Attachment S, demonstrates network and school leadership’s ongoing commitment to the development, implementation, and refinement of our improved HCMS and all its component parts.

While in most cases work streams are used at BCS to come to one common pathway, given the uniqueness of the educational models participating in TIF, the SHIP work streams will enable the schools/models to identify and build on commonalities that strengthen network objectives while encouraging school-specific solutions that meet school objectives. The work streams will serve as the critical foundation for the implementation of this transformational initiative. TNTP will provide strategic guidance and tactical assistance in the formation, execution and successful conclusion of these work streams in the first year of the project.

**ABSOLUTE PRIORITY 1, SELECTION CRITERIA A, REQUIREMENT 1 AND
COMPETITIVE PREFERENCE PRIORITY 5 – COHERENT AND COMPREHENSIVE
HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS)**

Breakthrough’s HCMS

As a unique network that has only undertaken integrated human resources and talent management efforts since its inception in 2010, Breakthrough has an HCMS that straddles both

the network level and the school level. Prior to the creation of BCS, each of the member schools managed recruitment, hiring, retention, dismissal, compensation, professional development and promotion on its own. The past two years have been the start of a continual process to refine the systems the schools had in place as well as create efficiencies and added benefits for network employees.

BCS is a non-unionized network of schools. As such, there are no applicable LEA-level policies that might complicate or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions. Our schools' ability to build and adjust its own team of mission-driven, highly effective teachers has been central to the network's academic success. BCS has the autonomy to base human capital decisions solely on effectiveness. To a certain extent our flagship schools have been doing this from the time of their founding. Although BCS has only existed as a network since 2010, the flagship schools in this application, Citizens Academy and Entrepreneurship Preparatory School/Village Preparatory School, have had 6-13 years of experience evaluating teachers and using that information to inform the whole range of human capital decisions in their schools. At Citizens Leadership Academy, Shelly Saltzman, building on her 8 years of prior experience evaluating teachers, designed and implemented CLA's teacher evaluation system in its inaugural year.

During this critical juncture in the network's growth and expansion, it is imperative that we have the appropriate tools to transition to the educator evaluation systems mandated and/or recommended by the state of Ohio. In addition, BCS will undertake, over the next five years, the integration of proven school/network-level human capital strategies with new state-level policies. The boards of the schools included in this application, the Breakthrough Charter Schools board, and the Friends of Breakthrough board are informed and supportive of this undertaking (See

Attachment H for their letters of support). Furthermore, the Breakthrough leadership team which includes the Model Leaders (chief academic officers) for all school models, the network's C-level team and Friends of Breakthrough's executive team have recognized SHIP as a priority for the near future and are committed to supporting the work needed to implement SHIP for the betterment of the network. Leadership from all of the schools participating in this proposal have been thoroughly involved in the preliminary development of SHIP and this application process. Their involvement has energized their staff and lay leadership behind this key initiative. All Breakthrough schools believe that their students' successes are a direct result of the educators that teach them and lead their schools.

Recruitment

Achieving excellence begins with the recruitment of bright, talented, hard-working, mission-driven teachers and leaders. In a coordinated effort between the schools and the BCS HR department, BCS hires tens of teachers annually. For the 2012-2013 school year BCS had 70 open teaching positions. Filling these requires a multi-pronged strategy that includes direct marketing for new hires and innovative talent pipeline initiatives.

The educator evaluation system BCS is putting into place in 2013 as a key component of SHIP will greatly inform the overall recruitment process. Prior to the creation of BCS, flagship schools managed and directed their own educator selection process. With the implementation of SHIP, BCS will move from a disaggregated process to a network-wide, school/model-differentiated evaluation system and recruitment/selection strategy.

Locally, BCS recruitment strategies include reaching out to college students throughout the state of Ohio via job fairs and email blasts through the schools' career services departments; mass marketing openings through Facebook, the BCS website, job postings at the Ohio

Department of Education, idealist.org, craigslist.org, K12jobspot, NEMNET, the Ohio Alliance of Public Charter Schools and Teach; leveraging diversity partnerships with professional organizations and sororities and fraternities; and various career information sessions held by all the schools.

To improve recruitment in alignment with our overall SHIP, BCS intends to begin on-campus recruiting earlier in the year with a schedule to be finalized this fall to enhance outcomes within that approach. The HR department will target historically African American colleges and universities and host on-campus Breakthrough information days. This past year, schools made individual visits to these colleges and universities in the spring, but there wasn't a coordinated, early network effort.

Current			Planned		
Fall	Winter	Spring	Fall	Winter	Spring
On-site local college visits (not HBCU)	Targeted online recruitment marketing began	Attend teacher recruitment job fairs, HBCU visits by individual schools, BCS hosted info sessions at BCS offices	On-site college visits and network information sessions (local and HBCU), BCS hosted info sessions at BCS offices, train HR team and school leaders how to identify common characteristics of highly-effective teachers during	Targeted online recruitment marketing, BCS hosted info sessions at schools, HR team and school leaders use common characteristics of highly-effective teachers in new staff selection process	Attend teacher recruitment job fairs, BCS hosted information sessions at schools, use preliminary teacher evaluation results to identify common characteristics of current highly-effective teachers.

			selection process		
Disseminate information to interested applicants regarding career and leadership opportunities at BCS			Disseminate same information as in the past, but also include information on improved professional development opportunities and compensation scale as a recruitment tool		

Social and digital media are significant aspects of our recruiting strategy. This year, BCS made substantial improvements to the “Careers” section of our website:

BreakthroughSchools.org. Information is posted there regarding the recruiting process, timelines for the selection and hiring processes, staff biographies to show potential career progression and development within the network, and a FAQs section to answer general selection process questions. BCS intends to maintain this website and make improvements as necessary throughout the course of SHIP. Additionally, BCS will amplify its use of Facebook, Twitter and other social media to market the network and reach more potential applicants living in Ohio and all over the country.

What began this year as ad hoc information sessions for potential applicants will be formalized next year as the Breakthrough Meet and Greet program. Hosted throughout the year at the BCS central office, different school sites, and by both the BCS HR team and different BCS schools, these planned sessions will offer applicants the opportunity to learn about one or more of our schools and models and have early access to information. These sessions highlight the diverse set of employment opportunities that Breakthrough offers. This change in scheduling of the information sessions is anticipated to spark early interest in the network and result in earlier submission of job applications. Early exposure to job opportunities at BCS will result in earlier relationship building with the ultimate goal of having high-quality candidates excited to teach or lead at Breakthrough by the early spring. This coincides with the beginning of the traditional

education recruitment cycle when students are graduating and many teachers are aware of whether or not their contracts will be renewed.

Talent Pipeline Initiatives

In 2010, as BCS was forming, there was already an understanding of the talent challenges the network would face as it grew. In response, the BCS management organization secured funding for a significant and non-exclusive partnership with Ursuline College. The engagement of Urban Teacher Residencies United, BCS and Ursuline created the Cleveland Urban Teacher Residency program which launched in the 2011-2012 school year.

In 2011, changes to Ohio law permitted Teach for America (TFA) to operate in the state. For Cleveland, a city that over the past few decades been experiencing a brain drain of young talent, this was a very promising development. With the entrance of TFA into Ohio, there is a momentous opportunity to leverage the talent of its corps members to expand our cadre of effective educators. More information on Breakthrough's objectives, benefits and successes from these two programs can be found in Attachment T. With CUTR and TFA, BCS is building a robust and sustainable talent pipeline to serve the network now and in the future.

Hiring

Specifically, with the help of The New Teacher Project (TNTP), school leaders and HR staff will use preliminary teacher evaluations in 2012 and SHIP evaluations in 2013 and later to identify common characteristics of highly-effective teachers. We anticipate that there will be not only characteristics that are important to the network, but also model/school-specific characteristics of note. The team at TNTP will work closely with the HR department and school leaders to develop model-specific interview questions for selection purposes and also develop rubrics for the assessment of applicant responses. Right now, BCS uses a common rubric which

has frustrated the schools' ability to properly screen candidates for school-specific traits and needs. For this reason, multiple rubrics will be particularly helpful to the BCS HR department as it screens applications and assesses phone screen interactions before recommending candidates to school leaders.

TNTP will also assist BCS in preparing to publicize components of SHIP and the new recruitment timeline in a way that would be compelling and appropriate to share with prospective applicants. The mechanics of the BCS selection and hiring process are depicted below:

Step 1: Post Job Description	Step 2: Application Review	Step 3: Phone Screen	Step 4: School Visit/In-person Interview	Step 5: Reference Check	Step 6: Make Offer
<ul style="list-style-type: none"> Breakthrough HR Post job description online <ul style="list-style-type: none"> Appl Track ODE TFA ODAPCS 	<ul style="list-style-type: none"> Breakthrough HR Review application documents <ul style="list-style-type: none"> Cover letter Resume Application Statement Questions Score on rubric Make recommendation and add to "phone screen" folder 	<ul style="list-style-type: none"> Breakthrough HR Schedule phone screen Complete phone with list of questions provided by hiring manager Make recommendation and add to "short list" folder 	<ul style="list-style-type: none"> School hiring manager Schedule interviews from "short list" folder <ul style="list-style-type: none"> include any or all of the following <ul style="list-style-type: none"> School tour In person Interviewist Demonstration Assessment 	<ul style="list-style-type: none"> School hiring manager Three references, one of which must be from a current or past supervisor Verify licensure 	<ul style="list-style-type: none"> School hiring manager Complete offer letter and provide to candidate Submit signed offer letter to Breakthrough HR

The division of responsibilities for the selection and hiring process are not anticipated to change under SHIP. The mechanics of the process are subject to refinement that might result from Breakthrough's engagement with TNTP. Once hired, all new staff will be met with and surveyed on what attracted them to the network and how the hiring process can be improved.

ABSOLUTE PRIORITY 2 and SELECTION CRITERIA B – RIGOROUS, VALID, AND RELIABLE EDUCATOR EVALUATION SYSTEMS

Current Evaluation Systems

As a network of schools in the state of Ohio, all the schools participating in this application will be utilizing the Ohio Teacher Evaluation System (OTES) that is adapted to the schools'

unique educational models to evaluate its teachers. All the teachers in these schools will be evaluated according to the standards and regulations of OTES as well as additional school- or model-specific considerations. These systems together will comprise the Breakthrough Educator Evaluation System. Please see all the schools current rubrics and the OTES sample rubric in Attachment M. While all the school-specific high-quality evaluation rubrics have been in use for years and include four performance levels each, these rubrics will be carefully evaluated to ensure alignment with OTES requirements and the inclusion of school- or model-specific characteristics.

Presently, it is not common practice for schools in Ohio to use an effectiveness rating that differentiates levels of teacher effectiveness. However, as a network of public charter schools, BCS has been using many aspects of OTES to evaluate its teaching staff. All network schools participating in this application evaluate their teachers using the following general structure:

Table 3: General Teacher Evaluation Process

Timeline	Activities
June-August	Goal Setting – Our schools use a variety of strategies for goal setting and generally include setting three goals. Goals are reviewed by the principal with each teacher on staff. New teachers set goals based on their demonstrated lesson given during the hiring process
Continuous throughout the year	Observations - On a biweekly and/or monthly basis (varies by school), teachers are observed by the teacher coach in his/her respective school (titles of these positions vary by school model), and a member of the school leadership team (principal or assistant principal). These observations in most schools include a pre-conference and a post-conference for evaluation. In others, teachers can access their evaluations electronically and request a conference. In some schools, teachers receive written copies of their evaluations that will be signed and placed in their personnel files.

Following school interim assessments throughout the year	Student Data Analysis - School leadership and teacher coaches analyze student achievement data using the OAA-approved benchmark vehicle.
Every six weeks during the school year	Professional Development - Based on the data analysis of student achievement, the schools devote days throughout the year for group professional development sessions.
Mid-school year	Mid-year Assessment – Each teacher meets mid-year (in addition to observation follow-ups) with school leadership to review goals and receive teacher feedback on the evaluation rubric. School leadership and teacher coaches use this information to plan summer PD, external PD opportunities, and school/model-specific PD opportunities.
March-May	Year-end Review – The principal reviews all evaluation activities with the teacher.
June	Compensation Review – Preliminary OAA data is received in late June, after which school leadership considers that, and all evaluation data from the year, to inform school-wide bonuses to be awarded that year and/or base salary increases for the following school year.

We have detailed in Attachment I the current evaluation systems and in Attachment J the professional development components for each school currently open. Also indicated are the replication schools opening this summer that will follow their flagship school's systems in the intervening years as the new evaluation and professional development programs are integrated and implemented and then transition to the new systems as planned.

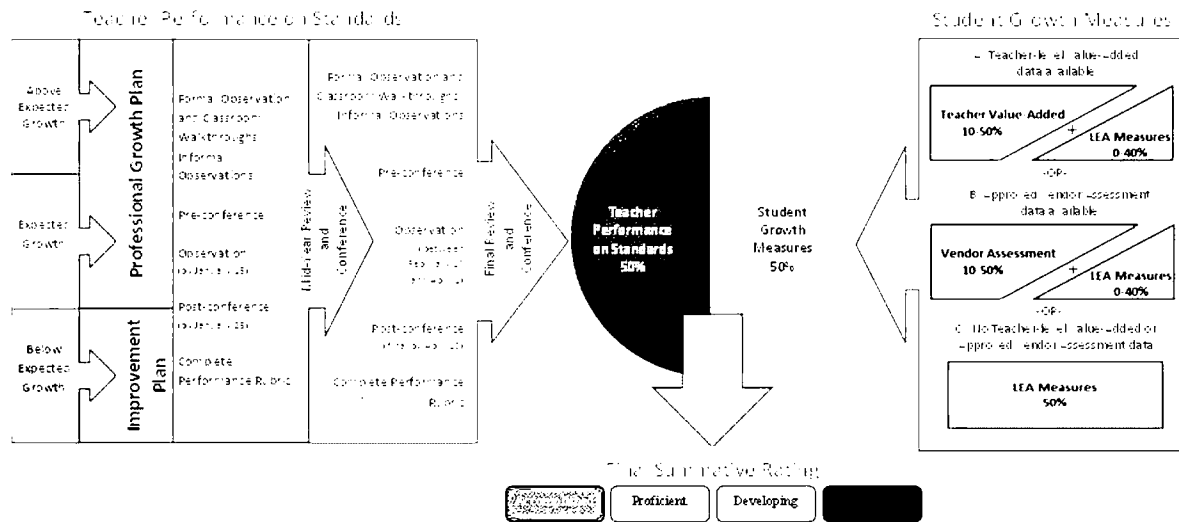
The BCS Educator Evaluation work stream, working closely with TNTP, will be charged with integrating these somewhat different evaluation systems to comply with OTES while maintaining school/model-specific characteristics. Breakthrough schools that are participating in RttT will also leverage the guidance of their regional specialists to ensure compliance with OTES standards and RttT requirements.

The Ohio Teacher Evaluation System

OTES was collaboratively created by the Ohio Department of Education (ODE) in response to a 2009 mandate (House Bill 1). The extensive creation of this system included three years of committee work plus a field test and pilot. ODE designed this framework to be “research based, transparent, fair and adaptable to the specific contexts of Ohio’s districts (rural, urban, suburban, large and small)”. While the creation of OTES is largely a result of requirements set forth through legislation,^{xiv} there is a certain degree of flexibility within the framework. Whenever possible, LEAs are encouraged to make decisions based on their specific models and subsequent needs. According to the ODE, the scope of work of the Ohio Teacher Evaluation Writing Team during 2009-2010 included extensive study of model evaluation systems throughout the country. Many state systems were examined in depth (e.g., District of Columbia Public Schools, Delaware, New Mexico, Colorado) for a standards-based definition of teacher effectiveness. Research was supplemented by the work of Charlotte Danielson, Laura Goe, New Teacher Center, and Learning Point Associates.

While the OTES framework is in response to a specific piece of Ohio legislation, currently public charter schools are exempt from the requirement to implement the system, with the exception of public charter schools receiving Race to the Top Funds. Currently, three Breakthrough schools in this applicant group are recipients of Race to the Top funds: CA, EP and VP, and will be adopting the OTES framework in 2013-2014. The four remaining LEAs in this application will also implement the system at the same time as they are committed to implementing the network’s shared mission and methods.

OTES relies on two main evaluation components each making up 50% of the evaluation: a rating of Teacher Performance and a rating of student academic growth as indicated in the figure below provided by the ODE in their OTES Model Document.^{xv} This percentage of student



academic growth is based on research and best practices identified by the ODE. The impact this component would have on the overall rating is explained by Figure 2 below.

Teacher Performance on Standards (50%)

The teacher performance evaluation process of OTES has several components. Evaluators of teacher performance are charged with documenting concise evidence from:

- Professional Growth or Improvement Plans (more details follow in Selection Criteria 5)
 - Professional Growth Plan: A one-year teacher-created plan to assist the educator in focusing on the areas of professional development which will allow for improvement as an overall educator. The process is teacher-centered but includes specific feedback from an evaluator/administrator and is reflective of current data.
 - Improvement Plan: A plan developed by the evaluator based on ineffective ratings in performance and/or student growth. This plan identifies specific areas

of improvement in addition to what support and guidance is needed to help the teacher improve.

- Formal Observations utilizing the OTES Teacher Evaluation Rubric
 - Two, 30 minute observations of the educator teaching in the classroom conducted by credentialed evaluators from the school leadership team
- Classroom Walkthroughs
 - Ongoing; feedback is given to teachers on an ongoing basis
- Pre- and Post-Conferences.
 - Conferences occur prior to and after a formal observations. While these conferences are cited as a best practice, they are optional for OTES. We anticipate that BCS will continue these conferences in the schools that have them already and these will likely be adopted by all schools applying for TIF funds.

Breakthrough's Teacher Performance Challenges

As Breakthrough develops and implements comprehensive educator evaluation systems to comply with Ohio law, questions will arise with respect to how to customize the systems to best serve the needs of Breakthrough schools and educators and support individual Breakthrough schools' educational models. TNTP will work with the educator evaluation work stream to identify areas in which state models and suggested components require customization, and to design systems and processes appropriate for Breakthrough's context, models and goals. BCS will learn from TNTP how other organizations have solved similar challenges, as well as obtain TNTP's own best thinking (including ideas for addressing non-tested grades and subjects, etc.). Tactically, TNTP will work with Breakthrough to create project plans and stakeholder engagement plans to facilitate design decisions and implementation planning.

BCS is looking forward to implementing the OTES framework while remaining true to their models by designing school-specific evaluation systems based on the framework. For instance, Citizens Academy which has been using its own rubric for over a year will work within the work stream and with TNTP to perform a review of both rubrics (CA and OTES) and add items indigenous to its model to the OTES rubric. In this way, they will remain true to their mission and vision while complying with the rigorous requirements of HB153 (Ohio) and RttT. TNTP's objectivity and expertise will be valuable in assisting each TIF-funded school with incorporating model-specific information into the rubric.

The OTES rubric used in formal evaluations of a teacher outlines four levels of teacher performance for each of ten standard areas. Those areas of assessment are: Focus for Learning, Assessment Data, Prior Content Knowledge/Sequence Connections, Knowledge of Students, Lesson Delivery, Differentiation, Resources, Classroom Environment, Assessment of Student Learning, and Professional Responsibilities. The OTES/Breakthrough rubric will be applied holistically and evaluators will assess which teacher performance level provides the best overall description of the teacher. These ten standard areas of assessment are aligned to the Ohio Standards for Educators and work in tandem with what has already been established to be elements of effective teaching. Please see Attachment M for the OTES model rubric and the rubrics used last year by the Breakthrough schools in operation last year.

Student Academic Growth Measures (50%)

Under OTES to be adopted by Breakthrough schools in this application, student growth measures will account for 50% of the teacher evaluation. OTES, as published by the DOE, defines student growth as “the change in student achievement for an individual student between two or more points in time.” The student growth component cannot contain a sole data set, but

rather is comprised of two or more measures of Value-Added scores, vendor-created assessments and LEA-determined student growth measures. For all teachers with regular instructional responsibilities, they will be evaluated based on student growth at the classroom level.

Teacher-level Value-Added scores must be used where available. In Ohio, value-added information is available for Ohio Achievement Assessment tests for subjects in grades 4-8; however, the general framework of the combination of measures will vary depending on the grades and subjects taught. As in the case of kindergarten through third grade where teacher-level Value-Added scores are not available; schools will choose other assessments from a pre-approved vendor list in which to measure student growth.

BCS, this past year implemented the use of Scantron/Global Scholar Performance Series (a vendor-created assessment approved for OTES use by the ODE) in reading and math for grades 2-8. The Scantron test can be used to measure growth over time using a vertical scaled score. After both qualitative and quantitative evaluation, test items are placed on a vertical difficulty scale to show a student's ability level within a subject. This scale can be used across grades and allows educators to view growth over time.

This nationally normed reference test is given to all students at least twice a year and provides benchmark and student growth information for assessment. BCS anticipates using Scantron to assess grades K-1 when those testing measures become available next year, providing data for those teachers that will be used in their evaluations as well. In other instances where traditional assessments are not available, (including Intervention Specialists, English as a Second Language instructors, and physical education, music and art teachers), BCS is looking forward to working with the team from TNTP and following the suggested process by the ODE to identify Student Learning Objectives (SLO) and their subsequent assessments to evaluate

those teachers for the student performance component of OTES. Based on the position, student growth will be measured accordingly (grade-level or school-level measures).

In addition to the classroom observations and the student growth measures, teachers will be evaluated on a variety of additional factors. Our schools have used a variety of factors in the past (included in Attachment M) and will be working with TNTP to ensure they are aligned with best practices and OTES. We also expect that whole school growth will be an additional factor for teachers with regular instructional responsibilities but separate from the classroom-level student growth data. Our schools believe that by considering whole school growth, the collegiality and teamwork amongst teachers is enhanced and encouraged.

The Evaluation Process' Summation

Once the evaluation process is completed for each teacher, he will receive his rating for his performance that school year. The final summative rating levels include: Ineffective, Developing, Proficient and Accomplished. The below definitions are provided by ODE.

Ineffective: A rating of Ineffective indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.

Developing: A rating of Developing indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.

Proficient: A rating of Proficient indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous expected performance level for most experienced teachers.

Accomplished: A rating of Accomplished indicates that the teacher is a leader and model in the

classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.

Credentialed Evaluators

A welcome addition to the educator evaluation process required by OTES not already performed by Breakthrough schools is the formal credentialing of evaluators. Evaluators charged with administering the OTES rubric must be fully credentialed by taking a rigorous three-day workshop sponsored by the Ohio Department of Education. At the training, participants view a variety of teaching videos and learn to score accurately and consistently using the OTES observation rubric. Following the intensive workshop, evaluators must then pass an online test consisting of two-parts: (1) lesson analysis and (2) multiple choice assessment of the post-conference component. The evaluator is considered “credentialed” after passing both parts of the assessment process and may actively participate in evaluating the performance of teachers. Should the evaluator fail any part of the assessment, he/she is required to review portions (online) and then retake the failed portions of the test until credentialed.

ODE partnered with the National Institute for Excellence in Teaching (NIET) to create an extensive interactive online resource program for the OTES which includes a vast teaching video library, online modules and an assessment portal for credentialing evaluators. This teaching video library may also be utilized in order to train staff on the OTES process as well as best practices. A NIET representative was also present at the workshops as an additional resource to educators. NIET is also slated to produce several teacher videos designed to train educators on the implementation of the OTES rubric. These are expected to be available in October, 2012. Because of the uniqueness of each of our schools and their educational models, BCS anticipates

the need to create its own training videos that will focus on the successful school/model-specific characteristics of teachers in a Breakthrough school. Each K-8 family of schools will require two different videos, one for the elementary school model and one for the middle school model.

Our school leadership is already in the process of getting credentialed. Many have already attended the OTES evaluator training sessions and have completed the process. In addition to being credentialed by the state of Ohio – which will ensure a high degree of inter-rater reliability – the below positions also possess extensive academic experience and training for their roles. Inter-rater reliability will be bolstered by periodic co-observations by other credentialed evaluators and regular re-certification of evaluators as required.

The qualifications for all evaluators listed below can be found either in Attachment K or Attachment O depending on the position.

School	Grades Served	Evaluator-Credentialed Positions
Citizens Academy Citizens Academy East	K-5	Model Leader Principal Assistant Principal Director of Academics Academic Coordinator
Citizens Leadership Academy	6-8	Head of School/Model Leader
Village Preparatory School Village Preparatory School :: Woodland Hills	K-5	Head of School Director of Curriculum and Instruction
Entrepreneurship Preparatory School Entrepreneurship Preparatory School :: Woodland Hills	6-8	Head of School Director of Curriculum and Instruction Special Education Coordinator*

*The Special Education Coordinator will specifically evaluate intervention specialists in all Village Preps and Entrepreneurship Prep Schools.

Ohio Principal Evaluation System (OPES)

In 2007, the Ohio Department of Education convened a group of educational stakeholders to design a model principal evaluation system aligned to the Ohio Standards for Principals. In late 2008 that model was adopted by 20 districts (140 schools) that participated in a year-long training and credentialing process. The model has since been revised to include a scoring rubric for making summative evaluations of principal effectiveness. OPES will need to be adopted by all public districts and by community schools participating in Race to the Top by July 1, 2013 and implemented in the 2013-2014 school year. The Ohio Department of Education will post a final version of the OPES model and resources in August 2012. BCS schools, both funded by RttT and not, will be adopting OPES in the 2013-2014 school year. Citizens Academy has led Breakthrough's transition to OPES using it this past year to evaluate its principal.

OPES is not a prescription but instead a resource model made available to districts to use as they find appropriate. BCS will work with TNTP to adapt OPES for use by all TIF-funded schools for principals and assistant principals. The system is a research-based model for the evaluation of school principals which is aligned with the Ohio Standards for Principals, national and state legislation, current evidence and new findings on effective leadership, and research linking leadership to student achievement and learning.

In OPES, student growth measures (weighted at 50%) and evaluation of principals' proficiency on the standards (also weighted at 50%) determine the level of principal effectiveness. The procedures and data sources for measuring student growth are still to be determined in Ohio. However, BCS anticipates using the same data sources for measuring student growth for principals as are used for teachers under OTES. Using the rubric, principals are evaluated and rated as: Ineffective, Proficient, Accomplished or Distinguished. Full details on what OPES measures is included in Attachment U.

According to Ohio state law, this evaluation must be conducted by the LEA's superintendent or his/her designee. In the case of BCS, all principals report to the network's Model Leaders (Chief Academic Officers), who in turn report to the network's Chief Executive Officer. BCS will ensure that principal evaluations are conducted by the school's respective model leader who will all be properly credentialed by ODE. Should that be impossible due to a vacancy in that position that has a current principal filling that role or an inability to fill that role with a suitable candidate, the Chief Executive Officer will designate a qualified, credentialed evaluator to follow the evaluation process as per state law and the professional development objectives of the network.

SELECTION CRITERIA C – PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION PROCESS

Currently, although BCS educators are not given a formal performance rating, BCS uses a pathway similar to professional development as recommended by OTES, albeit informal. A distinct hallmark of BCS professional development across the network is an additional holistic component that provides a range of professional development opportunities to the entire educator staff. Furthermore, Breakthrough schools have a strong shared culture of growth and teamwork. BCS is proud that, across all schools, educators know that they can always seek curricular assistance, coaching, and tools and opportunities for growth from school leadership.

Other shared professional development approaches include a summer institute for teachers (duration varies by school) including a “culture camp” component, coaching opportunities, an educator's handbook that outlines teacher expectations, in-classroom observations at least twice a year (usually more frequently), several intense professional development days, and

opportunities to lead whether as grade-level chair, department chair, through service on a Race to the Top team or by taking on additional administrative or data responsibilities. These leadership opportunities not only assist recruitment in that they provide candidates with a leadership path and an opportunity for promotion, but they also indicate to teachers in the classroom that there is a school structure that supports them. Grade-level and departmental-chairs oversee their fellow teachers, collaborate on lessons, review and analyze data and disseminate student information to their colleagues.

Also shared by faculty across the network is the expectation for continuous building upon practice according to each school's vision, goal-setting practice and design principles. All schools fund some teachers' attendance at various conferences and trainings based on leadership potential and teacher and student performance as evaluated through the processes described above. These conferences and training sessions include model-specific topics like Expeditionary Learning or Building Excellent School's Weekend Warrior conferences, focus on a subject such as the National Council of Teachers of Math Conference or are given by ODE for Ohio-based areas of interest. In addition to those listed, school leadership also attends conferences including the National Alliance of Public Charter Schools annual conference and/or the Ohio Alliance of Public Charter Schools. If teachers have an interest in an area that would benefit the school, barring available funds and teacher performance, our schools encourage them to pursue it.

Teachers and school leadership have also had the opportunity throughout the year to visit high-performing charter schools nationwide. This exposure to core practices of successful schools enables teachers and leaders to learn and then directly apply meaningful instructional practices to BCS classrooms. This approach is not only effective for teachers, but also deans and academic coordinators. The BCS network is supplementing this school-level approach this year with funding for school leaders who are specifically interested in integrating blended

learning within their school models and learning more by visiting successful blended learning schools. Pending available funding, BCS would like to continue to pursue offering network-wide professional development opportunities on behalf of all the schools .Non-academic professional development has also been offered across network schools to build skills in Microsoft Office, leadership abilities, and management.

Across all our schools, professional development is easily accessible. At BCS, educator evaluation and the accompanying professional development is a year-round process and highly responsive to the successes and challenges of students and teachers alike. Educators in all schools are encouraged to share their learnings and experiences with colleagues. This often results in teacher presentations at professional development days or educators creating materials and resources for the benefit of their fellow teachers. BCS school leadership firmly believes that the strength of the network's academic success is the collaborative approach of leadership, teachers, students and staff.

As a network, BCS is looking forward to implementing **Breakthrough University**. This comprehensive program, to be designed in year 1 of this grant and piloted in year 2, will develop internal talent. The University will feature a training curriculum offered to internal candidates for school leadership positions and network operational positions. The curriculum will include training from internal staff and external consultants and sources on leadership, management, diversity inclusion and business (School Finance and Operations, including Title I and other complex compliance requirements) topics for future leaders identified within the network.

This program will endeavor to maximize the talent pool already present within the network. CSP grants will cover the start-up costs of implementing this program in year 2 of the TIF grant and decrease over time. Eventually program costs will be absorbed into Breakthrough's general

operating budget. CSP grant funds will be used for the external and internal consultants, program development, and materials and supplies.

Breakthrough University will demonstrate the network’s willingness and capacity to grow leaders which will help teacher recruitment and enhance the overall professional development opportunities in the network.

OTES Professional Development

As part of SHIP, Breakthrough’s transition to OTES will see an educator’s evaluation directly informing the requirements for his/her professional growth plan (PGP) or professional improvement plan (PIP). By using the OTES framework, BCS will essentially be formalizing its similar current professional development approach and also enable the network to develop career pathways that could be integrated into the system. This is an advantage for our teachers and leaders, but also for our human capital strategy. This aspect of SHIP has the potential to enhance our teachers’ and leaders’ experiences in the network, but also serve as a robust recruiting tool through which more aspiring and current teachers recognize the value of being a Breakthrough educator.

The table below indicates how the two components of the evaluation system are combined for an overall teacher rating and professional development plan.

Figure 2: Evaluation Components Combined for Overall Teacher Rating

		Teacher Performance			
		4	3	2	1
Student Growth					Proficient
					Developing
	Expected	Proficient	Proficient	Developing	Developing

	Developing	Developing	
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Based on an educator's growth score, the school leadership team will implement PGP or PIP.

OTES recommends the following requirements depending on the final assessment of a teacher's growth throughout the school year.

Figure 3: Professional Plans Based on Overall Rating

Above Expected Growth	Expected Growth		Description of Requirements For Professional Growth or Improvement Plan
✓	✓		Growth Plan
		✓	Improvement Plan
✓			Self-Directed by Teacher
	✓		Collaborative –Teacher and Evaluator
		✓	Directed by the Evaluator
✓	✓	✓	Professional Conversations
✓	✓	✓	Mid-Year Progress Check
✓	✓	✓	End-of-Year Evaluation

Professional Growth Plan (PGP)

Selected for those who demonstrate expected or above expected growth, the PGP helps teachers focus on areas of professional development that will allow them to improve their practice. Teachers are responsible for the implementation and completion of the plan and may use the plan as a starting point for the school year. This plan will be individualized to the needs of the teacher and the students based on available data and specifically relate to the teacher's areas for growth as identified in the teacher's evaluation. The evaluator will recommend professional development opportunities and support the teacher by providing a variety of

resources. The growth plan will be reflective of the data available and include:

- Identification of area(s) for future professional growth;
- Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice;
- Outcomes that will enable the teacher to increase student learning and achievement.^{xvi}

Professional Improvement Plan (PIP)

PIPs are developed for a teacher by the evaluator in response to ineffective ratings in performance and/or student growth. PIP is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve. This plan can be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator. When an improvement plan is initiated by an administrator, it is the responsibility of the administrator to:

- Identify, in writing, the specific area(s) for improvement to be addressed in relationship to the Ohio Standards for the Teaching Profession;
- Specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and includes resources and assistance available;
- Determine additional education or professional development needed to improve in the identified area(s);
- Gather evidence of progress or lack of progress.

A reassessment of the educator's performance will be completed in accordance with the written plan. This allows for multiple opportunities for observation of performance. Upon

reassessment of the educator’s performance, if improvement has been documented at an acceptable level of performance, the regular evaluation cycle will resume. If the teacher’s performance continues to remain at an ineffective level, the supervising administrator will reinstate the improvement plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.^{xvii}

School and network leaders look forward to working with TNTP to align the network’s current professional development approach with OTES requirements. OTES is very compatible with the current evaluation and professional development systems in place already throughout the network. One area that has already been identified for integration is the evaluation rubrics our schools use. In 2012-2013, the network will embark on an intensive effort with TNTP to develop and finalize each school-specific rubric in accordance with the needs of the school and OTES requirements. Another area of work with TNTP will be formally aligning leadership opportunities and professional development with performance.

Breakthrough Career Pathways

An area of professional development that BCS has not yet implemented is the formalization of career pathways. This is a dynamic and complex undertaking for the network because of the unique characteristics of each model and school which requires the delicate reconciliation of network standardization and the retention	School Administration Pathway	Teaching Pathway
	Principal	Master Teacher
	Dean of Students	Senior Teacher
	Grade Level Chair	
	Effective Teacher	
	Developing Teacher	

Figure 4: Sample Career Pathway

of school/model distinctions. Early conversations around this topic are intending for career planning and professional development feedback to surface during teacher recruitment and the post-observation conferences or discussions with teachers.

Currently teachers in the network are aware of available leadership positions (from grade-level chair to principal of a new school). However, there is no formalized space where teachers can voice their aspirations and receive directed feedback and suggestions for developmental assistance to reach their goals. TNTP will assist BCS in integrating national best practices into the evaluation process that create that space and help articulate and mediate expectations for leadership roles.

OPES Professional Development Program

A growth plan for principals is developed as part of their summative evaluation process. It includes feedback from the evaluator as well as the principal's assessment of progress toward goals, and the support needed to further his/her continuous growth and development.

Professional development will be individualized to the needs of the principal, and specifically relate to her/her areas for growth as identified in the principal's evaluation. The evaluator will recommend professional development opportunities, and support the principal by providing resources (e.g. time, financial).

As the principal and evaluator work collaboratively during the formative assessment process, scheduled conferences will take place several times during the year. By the end of the year, the evaluator and principal should discuss opportunities for professional development that evolve naturally as a result of the evaluation process. The growth plan will include:

- Identification of areas for future professional growth
- Specific resources and opportunities to assist the principal in enhancing skills, knowledge

and practice

- Outcomes that will enable the principal to increase student learning and achievement

An improvement plan is developed when the principal's performance in one or more areas is scored as ineffective or their overall performance is scored as ineffective. The evaluator and principal are required to meet to develop a plan for improvement. The development of the form may take more than one meeting and sufficient time needs to be provided to ensure that the plan is comprehensive and well detailed.

Improvement must include the following:

- Identification of specific deficiencies and recommended areas of growth
- Measurable goals for improving the deficiencies to acceptable levels
- Specific professional development or strategies to accomplish the goals
- Specific resources necessary to implement the plan, including but not limited to opportunities for the principal to work with highly effective principals or central office staff
- A timeline for the plan, including intermediate checkpoints to determine progress and provide feedback and coaching
- Procedures for determining acceptable improvement

Ohio Resident Educator Program

Particularly relevant to BCS which relies on newly-licensed teachers to fill teaching spots in our growing network is the new Ohio Resident Educator (RE) Program. RE is a four year program of formative assessment and mentoring support for new teachers that will culminate in the completion of a state-wide summative performance-based assessment. The benefit of a four-year program is that it allows mentors and other colleagues to work with REs over time and

move deeper into the process of being an effective teacher. Legislation mandating a new licensure system for teachers was passed in 2009 and included the RE program. In Ohio, all teachers wishing to be licensed by the state must complete this program. The RE program began in the 2011/12 school year. Please see Attachment V for more information on this program.

COMPETITIVE PREFERENCE PRIORITY 5: AN EDUCATOR SALARY

STRUCTURE BASED ON EFFECTIVENESS AND REQUIREMENT 1:

PERFORMANCE BASED COMPENSATION FOR TEACHERS, PRINCIPALS AND OTHER PERSONNEL

BCS is very excited to develop under SHIP an educator salary structure based on effectiveness. After one year of implementing the educator evaluation system in year 2 of the proposed grant project, BCS anticipates implementing the salary structure changes in year 3 of the grant (2014-2015).

Breakthrough's salary structure will follow PBCS Design Model 1 as described in the TIF application package. The compensation system will provide for base salary increases on average of 10% combined with an incentivized bonus pool for teachers and principals who receive an overall rating of effective or higher under the evaluation system previously described herein. This would apply to all teachers and principals in the seven participating schools. BCS anticipates that in the refinement of the Breakthrough Educator Evaluation System, teachers demonstrating Expected Growth and Above Expected Growth as defined in Figure 3 would be eligible for additional compensation under the to-be-developed salary structure. Given this, the salary differential between two similarly situated educators will be tied exclusively to the educator's overall evaluation ratings.

In addition, of those teachers eligible for compensation based on their effectiveness rating,

additional compensation would be available for teachers who take on additional responsibilities and leadership roles as they do already in the schools. BCS will determine through the development of this system whether principals will be similarly eligible for additional compensation if they take on additional responsibilities and leadership roles.

To stimulate and enhance the collaborative spirit among school staff that has been central to the network's success, other personnel, who are not teachers or principals, would be eligible for additional compensation based on performance standards to be determined by the schools. In partnership with TNTP, we anticipate that these standards would include - as is already the case in many of our schools - a consideration of "annual yearly progress" performance (a school-level student growth measurement), overall school rating by the ODE (a school-level student growth measurement) for 50% of the evaluation and a staff member's individual performance evaluation by his/her direct report or school principal for the other 50% of the evaluation.

BCS is committed to implementing a performance-based compensation system that has the following design principles:

Simplicity – be transparent, fair, and easy to understand and implement

Recruitment – convey the school/model/network principles and value to attract effective and highly effective teachers

Performance – Provide significant rewards and incentives to effective teachers beginning in the first year (not funded by the TIF grant) to retain teachers through the transition process

Total Compensation – be competitive with districts and charters, increasing long-term earning potential

Flexibility and Fit – be flexible enough to allow the network to meet specific staffing

needs and change as needs change

With the expertise of TNTP, Breakthrough seeks to identify a differentiated salary structure based on effectiveness that will meet the aforementioned design goals. The flexibility and autonomy of our charter schools network enables the schools participating in this application to use a teacher's evaluation rating as the central component of how educators are compensated for their work. Early projections as this system is being developed anticipate that 90-100% of an educator's compensation decision will be determined by that educator's overall evaluation rating. Career pathway opportunities and additional responsibilities will depend on a teacher's evaluation rating. After the work stream process had produced a differentiated salary structure through the involvement of school leaders, educators and network staff, the proposed salary structure will be approved by all participating school boards who have been highly supportive throughout the course of the development of SHIP and its associated components.

Through a combination of financial and non-financial awards to be implemented under SHIP, BCS is optimistic that the network can significantly bolster its reputation as a premier employer in northeast Ohio, resulting in hiring and retaining highly-effective teachers to implement our schools' vision of instructional improvement.

SELECTION CRITERIA D AND APPLICATION REQUIREMENT 2: INVOLVEMENT AND SUPPORT OF TEACHERS AND PRINCIPALS

In 2010, EP, VP, and CA were all awarded RttT funding from the Ohio Department of Education. These awards were the first step our schools took to address the need to improve their educator evaluation systems and professional development opportunities, and to find solutions to the human capital challenges they face. The RttT scope of work has directly impacted the development and implementation of a comprehensive educator evaluation system

and performance-based compensation system that BCS seeks to implement in 7 of its high-need schools. The RttT work thus far has charged the participating schools with measuring student growth through the use of value-added data, using a variety of formative instructional practices to provide ongoing feedback to educators, creating common formative assessments, and utilizing data to identify and accelerate best practices.

In 2010, the schools were charged to compose RttT Transformation Teams comprised of 50% educators and 50% administrators. All three teams have at least two teachers each that will continue the RttT work through 2013-2014. These teachers have been actively involved in leading the ongoing monitoring of plan implementation and aligning the LEAs' efforts to meet RttT goals and objectives. Educators have spent, on average, 14 hours a month and over 160 hours annually on this effort at each RttT-funded school. Educator involvement in the preliminary design of the educator evaluation, professional development and performance-based compensation systems has been as extensive as possible not only because of the requirements and framework of RttT dictated by the State of Ohio, but also because teacher participation at such a strategic level is an important part of our schools' cultures. Acting in accordance with the state of Ohio's development of an overall educator evaluation system, these schools are now three years into their overall progress, making this an ideal time to elevate our efforts with the support of a grant from the Teacher Incentive Fund.

Last year, prior to the finalization of the Ohio Teacher Evaluation System and the Ohio Principal Evaluation System, a team made up of three teachers at E Prep undertook a comprehensive research effort of performance-based compensation systems. This team came together as a result of one teacher's participation in a consortium on teacher compensation organized and sponsored by the Bill and Melinda Gates Foundation for Ohio schools. Following

a year of research and collaboration with other teachers in the school, the team presented to the Board of Directors a draft for a possible performance-based compensation system.

This system called for a teacher evaluation based on student performance and professional merits, as well as school-level and grade-level bonuses for meeting academic assessment results objectives and value-added objectives. While this system does not adhere to all the subsequent Ohio state requirements our schools must meet, this time- and labor-intensive effort has greatly contributed to the preliminary development of the network-wide PBCS that BCS seeks to implement with TIF funding. Furthermore, prior to learning of this grant, this team's effort brought the need for a PBCS to the forefront of the network's awareness and demonstrated the widespread desire and teacher support for such a system at BCS.

As BCS proceeds with its efforts to further develop and implement a PBCS and evaluation system as described in this application, the schools will continue to rely on the teachers on the RttT Transformation Team to be deeply involved in this initiative even after the RttT teams disband in 2014-2015. In addition, we expect that each new school in the network that is not participating in the RttT efforts will also have at least one, if not two, educators that will join one or more of the work streams that will be formed upon receipt of TIF grant funds. BCS commits to maintaining the involvement of at least one educator from each educational model participating in the development and implementation of the TIF-funded project throughout the course of the grant. Ideally, we would involve two teachers from each of our three educational models applying for TIF, resulting in six teachers actively contributing in the design, refinement and implementation of the PBCS and the educator evaluation systems.

Letters of support for the proposed PBCS and the educator evaluation systems described in the application are included which demonstrates significant educator support. Included is at least

one letter from each of our educational models that will be participating in the initiative proposed to be funded by this grant. The letters demonstrate that there is broad and deep support for the design and implementation of a PBCS with an educator evaluation system at its center. All teachers are committed and ready to comply with all Ohio state regulations and programs, as well as contribute to the ongoing development and refinement of a Breakthrough PBCS that will build on Ohio state evaluation requirements. **A union is not the exclusive representative of any teachers or principals in each participating LEA.**

SELECTION CRITERIA E – PROJECT MANAGEMENT

1. Roles and Responsibilities Key Personnel AND 2. Sufficient Human Resource Allocation

In addition to the staff at the school-level of all of the schools participating in this application, the schools have the benefit of the Breakthrough Charter Schools management staff and the Friends of Breakthrough Schools (FOB) staff. BCS was formed to provide governance, oversight, resources, support and services to each of the educational models that exist in its network while building a shared operational platform that can support the launch of more high-performing schools in Cleveland. Through a unique collaborative relationship with the schools, BCS, FOB, and the schools provide the best services to the students at economies of scale while still allowing for flexibility and innovation throughout the network. BCS responsibilities to the schools include both academic and non-academic duties:

- **Academic Organizational Structure:** Similar to Uncommon Schools’ “regions”, BCS has instituted a leadership reporting structure organized by “school models”; each model has a BCS-employed School Model Leader that is responsible for curriculum development as well as student and teacher performance of all the schools within their model and reports directly to the BCS CEO. The Model Leader’s most important function

centers on maintaining the essence of the academic model and its unique culture. In addition to coaching and overseeing School Building Leaders, Model Leaders are ultimately responsible for student outcomes in all the schools within their model.

- **Central Services Structure:** The centralized structure of key operational functions, including Talent Recruitment, Facilities and Procurement, Finance, Accounting, Compliance, Communications, IT, Performance Management, and Alumni Tracking allows the network to scale key talent across multiple schools as it grows and will ensure that BCS is delivering outstanding service at decreasing cost to its schools. Each school employs a Director of Operations who is the primary liaison to the CMO for coordinating operational services.

Attachments K, M and F provide more detailed information regarding the functions of staff integral to the successful implementation of this project and their qualifications.

3. Project Objectives and Performance Measures

BCS endeavors to create a human capital system within the network that drives educational excellence and improves instructional outcomes.

Objective 1: Provide comprehensive, data-driven educator evaluations across the network

- By the end of year 1 of the grant BCS will fully integrate the Ohio Teacher and Principal Evaluation Systems with BCS evaluation systems currently in use (with special attention to adding school/model-specific components to the general OTES/OPES rubrics).
- The new evaluation system will be fully and effectively communicated to all educators and leadership across the network.
- By year 2 of the proposed grant period, the seven Breakthrough schools participating in TIF will implement the Breakthrough Educator Evaluation System for 100% of its

educators.

- By year 2 of the proposed grant period, a data system to support network-wide evaluation systems will be developed and implemented.

Objective 2: Develop and Implement an Educator Salary Structure and an Educator

Recruitment and Selection Plan

- By year 3 of the proposed grant period, develop an educator salary structure based on effectiveness that will be used by at least the 7 Breakthrough schools participating in TIF.
- In year 3 of the proposed grant period, implement the educator salary structure based on effectiveness in at least the 7 Breakthrough schools participating in TIF.
- In years 1 and 2, develop and refine recruitment and selection strategies to lower turnover costs and increase retention.
- Increase the average years of service of Breakthrough teachers in the 7 TIF-participating schools from 3.64 years to 4.5 years by the end of the grant period.
- Hire and retain 75% of Cleveland Urban Teacher Residents upon the completion of their residency each year.
- Hire and retain 50% of TFA corps members upon the completion of their term of service starting in year 3 of the proposed grant period.

Objective 3: Improving and implementing a Professional Development and Promotion

System based on Teacher Evaluations that Improve Instruction

- By year 2 of the grant period, define and share with stakeholders Breakthrough Career Pathways available to network teachers and leadership.
- At least 80% of students proficient in math as certified by the OAA test score rubric.
- At least 85% of students proficient in reading as certified by the OAA test score rubric.

- Achieve a network-wide weighted average OAA metric performance index score of 94 (excluding year one of new schools).

4. Project Evaluation Plan

BCS will use a variety of methods to evaluate the objectives stated in this narrative. For objective one, BCS will compile HR information to ensure that 100% of educators in the 7 schools under SHIP are evaluated using the Breakthrough Educator Evaluation System. The communication plan for the evaluation system will be evaluated through educator feedback and periodic review during regular Breakthrough Leadership Team meetings. The evaluation of the data system to be implemented with this grant will be performed in concert with The New Teacher Project and Breakthrough's technical support team, Smart Solutions.

In year 1 of the proposed TIF grant, BCS will hire a Director of Performance Management, reporting directly to the BCS CFO and working very closely with the school Model Leaders, who will be responsible for using school and CMO level data to analyze educational, organizational, and operational effectiveness at the school building, model, and CMO levels. This Director will support school, model, and CMO leaders as they use data to drive continuously improved educational and operational effectiveness at all levels of the organization. The Director will be a key part of the evaluation process of TIF project goals.

To measure objective 2, HR information will be compiled to determine if there was an improvement of Breakthrough teachers' average years of service. Recruitment and selection strategies will be periodically reviewed by the HR committees of the network and schools' boards, as well as the Breakthrough Leadership Team. The educator salary structure's rollout will also be subject to regular review and the feedback of stakeholders across the network. HR information will be compiled to verify retention rates among TFA corps members and Cleveland

Urban Teacher Residents.

For the achievement objectives included in objective 3, BCS will compile and analyze data from the Ohio Department of Education (ODE). The Ohio Achievement Assessment results and the demographic data will be analyzed and independently verifiable by the ODE. ODE data will also be used in concert with BCS's payroll records to verify the ratio of students to CMO staff.

Overall, to effectively evaluate the performance of BCS as a human resources service provider and its services to the schools, BCS annually surveys the schools with what the network has termed a "360 degree scorecard." This tool measures the services provided to the school and staff and whether the school and staff are meeting BCS's expectations. The scorecard includes enrollment, student achievement, human resources effectiveness, fiscal accountability, staff and parent satisfaction, and operational efficiency as some of the measured factors. BCS will analyze and report on the results at least annually to network staff and boards.

5. Realistic and Achievable Timelines

Please see the timeline projections for implementing the components of the HCMS, PBCS, and educator evaluation systems as described (i) in Selection Criteria A and B and for completing project tasks and achieving objectives (ii) in Selection Criteria A, B, and E3. A complete timeline for this project is included in Attachment P.

SELECTION CRITERIA F – SUSTAINABILITY

BCS was formed partially from the desire of the founding schools to effect important economies of scale through their collaboration and invite philanthropic funding on a larger scale. By coming together to represent over 2,000 students and developing the ability to scale to serve more children, BCS has attracted the **large-scale support of corporate, community, and family foundations, representing close to 65% of the network's operating and capital**

support annually. These funders, including the Cleveland Foundation, George Gund Foundation, Lubrizol Foundation, Cliffs Foundation, American Greetings, Inc., PNC Bank, Walton Family Foundation, and many others, have recognized the impact BCS schools have had and the capacity the network is building to fundamentally change the educational map in Cleveland.

In addition, BCS was successful in attracting the attention of a major national foundation: the Charter School Growth Fund. BCS is only one of 19 CMOs in the country to be awarded the Charter Schools Program (CSP) Replication and Expansion grant from the U.S. Department of Education to support Breakthrough's replication and expansion plan. The CSP grant will infuse \$8,648,901 into the network over the five year grant period. With this confluence of national and local dollars BCS is assembling the interim multi-year support required for BCS to grow into financial sustainability. We will continue to seek private philanthropy for operating, capital and programmatic needs, as well as look for other federal grant opportunities to support our work.

Through Breakthrough's unique partnership with the Cleveland Metropolitan School District (CMSD), BCS this past year was an integral partner in developing the Cleveland Plan – state legislation passed in June that authorizes a portion of the upcoming Cleveland tax levy to be shared with high-performing charter schools in Cleveland. Should the levy pass in November, this would significantly reduce the network's need for significant ongoing philanthropy. Working collaboratively with the Mayor of Cleveland, CMSD, and other stakeholders, BCS will work this fall to ensure the passage of a four year levy that would result in \$25.2 million in funds being directed to the Cleveland public school system in the first six months. Of that, BCS in the first year would receive \$2.1 million in that same time period. A very conservative estimate

(considering reduced enrollment at BCS and high numbers of other charter schools eligible for levy dollars) would project levy revenue for the BCS network as follows:

	FY13*	FY14	FY15	FY16	FY17*
Annual dollar/student	\$ 1,006	\$ 1,620	\$ 1,356	\$ 1,101	\$ 490
Projected Levy Revenue to BCS	\$ 1,512,145	\$ 3,167,743	\$ 3,251,490	\$ 3,322,201	\$ 1,642,612

*FY 13 and FY 17 represent a half year

This levy revenue would significantly reduce our philanthropic needs across the network and contribute to overall viability of a long-term PBCS. Without this change in the tax levy allocation, sustainability is still possible due to the cost-reduction strategies outlined above and the natural growth of schools, with the addition of state and federal dollars that accompany the network's growth to full enrollment. BCS anticipates that per pupil cost will decrease over the next ten years, eventually resulting in the network operating primarily on public funds or with a very sustainable limited amount of private philanthropy directed to hallmark programming of the models and/or facilities.

Complementing TIF grant dollars are grant funds that BCS is receiving through the Charter School Programs. Some of those funds are being used for the Breakthrough network professional development program, from which all schools will benefit, and for our talent pipeline initiatives, CUTR and TFA. TIF grant dollars will also be complemented by Federal Entitlement funds and Race to the Top monies that the seven schools in this application currently use to fund teacher, principal, and other staff bonuses for school-wide academic achievement and taking on additional responsibilities. The above programs will not be funded by TIF at all.

Central to the sustainability of the proposed PBCS is Breakthrough's understanding of the network's financial model and building a thoughtful PBCS. We are looking at the average cost per teacher of the compensation system and will be designing a system that assures we are

sustainable by projecting revenues in a 3 year, 5 year, and 10 year model. Projecting enrollments as we grow and understanding the relationship between per pupil dollars, if need be, we are willing to build a system with an index. We could set an index value against which component (e.g. base salary, bonus) percentages can be multiplied. We can increase or decrease this index in order to adjust for changing budgets. Furthermore, using a PBCS based on effectiveness will mean that teachers who do not demonstrate effectiveness will not receive increases. Also, there will be expense offsets from the elimination of the cost of living adjustment that each of our educators currently receive and reduced staff turnover costs. Preliminary calculations estimate that staff turnover at our current rate of 18% costs the network at least \$100,000 a year.

Application Requirement 5: Limitations on Multiple Applications

BCS assures that all LEAs entering into the Memorandum of Understanding for this TIF application are participating in only one application in this fiscal year. Although it is not required for this application, the nonprofit organizations that have entered into the Memorandum of Understanding will also be participating in only one application in this fiscal year.

Application Requirement 6: Use of TIF Funds to Support the PBCS

TIF funds will be used for personnel expenses that are incurred through the course of the project. This includes a percentage of time for staff at both nonprofits that will be developing and improving systems and tools that support the PBCS and benefit all the participating LEAs. Those positions are: CFO, COO, Model Leaders of participating schools, the HR department, and grants administration by the Director of Grants and Foundation Relations, Accountant, and Grants Administrator. The salary costs of the “central office staff” will be pro-rated in years 3-5 if the other two schools do not implement a PBCS before that to reflect that 7 out of the 9 schools in the network are TIF-funded.

Furthermore, TIF funds will be used to compensate educators as part of each LEA's PBCS. TIF funds will specifically be used for the salary increases for these positions that result from the implementation of the PBCS in 2013-2014. The numbers of teachers receiving compensation are:

School/Year	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
CA	28	28	28	28
CAE	15	19	22	26
CLA	19	19	19	19
EP	22	28	28	28
VP	37	37	37	37
EPWH	23	27	29	29
VPWH	24	33	40	43
Total teachers	168	191	203	210

Although the PBCS has not yet been finalized, we are estimating for each effective or highly-effective teacher an **average base salary increase of 10%** and when including a bonus pool of \$2,500 for each teacher available for performance rewards (not leadership roles or additional responsibilities), each effective or highly-effective teacher on average will see a **total compensation increase of 15%**. These averages result in an additional funding need of \$5,884 on average for each teacher plus the associated fringe benefits.

The number of principals and assistant principals stays constant in the 7 participating schools throughout this application. There are 7 principals and 3 assistant principals. We are estimating for each principal and assistant principal an **average base salary increase of 5%** and when including a bonus pool of \$4,500 for each position available for performance awards (not leadership roles or additional responsibilities), each position on average will see a **total compensation increase of 11%**. These averages result in an additional funding need of \$8,246 on average for each teacher plus the associated fringe benefits.

TIF funds will also be used for professional development in each of the 7 schools that is related to the PBCS. This professional development will be designed to address the educator needs that have been identified through the evaluation systems described in the application. In years 1 of the grant, the professional development will be based on the current evaluation systems in the 7 schools, rather than the refined one to be implemented in years 2-5. That year will enable the schools, as they develop the evaluation system for year 2, to assess the success of the professional development opportunities across the network and apply those learnings to the development of the professional development program in years 2-5.

TNTP's engagement as described throughout this application will be funded through the TIF grant. Related to the development of the data system needed for implementation of the PBCS is the purchase of the appropriate technology. In the first two years, prior to the implementation of the PBCS, these costs will be funded in full by the grant. In subsequent years, as per the grant regulations, these costs will be prorated to reflect that 7 out of the 9 schools in the network are TIF-funded.

Also to be funded are the two mandatory conferences for TIF grantees each year of the grant period. We are committed to sending 3 participants to the TIF grantee meeting and 2 participants to the TIF topical meeting each year at an estimated cost of between \$5,300 and \$5,737 for the entire grant period.

Application Requirement 7: Limitation on Using TIF Funds in High-Need Schools Served by Existing TIF Grants

BCS assures that if successful under this competition, it will use the grant award to implement the proposed PBCS and professional development only in high-need schools that are not served, as of the beginning of the grant's project period or as planned in the future, by an

existing TIF grant.

Conclusion

BCS has a timely, extraordinary and unique opportunity in Cleveland. With four exceptional educational models, a strong district-charter partnership, and strong local, corporate and foundation support, BCS has the opportunity to make a difference for children. Cleveland is big enough to matter but small enough that the execution of Breakthrough's strategic growth plan can elevate the entire city's educational standard. The Teacher Incentive Fund Grant can provide the financial support to elevate our high-performing network to a new level of excellence.

Facing a nationally-endemic challenge of retaining teachers in urban schools, BCS now seeks to confront those challenges head on. By developing and implementing a performance-based compensation system and refining its human capital management system to accommodate the PBCS, BCS is poised to transform the quality of its teaching force. In turn, BCS will be able to maintain its notably high level of academic achievement and continue to educate the underserved children of Cleveland through its growth plan. At the end of the TIF project, upon completion of its Strategic Human Capital Improvement Plan, BCS looks forward to turning its focus to its then veteran teaching force and improving on its human capital strategy once again.

As the catalyst for higher expectations in public education and as a successful network of schools, Breakthrough Charter Schools, Friends of Breakthrough Schools and the participating LEAs can see a city that is home to premier employers of educators and an innovative network of public schools that are breaking the cycle of poverty our students face every day. With a grant from the Teacher Incentive Fund, this vision is one we can share with all of Cleveland.

¹ Ohio Department of Education, 2010.

ⁱⁱ Boston Consulting Group, 2009.

ⁱⁱⁱ Cleveland Foundation analysis based on National Student Clearinghouse data.

^{iv} Ohio Department of Education, 2010.

^v Hanushek, E.A., Kain, J.F., O'Brien, D.M., & Rivkin, S.G. (2005, November) The market for teacher quality. Cambridge, MA: National Bureau of Economic Research.

www.nctq.org/nctq/research/111280646874.pdf

^{vi} Walsh, K. (2007, September). If wishers were horses: The reality behind teacher quality findings. Washington, DC: National Council on Teacher Quality.

www.nctq.org/p/publications/docs/wishes_horses_20080316034426.pdf

^{vii} *ibid*

^{viii} Data accessed from <http://www.teacherportal.com/district/ohio/Cleveland-Metropolitan-School-District> on July 18, 2012

^{ix} Waddell, Jennifer H, “Fostering Relationships to Increase Teacher Retention in Urban Schools,” *Journal of Curriculum and Instruction (JoCI)* May 2010, Vol. 4, No. 1, 70-85

^x Full benchmark data can be found via link in the document “Using the School Leader’s Toolbox Benchmark Survey” located by searching for “benchmark survey” at www.tntp.org

^{xi} Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 37(3), 499– 534.

^{xii} The Parthenon Group. Parthenon Perspectives – “*Observations from the Field: Practical Reflections on Teacher Performance Based Compensation*,” June 2012.

^{xiii} *ibid*

^{xiv} OTES is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code of the State of Ohio

^{xv} Accessed on June 27, 2012, at

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDedicatedPage.aspx?page=970>

^{xvi} This information was taken from the OTES Model on the Ohio Department of Education website on June 27, 2012.

^{xvii} *ibid*

Other Attachment File(s)

* Mandatory Other Attachment Filename:	AttachAReferenceChart.pdf
	<div>Delete Mandatory Other Attachment</div> <div>View Mandatory Other Attachment</div>

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment		
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Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

☐ LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

☐ 2 or more LEAs

☐ One or more SEAs and one or more LEAs

☒ One or more nonprofit organizations and one or more LEAs (no SEA)

☐ One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	Absolute Priority 1, Absolutely Priority 2, Selection Criteria C, Competitive Preference Priority 5	18-24, 24-35, 36-44, 45-47	Attachments I, J, M, O, U, V
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Introduction, Current Evaluation Systems, Breakthrough's Teacher Performance Challenges, Selection Criteria C	3, 24-27, 29, 36-44	Attachments I, J, M, T, U, V
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to	Recruitment, Hiring, Absolute Priority 2, Selection Criteria C,	20-23, 23, 32, 36-44, 45-47	Attachments I, J, M, T, U, V

inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;	Competitive Preference Priority 5		
(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	Breakthrough's HCMS, Competitive Preference Priority 5, Breakthrough Career Pathways, Selection Criteria C	18-24, 45-47, 42, 36-39	Attachment P

<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>Absolute Priority 1, Absolutely Priority 2, Selection Criteria C, Competitive Preference Priority 5, Project Objectives and Performance Measures</p>	<p>18-24, 24-35, 36-44, 45-47, 51-53</p>	<p>Attachments I, J, M, O, P, T, U, V</p>
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Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed

Absolute Priority 2: Educator Evaluation Systems To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-	Absolute Priority 2	24-35	Attachments I, M, O, P, S
(1) The frequency of evaluations, which must be at least annually;	The Ohio Teacher Evaluation System, Ohio Principal Evaluation System	27-28	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Current Evaluation Systems, Teacher Performance on Standards	24, 28-29	Attachments I, M
(i) Two or more observations during each evaluation period;	Current Evaluation Systems, Teacher Performance on Standards	24, 28-29	Attachments I, M
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Student Academic Growth Measures	30-32	Attachment M
(iii) Additional factors determined by the LEA;	Student Academic Growth Measures, The Evaluation Process' Summation	32-33	Attachment M
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	The Evaluation Process' Summation, Ohio Principal Evaluation System, OTES Professional Development,	32-33, 35, 39-41	Attachments M, U
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Project Objectives and Performance Measures	51-53	Attachment P

Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—	NA		
(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who— (i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;	NA		

(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	NA		
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	NA		
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	NA		
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	NA		
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	NA		

Competitive Preference Priority 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	Assurance Required by TIF Competitive Preference Priority 4	5	
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	NA		

Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) 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	Assurance Required by TIF Competitive Preference Priority 5, Competitive Preference Priority 5, Objective 2	5, 45-47, 52	Budget, Budget narrative, Budget Detail, Attachment P

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Competitive Preference Priority 5	45-47	
(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	Competitive Preference Priority 5, Application Requirement 6	45-47, 57	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Breakthrough's HCMS, Selection Criteria D, Selection Criteria E,	19, 47-50, 50 and 54,	Attachments, E, F, G, H, K

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Competitive Preference Priority 5	45-47	
• Design Model 1 or 2	Competitive Preference Priority 5	45-46	
• PBCS Optional Features	Competitive Preference Priority 5	46	

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	Absolute Priority 2, Selection Criteria C, Selection Criteria D	24-35, 39-44,47-50	Attachments, E, I, O, U
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	Absolute Priority 2, Selection Criteria C, Selection Criteria D	24-35, 39-44,47-50	
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	Absolute Priority 1, Selection Criteria D	19, 50	

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 3: Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--	Application Requirement 3	6	Attachment B
(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;	Application Requirement 3	6	Attachment B
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will	Application Requirement 3	6	Attachment B

not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.	NA		

Memo of Understanding – Breakthrough Charter Schools

This Memorandum of Understanding (MOU) is entered into by and between the following entities: Breakthrough Charter Schools, Friends of Breakthrough Schools, Cleveland Entrepreneurship Preparatory School, Village Preparatory School, Citizens Academy, Citizens Academy East, Cleveland Collegiate Academy (aka Entrepreneurship Preparatory School :: Woodland Hills, and Village Preparatory School II (aka Village Preparatory School :: Woodland Hills).

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition. The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

I. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

III. Lead Applicant and Fiscal Agent

Breakthrough Charter Schools will serve as the lead applicant. As the lead applicant, Breakthrough Charter Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Breakthrough Charter Schools understands that it is responsible for the receipt and distribution of all grant funds and for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Use of Funds

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

V. Participating LEA Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Provide data and any other necessary information to Breakthrough Charter Schools and Friends of Breakthrough Schools needed for the administration of the grant project, compliance with grant requirements or needed for the disbursement of grant funds to LEA grantees.

VI. Other Members' Responsibilities

Each participating nonprofit organization agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application as appropriate.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group.
- 3) Serve as the main contact on behalf of the participating LEAs to the Department of Education to ensure compliance with grant project administration and grant regulations.
- 4) Breakthrough Charter Schools, specifically, undertakes the responsibility of ensuring that the Principal Evaluation System as described in the application is carried out by its employees, the Model Leaders to whom the LEA principals report directly or by a similarly qualified designee of the Chief Executive Office of Breakthrough Charter Schools if there is reasonable difficulty in ensuring the occurrence of the former.

VII. Joint Responsibilities for Communications and Development of Timelines

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint at least one key contact person for the TIF grant.
- 2) Some, if not all, of these key contacts will form the lead TIF working group for the duration of the grant period. We expect the working group to consist of Model Leaders from each of the K-8 models participating and have at least one teacher and principal from each of the models as well. The group can include additional key contacts from the participating LEAs as deemed necessary by the model leaders. The key contacts from each LEA that are not part

of the lead TIF working group will, at least, participate in the project workstreams to fulfill the responsibilities outlined in sections VII (3) and VII (4).

- 3) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 4) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

VIII. Working Relationship Among Group Members

The working relationship among group members will be governed by signed agreements already in effect between Breakthrough Charter Schools and each of the participating LEAs, and Breakthrough Charter Schools and Friends of Breakthrough Schools.

IX. Assurances

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.

X. Modifications

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

XI. Effective Date/Duration/Termination

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU

by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

XII. Signatures

1) **Citizens Academy**

(b)(6)

Signature/Date

7/16/12

Jennifer Taylor/Principal/Citizens Academy

2) **Citizens Academy East**

(b)(6)

Signature/Date

7/16/12

Alicia Sadonick/Principal/Citizens Academy East

3) **Citizens Leadership Academy**

(b)(6)

Signature/Date

7/16/12

Shelly Saltzman/Principal/Citizens Leadership Academy

4) **Cleveland Entrepreneurship Preparatory School**

(b)(6)

Signature/Date

7/16/12

John McBride/Head of School/Cleveland Entrepreneurship Preparatory School

5) **Village Preparatory School**

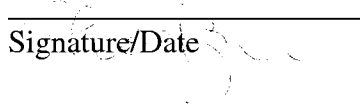
(b)(6)

Signature/Date

7/16/12

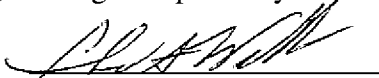
Jaclyn Stephens/Head of School/Village Preparatory School

- 6) Entrepreneurship Preparatory School Woodland Hills


Signature/Date

Chris O'Brien/Head of School/Entrepreneurship Preparatory School Woodland Hills


- 7) Village Preparatory School II


Signature/Date

7/16/12

Chad Webb/Head of School/Village Preparatory School Woodland Hills

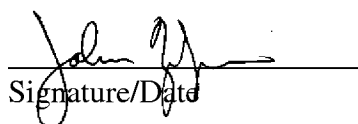
- 8) Breakthrough Charter Schools CEO


Signature/Date

7/18/12

Alan Rosskamm/CEO/Breakthrough Charter Schools

- 9) Friends of Breakthrough Schools President


Signature/Date

7/18/12

John Zitzner/President/Friends of Breakthrough Schools

Chief Executive Officer
Eric S. Gordon

Board of Education
Denise W. Link
Board Chair

Louise P. Dempsey
Vice Chair

Patricia Crutchfield
Robert M. Heard, Sr.
Shaletha T. Mitchell
Willetta A. Milam
Iris M. Rodriguez
Dr. Lisa Thomas
Eric L. Wobser

Ex Officio Members
Dr. Ronald M. Berkman
Dr. Jerry Sue Thornton

July 17, 2012

Attn: Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: Local Education Agencies Confirmation Letter

Dear Ms. Delisle,

Per the requirement of the Teacher Incentive Fund Grant, I am writing this letter to confirm the status of the Ohio Community Schools we sponsor as Local Education Agencies. The Cleveland Municipal School District sponsors the 5 community schools listed below:

Cleveland Entrepreneurship Preparatory School
Citizens Academy
Citizens Academy East
Citizens Leadership Academy
Entrepreneurship Preparatory School::Woodland Hills

Please advise if any additional information is needed.

Sincerely,
(b)(6)

Christine Fowler-Mack
Chief, Innovative Schools and Strategic Programs

Chief Executive Officer
Eric S. Gordon

Board of Education
Denise W. Link
Board Chair

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Please advise if any additional information is needed.

Sincerely,
(b)(6)

Christine Fowler-Mack
Chief, Innovative Schools and Strategic Programs

Attachment I – Current Educator Evaluation Systems

The descriptions below complement the evaluation system information found in the project narrative that all of the schools share. In addition to those shared general characteristics, schools follow the processes or activities described below.

Citizens Academy/Citizens Academy East

At Citizens Academy, teacher evaluations begin with goal-setting at the end of the school year with all instructional staff members identifying three goals for the next school year. At the start of that school year, the principal meets with each teacher to discuss previous evaluations and the goals for the new year. New teachers also meet with the principal and establish goals based on their demo lesson, the individual's perceived areas that need improvement, and general adaption to the CA culture. The principal will meet with each staff member twice more throughout the year to discuss progress toward those goals. Additionally, members of the academic leadership team (principal, assistant principal, director of academics, academic coordinator, and model leader) conduct weekly teacher observation sessions.

CA's principal continues to work with various staff to design appropriate performance measures for the art, music and gym teachers as well as support staff.

Citizens Leadership Academy

At Citizens Leadership Academy, teacher evaluations begin with goal-setting in early August prior to the start of the school year. This includes one school-wide goal based on student proficiency data through the Ohio Achievement Assessment (OAA), one teacher-specific goal based on either OAA data or observations by the school principal, and one goal created by the teacher.

Once the school year begins, teachers receive regular observations throughout the school

year. This includes twice-monthly observations/coaching sessions by the Curriculum and Instruction Coordinator and monthly observations with pre- and post-conference evaluations by the Head of School, who will be the OTES-credentialed evaluator. Observations are conducted with a rubric that mirrors that of the OTES along with Expeditionary Learning-specific criteria related to classroom culture, instruction, and reflection. Every six weeks, CLA devotes one full day to teacher professional development based on interim student proficiency results and the OAA approved benchmark vehicle.

At midyear, the school principal meets with each teacher to review and reflect upon rubrics and progress toward the set goals. This midyear evaluation determines each teacher's summer external professional development and EL. Year-end teacher evaluations take place in May and include classroom observations and evaluation on a teacher's general role as a CLA ambassador.

Entrepreneurship Preparatory School/Village Preparatory School, E Prep/V Prep Woodland Hills

At Entrepreneurship Preparatory School and Village Preparatory School, teacher evaluations begin with an orientation to the "Teaching Excellence" framework for evaluation. The "Teaching Excellence" framework is comprised both of all relevant Ohio teaching standards (OTES) as well as expectations specific to E Prep and Village Prep. During this orientation training, teachers will have their first opportunity of the year to pinpoint those components of the "Teaching Excellence" framework in which they wish to develop most and require targeted support.

This framework is in turn utilized by the Head of School and the Director of Curriculum & Instruction throughout the academic year to provide both formal and informal feedback to

teachers. Teachers are observed formally at least twice by the Head of School using the Teaching Excellence rubric as an evaluation tool. Using iPad software, these lessons are recorded digitally and viewed collectively by the teacher and the Head of School in their post-observation conference. Following their respective review of the lesson, the Head of School provides the teacher with feedback derived from the rubric, and year-long teacher goals are further refined or expanded. In addition to these formal observations, teachers are observed informally by members of the academic leadership team (Head of School, Director of Curriculum & Instruction) at least once per month during the academic year.

Attachment J - Selection Criteria C – Current Professional Development Additional Information

The descriptions below complement the professional development information found in the project narrative that all of the schools share. In addition to those shared general characteristics, schools follow the processes or activities described below.

Citizens Academy/Citizens Academy East

The Citizens elementary school model has built its professional development program to offer a wide array of options with the central goal of enhancing and achieving the school's instructional improvement objectives. The year begins in the summer for teachers and administrators. All participate in a summer institute featuring course work for all staff on identified topics that everyone can benefit from. Topics are chosen by the leadership team's ongoing observations from the previous school year, data analysis, and from new state mandates. Even for veteran teachers, the annual choice of topics based on demonstrated school needs and data keeps this institute fresh and relevant year after year.

Examples of topics covered include the review, analysis and guided practice of strategies from Doug Lemov's book *Teach Like a Champion*. As a result of this particular institute, many of Lemov's strategies were incorporated into Citizens Academy's core school culture and academic approach – the "Citizens Academy Way." Furthermore, teachers were able to apply these new strategies in a consistent and coherent manner that enabled them to tighten up their instructional practices. Another example was last year's institute which focused on phonics instruction and transitioning to the common core. Phonics was a focus topic because the previous year's student data indicated this was an instructional area that could be improved. Effective teachers and developing teachers worked together to improve instructional tactics and

identify successful indications of progress and outcomes.

In this year's latest institute, the school focused on Formative Instructional Practices (FIP) as presented by Batelle for Kids with funding from the Race to the Top program. In preparation for the transition to the common core FIP provides tested strategies for unpacking standards and helping teachers write management objectives and measurable performance objectives. The professional learning helped build educators' knowledge of how to establish clear learning targets for students; collect and document accurate evidence of student learning; provide effective feedback; and prepare students to engage in self-assessment, peer feedback, and goal setting. These practices help teachers and principals embed these practices into their daily instruction around the Common Core State Standards to accelerate student growth.

On a more individualized basis, Citizens Academy provides coaching for teachers who demonstrate a need, great or small. Coaching is provided by the school leadership team which includes the principal, assistant principal, director of academics and the academic coordinator. For many developing teachers, they receive access to a coach to ask curricular questions. This helps them formulate the best way to teach skills and concepts, improve lesson delivery or brainstorm solutions to poorly-received instructional strategies. For other teachers who leadership has identified as needing more hands-on assistance, the coaches will actually model best practices in and out of the classroom. This modeling could potentially result in a team-teaching collaboration.

Citizens Leadership Academy (CLA)

Citizens Leadership Academy is an Expeditionary Learning (EL) middle school. Expeditionary Learning is a national network of more than 175 schools and provides a model that challenges students—even those starting with low skill levels—with high-level tasks and active

roles in the classroom. This model consistently outperforms similar schools in urban, rural, and suburban areas and at every grade level. CLA is the first EL school in northeast Ohio and the second in the state. CLA shares with EL the fundamental goals of improving student achievement, building student character, enhancing teacher practices that require active participation on the part of all students, and instilling a positive school culture in an effort to support the success of our middle school students. EL supports CLA with design implementation, development and evaluation in the areas of its core practices of curriculum (“Learning Expeditions”), Instruction (“Active Pedagogy”), Culture and Character, School structures, and Leadership, and School Improvement.

An EL regional director or school designer leads a portion of the school’s five-week Summer Institute, returns three or four times each year to observe classes and provide feedback, and guides the CLA faculty in expedition design and execution, and in the implementation of the EL design principles and core practices. Each year, CLA faculty travel to EL site seminars, conferences, and institutes to deepen their understanding of EL and to network with other EL teachers. They then present their learning to the whole faculty during weekly full faculty meetings.

CLA also partners with Facing History and Ourselves (FHAO), and through that partnership, CLA teachers have access to a vast array of curricular and professional development resources. FHAO is an internationally renowned program that teaches social responsibility and moral leadership through presenting case studies throughout history. In the school’s inaugural year, FHAO staff in Cleveland provided on-site professional development days for CLA teachers and partnered in the implementation of school expeditions that included themes of social responsibility and moral leadership. Facing History also sponsored CLA faculty and school

leadership participation in its Northeast Region Small School Network conference.

In addition to these distinct components of CLA's professional development program, the school follows an individual professional development system similar to what will be required by OTES in 2013-2014. If a teacher demonstrates a need for improvement, the Head of School and the Curriculum and Instruction Coordinator will implement an improvement plan that has one or more of the following components: coaching and modeling by the curriculum and instruction coordinator combined with step-by-step goal-setting to correct the issue and suggested reading and discussion combined with more frequent observations and conferencing. A teacher may also be asked to attend a Development Designs (CLA's school culture/classroom management resource) or Expeditionary Learning workshop. If there is a concern with content, a teacher can be connected with a book, internet resource or a staff member from FHAO to conference with the teacher and model by example in the classroom.

Entrepreneurship Preparatory School/Village Preparatory School

Entrepreneurship Preparatory School – the middle school – and Village Preparatory School – the elementary school – of the PREPS model are both based on successful practices disseminated by Building Excellent Schools, a national organization that provides charter school leaders with training in the best practices of high-performing charter schools across the nation.

In addition to the professional development components shared with the other schools in the network, the PREPS focus on exposing all their staff to high-performing charter schools, mainly those in the Building Excellent Schools network, upon which the PREPS schools were modeled. Almost all educators in the PREPS model will have the opportunity to visit one or more of these schools during their early years with the model.

The PREPS were the first model in the BCS network to offer leadership coaching to its

school leaders. Throughout the course of a year, the heads of school, directors of curriculum and instruction and the deans received one-on-one coaching to increase management and leadership abilities, as well as improve conflict resolution and interpersonal relationship skills.

The PREPS model is also unique in that every Friday is a shorter day of instruction for the students, with the remainder of the day devoted to professional development for school staff. Topics include transition to the Common Core, managing and educating at-risk students, student linkage, culture refreshers, curriculum and instruction and classroom management.

Attachment K – Selection Criteria E - Project Management Additional Information

The information below delineates roles and responsibilities for the project team and describes the general structure of the BCS network.

The Executive Team: As BCS grows its network of schools, the Executive Team is responsible for ensuring the entire network is operating at the highest levels. The Breakthrough CEO, Alan Rosskamm, works directly with each of the School Model Leaders to ensure the schools are delivering outstanding results for students. Alan served as the CEO of Jo-Ann Stores, Inc. from 1985 until 2006, during which time Jo-Ann became the nation's largest retailer of fabrics, sewing notions and crafts, operating approximately 800 stores.

The COO and CFO will work with the operations teams to ensure they are delivering excellent services to the schools in the most efficient and effective ways. Jill Miller, Chief Operations Officer, will serve as the Project Director for a TIF grant award from the United States Department of Education. She is responsible for the successful implementation of network-wide growth and sustainability, including the development and planning for Breakthrough's Strategic Human Capital Improvement Plan. Jill has proven experience in strategic planning, management consulting, nonprofit leadership and project management, including oversight of the design and construction of wide-scale facilities initiatives. Prior to Breakthrough, she most recently served concurrently as the Director of Strategic Planning at the United States Olympic Committee and President of the Partnership for Clean Competition. Miller earned a Bachelor of Science degree in both engineering and economics from the University of Pennsylvania and graduated with distinction from the Kellogg School of Management at Northwestern University.

Jill has recently been accepted to the Broad Residency, a professional development program

supported by the Broad Foundation, as one of a handful of Associate Residents who have recently transitioned into education leadership positions. Through the two-year residency, Jill will undergo robust leadership development and gain access to a network that includes other high performing charter management organizations as well as districts and federal/state departments of education.

Ken Surratt is the Chief Financial Officer. At BCS, Ken oversees the finance, information technology and performance management departments who function as described below. Ken's educational experience includes Assistant Director at CREDO at Stanford University, Education Policy Analyst at San Francisco Unified School District, and Manager of School Inspections/Business Operations Manager at KIPP Foundation. Prior to his transition to the educational realm, Ken had over 6 years of experience in Audit with Arthur Anderson and IBM. Ken holds an MBA from Duke's Fuqua School of Business, and an undergraduate degree from the University of Virginia.

The Model Leaders: The model leaders lead the actual expansion of the educational models and give continued attention to the curriculum and instructional methods. The model leader also has discretion over the principal selection for the model's schools, which is especially critical since the principal drives faculty selection, development and evaluation.

Citizens Model – Margie Hirschfeld joined Citizens Academy in 2003 as the Literacy Coordinator and from 2008-2011 served as the school's Director of Academics. Under Margie's leadership, Citizens Academy was one of only two schools in Ohio to go from Academic Emergency to consecutive ratings of Excellent, earning Citizens Academy a 2011 Blue Ribbon award, and a 2010 National Title I Distinguished School Award. Before joining Citizens Academy, Margie was the Middle School Director of the Agnon School in Beachwood, Ohio.

Margie holds a master's degree from New York University's Steinhardt School of Culture, Education and Human Development and an undergraduate degree in education from the University of Michigan.

Citizens Leadership Academy – Shelly Saltzman is currently serving as the Model Leader for Citizens Leadership Academy. Shelly is a seasoned independent school teacher and administrator. Prior to launching Citizens Leadership Academy, Shelly was the middle school director at University School in Shaker Heights, Ohio and before that the assistant middle school director at Hawken School in Lyndhurst, Ohio. Shelly taught pre-kindergarten, kindergarten, fifth, and eighth grade before entering administration. Shelly holds a master's degree in education from John Carroll University and an undergraduate degree in journalism from Ohio University.

E Prep Model - Robert Lundin, the Model Leader for all PREPS schools, has an extensive background in the field of education, including time spent at YES Prep as Founding School Director and at Rice University as a lecturer in Urban Education. Robert is also passionate about the Teach for America program. He recently served as Vice President of University Partnerships for TFA as well as Regional Director for Teach First, which is a program located in the United Kingdom that is based on the same principles of TFA. Robert holds a Bachelor of Arts in Political Science from Rice University; a Master's Degree in Bilingual Education from the University of St. Thomas; and a Doctorate in Educational Leadership from Vanderbilt University.

Financial Management: The Finance and Accounting Team is led by the CFO, who oversees a team including the Director of Accounting and five accountants, the Director of Compliance and IT, the Compliance Coordinator, and the Director of Performance Management. The CFO and

Director of Accounting work directly with School Model and School Building Leaders to develop school-level budgets which are both realistic and responsible. The Finance and Accounting Team handle all purchase orders, accounts payable/receivable, and payroll for the network. The Accounting Team, as a result of the Charter School Program's grant award to the network has already implemented policies, procedures, and accounting methods to handle the complex intricacies of fund disbursement and compliance of government grants. BCS expects to leverage technology to ensure this team does not have to grow exponentially with the number of schools served.

Human Resources: BCS's success as a growing network of schools relies first and foremost on the network's ability to attract and retain outstanding, mission-driven talent to the CMO and the schools. Consequently, the HR Team, led by the Director of Talent and Human Resources Diana Harrison, is primarily responsible for 1) attracting top talent and 2) working with school building and model leadership to retain and develop that talent internally. Diana will work closely with Jill and Ken to ensure the network's meeting of SHIP and TIF objectives. She will also serve as

Diana Harrison joined Breakthrough Charter Schools as the founding Director of Human Resources in October 2010. Her previous positions include HR Director at CW Financial, LLC in Ohio for 450 employees across 9 states, and HR Manager and Generalist at Hudson and Keyse (also in Ohio) for 160 employees across 4 states. Diana has an extensive background in HR generalist affairs, including employee recruitment and retention, performance management, conflict resolution, benefits and compensation administration, HR records management, HR policies development and legal compliance. In her current position, she has successfully streamlined the HR practices and procedures across Breakthrough's growing network of schools. Diana received both her BBA and MBA (Cum Laude) from Cleveland State University and is a

certified Senior Professional in Human Resources. She is a member of the Lake County Workforce Investment Board and the National Chapter of the Society of Human Resources Management (SHRM.)

Supported by Recruiting Associates and Comp & Benefits Coordinators, this team works with School Building Leaders to understand and address all talent needs: recruiting, compensation and benefits, performance evaluation, professional development, staff satisfaction, and other HR-related functions. Working with Teach for America is a critical component of this team's work.

Diana also oversees the Director of Talent Initiatives, who will be responsible for the effective implementation and operation of the newly launched Cleveland Urban Teacher Residency Program discussed previously, in partnership with Ursuline College and administering the partnership with Teach for America.

This team will also work closely with the Communications and Outreach Team to ensure the network is being marketed accurately and effectively at local and national levels to support recruitment needs.

Daily Operations: Each BCS school is led by a single principal. A school's non-academic operations are the responsibility of the Director of Operations. This position is supplemented and assisted at the CMO level as described above. The CMO model leaders work with the principal, the deans and the directors of operations to manage student and parent needs, curriculum development, school culture, and academic outcomes.

A Note on Friends of Breakthrough Schools: FOB is a separate non-profit organization contractually bound to BCS to perform fundraising and advocacy services. The relationship is modeled after the fundraising and advocacy support that KIPP Foundation provides the KIPP

network. The organization is led by its President John Zitzner and overseen by a “power board” comprised of local business and community leaders compelled by BCS’s mission and able to lead significant fundraising campaigns.

This organization is evolving in tandem with the Breakthrough CMO Teams, and focuses exclusively on fundraising and advocacy. The President of FOB reports to the FOB Board, but works directly with the BCS CEO, CFO and COO, and the network Model Leaders to understand fundraising needs across the organization. FOB also works closely with the Communications and Outreach Team to ensure proper communications are supporting fundraising and advocacy efforts. This model came as an evolution of the previous Friends of E Prep fundraising model, which was by far the most effective fundraising arm among the founding schools. FOB does not receive any payment for its services from BCS; rather it raises general operating support from donors committed to the overall BCS mission.

As with the Charter Schools Program grant from the federal Department of Education, FOB will provide support services for grant compliance and management. In addition to this multi-million dollar federal grant, close to 65% of philanthropic revenue to the network is sourced from local and national grant-seeking. As such, FOB is uniquely positioned to provide the grant management expertise required in administering and complying with a complex federal grant.

As the Director of Grants and Foundation Relations at Friends of Breakthrough Schools, Jessica Cohen has oversight over the network's robust portfolio of community, corporate and family foundations. In addition, Jessica directs discretionary government grant application efforts and ensures programmatic and financial compliance. Prior to joining Breakthrough, she garnered support for education reform efforts, nationally and in Ohio, on behalf of a national network of over 250 private schools. An experienced development professional, Jessica began

her fundraising career as a nonprofit consultant, specializing in foundation relations and nonprofit operations. She received her undergraduate degree from Harvard University. Jessica will be assisted by the Grants Administrator at FOB.

Attachment L – Breakthrough’s Academic Achievement

As shown in Figure 1, in 2011, Breakthrough students across the network outperformed students in city and state schools on average on every single test in every single grade level.

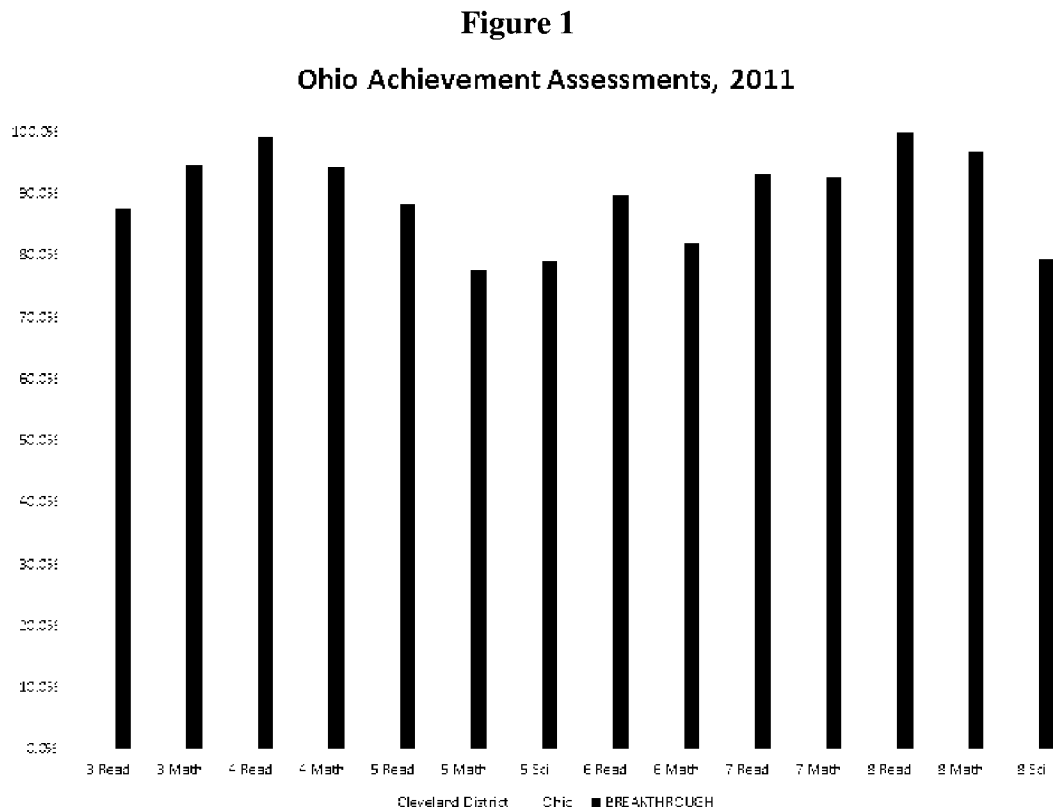
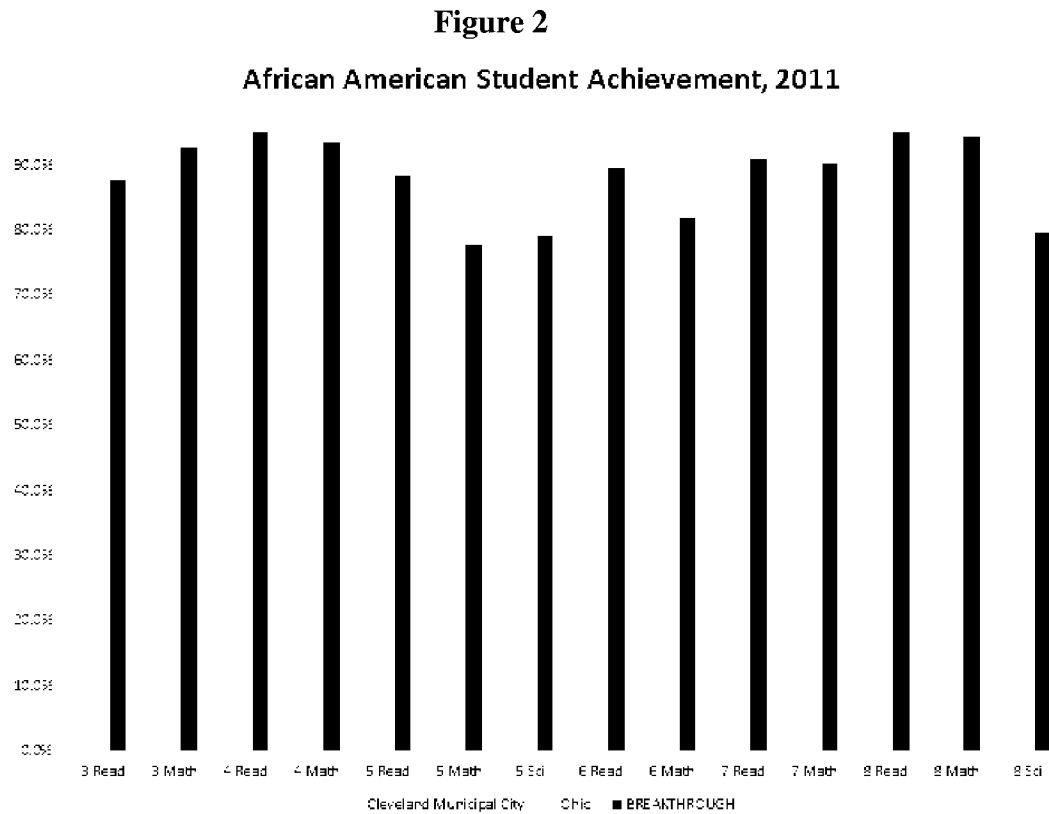
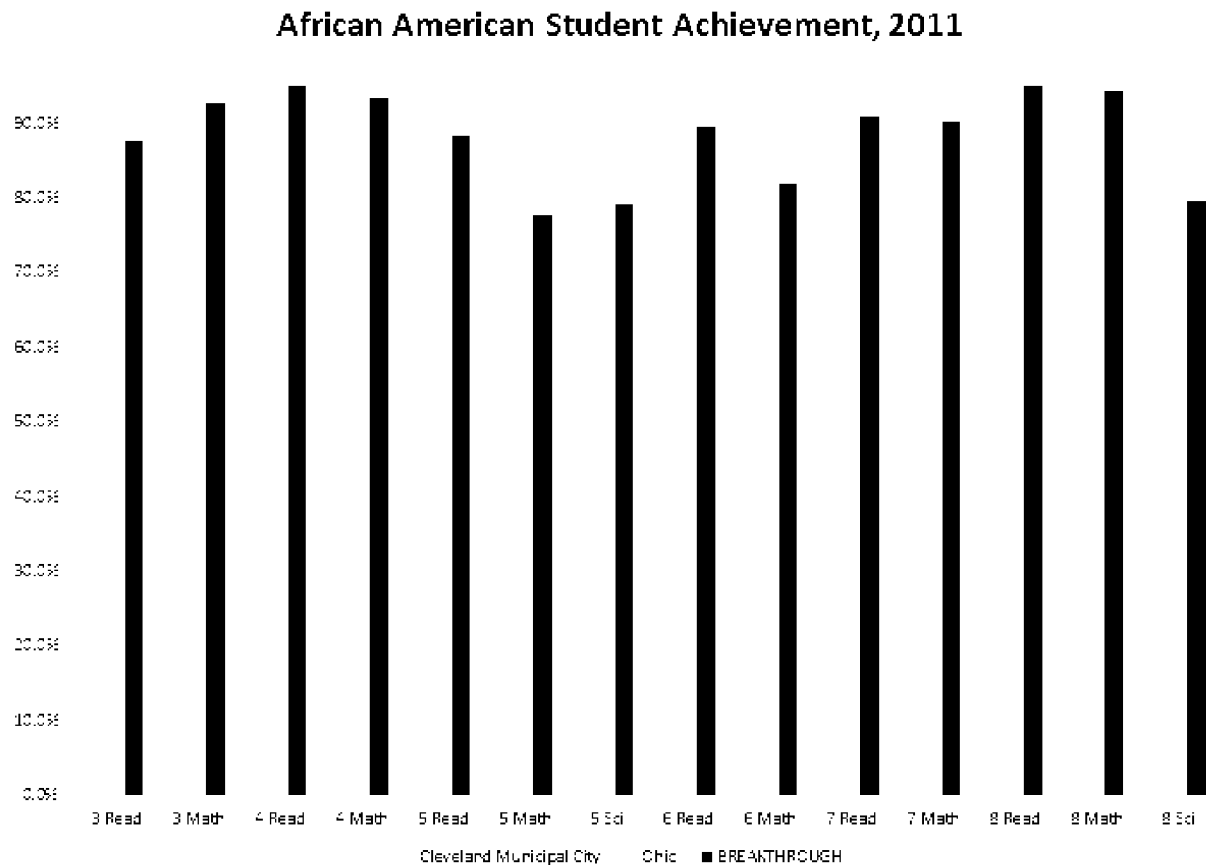


Figure 2 compares Breakthrough's African-American student performance with the average white and African American student performance in Ohio. Breakthrough's African American students reverse the white-black achievement gap in every subject at every grade level.



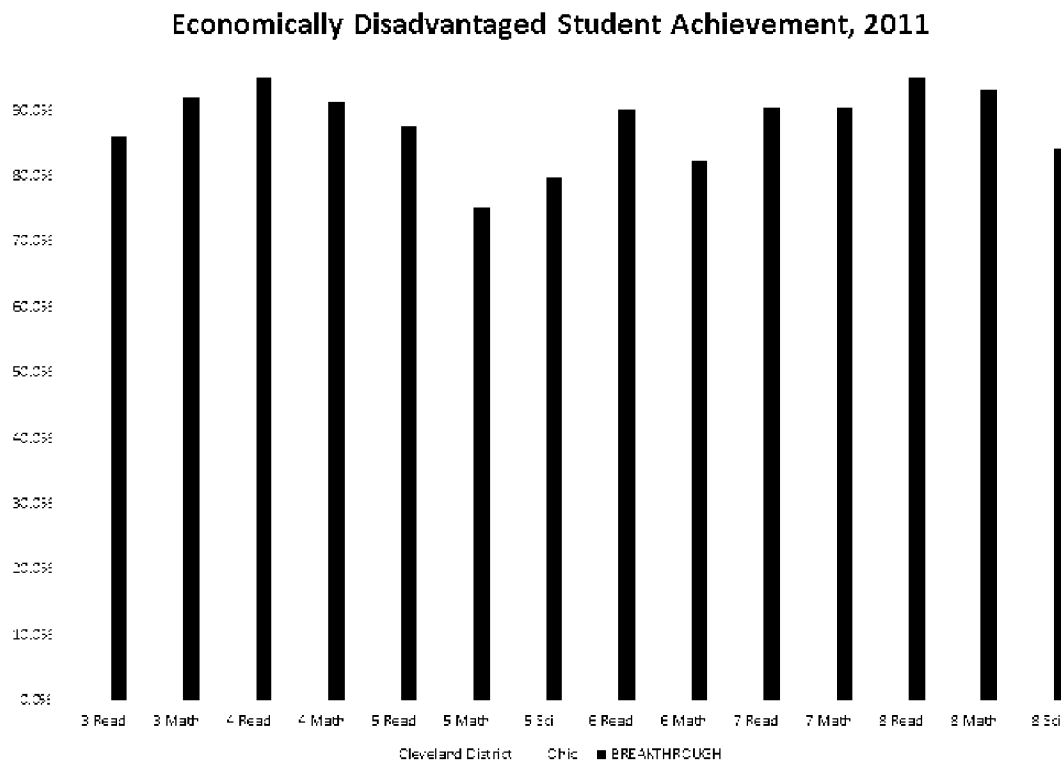
When comparing African American student achievement at BCS with their African American counterparts in Cleveland and all of Ohio in Figure 3, BCS students dramatically outperform their peers, on average, in all subjects and in all grades.

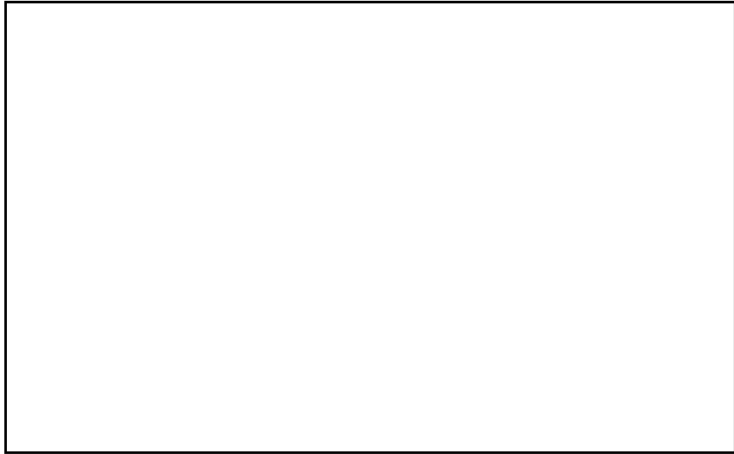
Figure 3



In Figure 4, comparing the performance of the low-income students at BCS with their low-income counterparts in Cleveland and throughout the state, on average, BCS students again dramatically outperform their peers in all subjects and at all grade levels.

Figure 4





Resources

2012



RESOURCES

Self-Assessment

Professional Growth and Improvement Plans

Pre- and Post- Conference Sample Questions

Performance Rubric: Record of Evidence

Conducting a Walkthrough / Informal Observation

Post Conference Planning

Ohio Teacher Evaluation System

Self-Assessment Summary Tool

Name _____

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Date _____

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> • Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> Understanding of and adherence to professional ethics, policies and legal codes Engagement in continuous, purposeful professional development Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			

Ohio Teacher Evaluation System

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

☐

Self-Directed

☐

Collaborative

Teacher _____

Evaluator _____

Annual Focus These are addressed by the evaluator as appropriate for this teacher.	Date Record dates when discussed	Areas for Professional Growth supports needed, resources, professional development Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.
Goal 1: Student Achievement/Outcomes for Students <i>Goal Statement:</i> <i>Evidence Indicators:</i>		
Goal 2 : Teacher Performance on the Ohio Standards for the Teaching Profession <i>Goal Statement:</i> <i>Evidence Indicators:</i>		

Evaluator Signature

Date

Teacher Signature

Date

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.

Ohio Teacher Evaluation System

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Date for this Improvement Plan to Be Evaluated: _____

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken;

- ☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance*
- ☐ The Improvement Plan should continue for time specified: _____
- ☐ Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.

Pre-Observation Planning and Lesson Reflection Resource Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

INSTRUCTIONAL PLANNING

FOCUS (Standard 4: Instruction)

- What is the focus for the lesson?
- What content will students know/understand? What skills will they demonstrate?
- What standards are addressed in the planned instruction?
- Why is this learning important?

ASSESSMENT DATA (Standard 3: Assessment)

- What assessment data was examined to inform this lesson planning?
- What does pre-assessment data indicate about student learning needs?

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS

(Standard 1: Students / Standard 2: Content / Standard 4: Instruction)

- What prior knowledge do students need?
- What are the connections to previous and future learning?
- How does this lesson connect to students' real-life experiences and/or possible careers?
- How does it connect to other disciplines?

KNOWLEDGE OF STUDENTS (Standard 1: Students)

- What should the evaluator know about the student population? (See *Data Measures Inventory for the Classroom*)
- How is this a developmentally appropriate learning activity?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY (Standard 2: Content / Standard 4: Instruction)

- How will the goals for learning be communicated to students?
- What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?
- What strategies will be used to make sure all students achieve lesson goals?
- How will content-specific concepts, assumptions, and skills be taught?

DIFFERENTIATION (Standard 1: Students / Standard 4: Instruction)

- How will the instructional strategies address all students' learning needs?
- How will the lesson engage and challenge students of all levels?
- How will developmental gaps be addressed?

RESOURCES (Standard 2: Content / Standard 4: Instruction)

- What resources/materials will be used in instruction?
- How will technology be integrated into lesson delivery?

CLASSROOM ENVIRONMENT

(Standard 1: Students / Standard 5: Learning Environment)

- How will the environment support all students?
- How will different grouping strategies be used?
- How will safety in the classroom be ensured?
- How will respect for all be modeled and taught?

ASSESSMENT OF STUDENT LEARNING

(Standard 3: Assessment)

- How will you check for understanding during the lesson?
- What specific products or demonstrations will assess student learning / achievement of goals for instruction?
- How will you ensure that students understand how they are doing and support students' self-assessment?
- How will you use assessment data to inform your next steps?

PROFESSIONAL RESPONSIBILITIES

COLLABORATION AND COMMUNICATION (Standard 6)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional growth?

Teacher Performance Evaluation Rubric

The **Teacher Performance Evaluation Rubric** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Proficient	Accomplished
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
	Evidence				
	ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
	Evidence				

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Proficient	Accomplished
INSTRUCTIONAL PLANNING	<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	The teacher’s lesson does not build on or connect to students’ prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher makes an attempt to connect the lesson to students’ prior knowledge, to previous lessons or future learning but is not completely successful.	<p>The teacher makes clear and coherent connections with students’ prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner’s prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
	Evidence				

INSTRUCTIONAL PLANNING					
INSTRUCTIONAL PLANNING	KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
	Evidence				

Instruction and Assessment					
		Ineffective	Developing	Proficient	Accomplished
INSTRUCTION AND ASSESSMENT	LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
	Evidence				
	DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
	Evidence				

Instruction and Assessment		Ineffective	Developing	Proficient	Accomplished
	RESOURCES (Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
Evidence					

Instruction and Assessment					
		Ineffective	Developing	Proficient	Accomplished
INSTRUCTION AND ASSESSMENT	<p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>
	Evidence				

Instruction and Assessment					
		Ineffective	Developing	Proficient	Accomplished
INSTRUCTION AND ASSESSMENT	<div>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</div> <div>Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference</div>	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students’ understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>
	Evidence				

Professionalism					
		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
	Evidence				

Classroom Walkthroughs / Informal Observation

An informal observation/ classroom walkthrough is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidenced-based feedback to teachers; and
- Means for principals to visit classrooms more frequently and more purposefully.

An informal observation/ classroom walkthrough is not a(n):

- Formal observation;
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the teacher evaluation process.

Classroom walkthroughs/ Informal observations, as part of the teacher evaluation system, may be general in nature or focused on observing a specific aspect of teacher performance. Summary data collected through a series of walkthroughs along with evidence documented through formal observations will come together to inform the teachers’ summative performance rating: *ineffective, developing, proficient or accomplished*.

Guidelines for Informal Classroom Observations

Informally Observe All Teachers

All teachers benefit from informal classroom observations. Informal observations should last from 15 to 20 minutes; therefore, conduct only as many observations in a day as you can follow up with on either the same or next day. Teachers need and deserve some type of immediate feedback.

Informally Observe As Often As You Can

The principal’s presence in the classroom sends a positive message to teachers: *the principal cares*. Including informal classroom observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe teachers at varying times of the day: *for most teachers, what occurs in the morning is much different than what occurs in the afternoon*.

Focusing on One or Two Areas

Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow up observations.

Make Time to Follow Up

Follow-up communication to informal classroom observations is a critical component. Follow-up will often be in writing but the evaluator should extend to the teacher an invitation to discuss any comments provided face-to-face. The evaluator may also offer resources to help teachers refine their practice.

Teacher Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes frequencies, distributions and other counts or tallies. For example the observer could use a checklist to tally how many questions were asked of children in the front row or children who had their hands raised versus not. The evaluator might also chart the types of questions asked (higher versus lower levels). Qualitative data can include scripted notes detailing patterns of activities, vocabulary used, and events observed. In both cases accuracy is essential to ensure the credibility of the process and the evaluator.

Informal Observation: General Form

Teacher Name: _____

Grade(s)/Subject Area(s): _____

Date: _____

Evaluator Name: _____

Time Walkthrough Begins: _____

Time Walkthrough Ends: _____

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS	
<input type="checkbox"/> Instruction is developmentally appropriate	<input type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input type="checkbox"/> Content presented is accurate and grade appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lesson to real-life applications	<input type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Evaluator Summary Comments:

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Recommendations for Focus of Informal Observations:

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Evaluator Signature: _____

☐ Photocopy to Teacher

Informal Observation: Open-Ended Form

Teacher Name: _____

Grade(s)/Subject Area(s): _____

Date: _____

Evaluator Name: _____

Time Walkthrough Begins: _____

Time Walkthrough Ends: _____

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature: _____

☐ Photocopy to Teacher

Post Conference Planning

- The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.
- Record 3 reflective questions you would ask the teacher aligned to the area of reinforcement.
 - 1.
 - 2.
 - 3.
- Record 3 reflective questions you would ask the teacher aligned to the area of refinement.
 - 1.
 - 2.
 - 3.

Four Key Elements of the Instructional Post-Conference

Conducting the Post-Conference: To be discussed at Day 3 Training prior to conducting the post-conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question
 - “How do you think the lesson went?”
2. Reinforcing the Teacher
 - Identify an area of Reinforcement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
3. Refining the Teacher’s Skill:
 - Identify an area of Refinement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
 - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
<i>Areas of reinforcement/ refinement:</i>				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness				
<i>Areas of reinforcement/ refinement:</i>				
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____

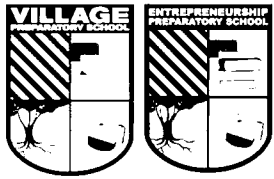
Date _____

Evaluator Signature _____

Date _____

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.

Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

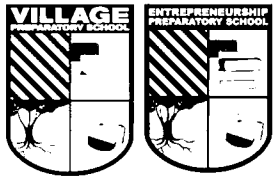


THE PREP SCHOOLS

DOMAIN I: Classroom Management and Culture

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Promoting Positive Climate <i>[OTES STANDARD 5: LEARNING ENVIRONMENT]</i> <i>[OTES STANDARD 6: COLLABORATION & COMMUNICATION]</i>	<ul style="list-style-type: none"> Communicates uneven expectations for behavior, or does not make expectations clear to students. Uses indirect, defensive, or aggressive language with students. Employs body language that is defensive, aggressive, or distant. Does not effectively monitor behavior; uses ineffective or inappropriate methods to redirect behavior. 	<ul style="list-style-type: none"> Communicates high expectations for student behavior, though enforcement is inconsistent. Language used with students is sometimes indirect. Uses word choice that is specific, but may sometimes employ negative language, including sarcasm, threats, or punishment (public berating) when addressing student behavior. Sometimes misses early indicators of misbehavior that develop into larger issues. 	<ul style="list-style-type: none"> Clearly communicates and consistently enforces high expectations for student behavior. Utilizes direct language and respectful tone when interacting with students. Uses word choice that is specific, clear and free of negative language when addressing student behavior (i.e. sarcasm, threats, punishment). Proactively addresses early indicators of misbehavior to avoid escalation of issues. Maintains confident and assertive body language Occasionally employs positive framing (reminding students of what they can do to meet behavior expectations rather than pointing out what they are doing wrong). Some evidence of warmth and caring between teacher and students (positive affect such as smiling and laughing, positive comments about student effort and ability). 	<ul style="list-style-type: none"> Clearly communicates and consistently enforces high expectations for student behavior. Utilizes direct language and respectful tone when interacting with students. Uses word choice that is specific, clear and free of negative language (i.e. sarcasm, threats, punishment) when addressing student behavior. Proactively addresses early indicators of misbehavior to avoid escalation of issues. Maintains confident and assertive body language Employs “positive framing” consistently (reminding students of what they can do to meet behavior expectations rather than pointing out what they are doing wrong). Consistent evidence of warmth and caring between teacher and students (positive affect such as smiling and laughing, positive comments about student effort and ability).

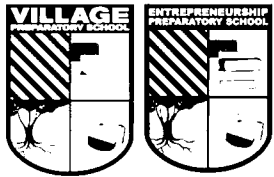
Performance definitions are provided at levels Novice, Nearly Proficient, Proficient and Mastery. Raters can score performance at levels Approaching Nearly Proficient, Approaching Proficient, or Approaching Mastery based on their professional judgment.



THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Student Behavior and Teamwork <i>[OTES STANDARD 1: STUDENTS]</i>	<ul style="list-style-type: none"> Students are frequently disrespectful toward peers and/or teacher, and may display aggression, hostility, or defiance. Students demonstrate negative interactions with each other and teacher during group activities or whole-group activities; students deride each other and / or the teacher or discount contributions of teammates. Classroom may appear chaotic or even dangerous. Significant instructional time is lost by disruptions / misbehaviors. 	<ul style="list-style-type: none"> Students at times demonstrate positive interactions with each other and teacher during group or whole-class activities, while at other times they are disrespectful toward peers and / or teacher or engage in inappropriate behavior. They may demonstrate lack of self-discipline and may not always value each other's contributions and most students respond to redirection by appropriately correcting behavior. Most students are on-task for majority of lesson. Some instructional time is lost by minor disruptions / misbehaviors. 	<ul style="list-style-type: none"> Students demonstrate positive interactions with each other and teacher during group activities and whole-class activities and are generally respectful toward peers and teacher. Most students demonstrate self-discipline and respond immediately to redirection from teacher by appropriately correcting behavior. Most students are on-task for entire lesson; they value contributions of other team members with supportive comments and active listening (STAR/SLANT). Minimal instructional time is lost by minor disruptions / misbehaviors. 	<ul style="list-style-type: none"> Students demonstrate positive interactions with each other and teacher during group activities and are consistently respectful toward peers and teacher. Students value contributions of other team members and demonstrate cooperation in group and whole-class activities, where appropriate; they actively encourage each other's success in the class. They meet high behavioral expectations few or no reminders from teacher. They self-correct their off-task or disruptive behavior and help their peers stay on task with little to no prompting from teacher. All students are on-task for entire lesson. Instructional time is not lost by minor disruptions / misbehaviors.

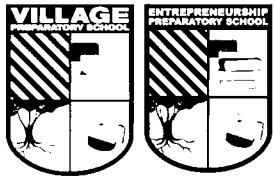
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Physical Environment <i>[OTES STANDARD 5: LEARNING ENVIRONMENT]</i>	<ul style="list-style-type: none"> Classroom lacks print rich materials. Classroom is cluttered or disorganized. 	<ul style="list-style-type: none"> Classroom contains some print rich materials. The space is generally neat and clean. The classroom lacks relevant content materials and/or the display of student work. 	<ul style="list-style-type: none"> Classroom is print rich. The space is clean and organized. Examples of student academic work displayed as well as student-created work specific to content (e.g. word walls, reference charts) The room contains materials to increase academic access to content and materials for student reference (e.g. dictionaries, other appropriate reference books, word walls, reference charts, manipulatives and/or models). 	<ul style="list-style-type: none"> Classroom is print rich with student-created materials that promote learning. The space is organized to promote student achievement Examples of recent exemplary student academic work displayed as well as student-created work specific to content. The room contains materials to increase academic access to content and materials for student reference (e.g. dictionaries, other appropriate reference books, word walls, reference charts, manipulatives and/or models) that the teacher and/or student reference when appropriate during lesson and that cater to different learning styles.

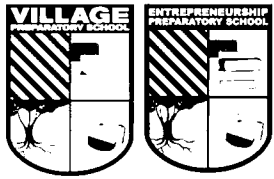
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
<i>Routines and Procedures</i> <i>[OTES STANDARD 5: LEARNING ENVIRONMENT]</i>	<ul style="list-style-type: none"> • Demonstrates attempt to design classroom procedures and to introduce them to students. • Demonstrates attempt to explain procedures clearly and to reinforce them over time. • Does not use school systems in order to help manage behavior; allows unacceptable behaviors to go undocumented. 	<ul style="list-style-type: none"> • Plans procedures that address a core set of inefficiencies in the classroom. • Designs procedures that enable the class to run more smoothly. • Designs initial plan that clearly introduces procedures to students. • Explains procedures clearly when needed, sometimes avoiding in-depth directions because more than half the students know and establish followed procedures. • Effectively reinforces procedures when they break down. • Most procedures run adequately with teacher's facilitation and/or intervention. • Attempts to use school systems such as UBS, Demerit system, office referrals, merits, detentions, and caterpillar system, but employs them inconsistently or is overly dependent on them in order to "force" student compliance. 	<ul style="list-style-type: none"> • Develops (advance) procedures that address most foreseeable inefficiencies in the classroom to maximize time-on-task/bell-to-bell instruction. • Designs procedures that create additional instructional time. • Designs initial plan that requires all students to demonstrate their comprehension of the procedures. • Explains procedures clearly when needed, and often the purpose behind them, with an emphasis on key step, usually avoiding in-depth directions entirely because almost all students know and follow firmly established procedures. • Effectively reinforces procedures when they break down but anticipates and prevents most procedural break downs by proactively reinforcing procedures and regularly connects them to the purpose of maximizing instructional time. • All procedures run smoothly and urgently with teacher's facilitation. • Effectively and appropriately uses school systems such as UBS, Demerit system, office referrals, merits, detentions, and caterpillar system, and detentions to manage student misbehavior. 	<ul style="list-style-type: none"> • Innovates (create something new) procedures with the class to address all possible inefficiencies to maximize time-on-task/bell-to-bell instruction. • Designs procedures that create additional instructional and conserve the teacher's energy for instructional responsibilities • Designs ongoing plans that teach students the procedures and invest them in the process. • Explains procedures when necessary (i.e. new student, new procedure), and the purpose behind them, in a focused, memorable way that illuminates key steps and their relation to student achievement, almost always avoiding directions entirely because all students know and follow thoroughly established procedures. • Proactively reinforces procedures, ensures students can articulate their purpose. • All procedures run smoothly and urgently without the teacher's facilitation. • Effectively and appropriately uses school systems such as UBS, Demerit system, office referrals, merits, detentions, and caterpillar system, and detentions to manage student misbehavior.

Performance definitions are provided at levels Novice, Nearly Proficient, Proficient and Mastery. Raters can score performance at levels Approaching Nearly Proficient, Approaching Proficient, or Approaching Mastery based on their professional judgment.

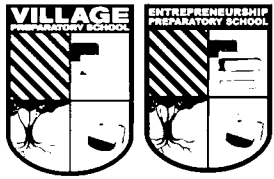


THE PREP SCHOOLS

Domain II: Instructional Planning and Delivery

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Lesson Alignment [OTES STANDARD 2: CONTENT]	<ul style="list-style-type: none"> Objectives are either not posted or are not specific or measurable. Lesson plan is not available. Learning activities are not aligned with relevant Ohio standards and cognition level of objective. 	<ul style="list-style-type: none"> Objectives are specific, achievable, and measurable and are clearly posted, but may not be addressed by teachers or students. Learning activities are aligned with relevant Ohio standards, but may not be aligned to cognition level of objective. 	<ul style="list-style-type: none"> Objectives are specific, achievable, and measurable and are clearly posted and regularly addressed by teacher, but may not be referenced by students. Learning activities are aligned with relevant Ohio standards and cognition level of the objective, but may not build incrementally. 	<ul style="list-style-type: none"> Objectives are specific, achievable, and measurable and are clearly posted and regularly referenced by teacher and students Learning activities build incrementally and logically toward an ultimate task that aligns with the cognition level of the objective and relevant Ohio standards.
Content Delivery [OTES STANDARD 4: INSTRUCTION]	<p>Presentation of content includes two or fewer of the following:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. Meets the needs of various learning styles (visual/verbal, visual/non-verbal, auditory/non-verbal, tactile/kinesthetic). 	<p>Presentation of content includes at least four of the following:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. Meets the needs of various learning styles (visual/verbal, visual/non-verbal, auditory/non-verbal, tactile/kinesthetic). 	<p>Presentation of content includes at least six of the following:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. Meets the needs of various learning styles (visual/verbal, visual/non-verbal, auditory/non-verbal, tactile/kinesthetic). 	<p>Presentation of content includes all of the following:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. Meets the needs of various learning styles (visual/verbal, visual/non-verbal, auditory/non-verbal, tactile/kinesthetic).

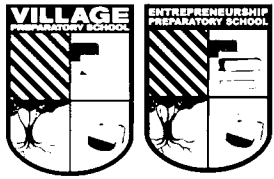
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Pacing [OTES STANDARD 4: INSTRUCTION]	<ul style="list-style-type: none"> The lesson does not have an apparent structure and is missing majority of core elements. The pacing of lesson delivery and activities is either significantly too fast or too slow or does not allow for student processing or completion of planned lesson. 	<ul style="list-style-type: none"> The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students, and rarely provides opportunities for student processing. Pacing may not allow for the successful completion of the lesson. 	<ul style="list-style-type: none"> The lesson's structure is coherent, with direct instruction, guided practice, and independent practice (I/We/You). Pacing is appropriate, and sometimes provides opportunities for student processing. 	<ul style="list-style-type: none"> The lesson's structure is coherent, with direct instruction, guided practice, and independent practice (I/We/You), and time for reflection. Pacing is brisk, and provides many opportunities for individual student processing. Teacher is able to adjust lesson timing to meet the needs of all students.
Prior Knowledge [OTES STANDARD 1: STUDENTS] [OTES STANDARD 2: CONTENT] [OTES STANDARD 4: INSTRUCTION]	<ul style="list-style-type: none"> The lesson does not build on or connect to students' prior knowledge, OR The teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning. 	<ul style="list-style-type: none"> The teacher attempts to connect lesson to students' prior knowledge, previous lessons, or future learning, but is not completely successful. 	<ul style="list-style-type: none"> The teacher makes clear and coherent connections with students' prior knowledge and future learning explicitly to students and throughout the lesson. 	<ul style="list-style-type: none"> The teacher uses input and contributions of students, colleagues, families, and others to understand each learner's prior knowledge and support their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences.

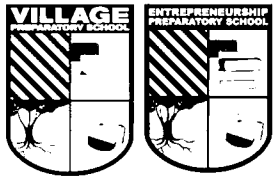
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
<i>Rigorous Expectations</i> [OTES STANDARD 1: STUDENTS] [OTES STANDARD 2: CONTENT]	<ul style="list-style-type: none"> The lesson objective and teacher instruction lack rigor. The teacher generally provides simple rather than complex tasks for students to problem solve. 	<ul style="list-style-type: none"> The teacher attempts to teach only type of thinking, but may do it ineffectively: <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher attempts, but may be ineffective, to provide opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> The teacher consistently and thoroughly teaches at least two types of thinking: <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> The teacher consistently and thoroughly teaches at least two types of thinking: <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. In addition, the teacher creates opportunities to accelerate the learning of the most capable students by increasing the rate at which students learn material.

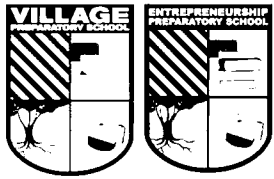
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Knowledge of Students <i>[OTES STANDARD 1: STUDENTS]</i>	<ul style="list-style-type: none"> The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences. 	<ul style="list-style-type: none"> The teacher demonstrates some familiarity with students' background knowledge and experiences and can describe or demonstrate one procedure to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences. 	<ul style="list-style-type: none"> The teacher demonstrates familiarity with students' background knowledge and experiences and describes or demonstrates multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences. 	<ul style="list-style-type: none"> The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes or demonstrates multiple procedures used to obtain this information. The teacher's analysis of student data accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.

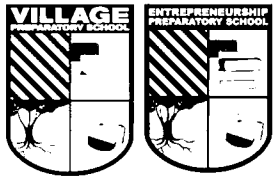
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Questioning Strategies [OTES STANDARD 4: INSTRUCTION] [OTES STANDARD 6: COLLABORATION & COMMUNICATION]	<ul style="list-style-type: none"> • Uses almost exclusively low-level questions that do not encourage higher-level thinking. • Teacher provides little or no wait time with questions to encourage student processing. • Not all students are held accountable and use a low level of academic language or do not respond. 	<ul style="list-style-type: none"> • Questions may be somewhat infrequent or lower-level. • Inconsistent use of wait time to encourage student processing, and follow-up questions may be scarce or tangential. • Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> • Knowledge and comprehension • Application and analysis • Creation and evaluation • Questions rarely require active responses (whole class signaling, choral responses, written and share responses, group and individual answers, or response to both teacher and peers). • Teacher mostly calls on volunteers and high achieving students. 	<ul style="list-style-type: none"> • Teacher questions are varied and high quality providing for some but not all question types: <ul style="list-style-type: none"> • Knowledge and comprehension • Application and analysis • Creation and evaluation • Teacher uses wait time effectively both after posing a question and <u>before responding</u> to students. • Encourages student questioning and productive discussion. • Questions regularly require active responses (whole class signaling, choral responses, written and share responses, group and individual answers, or response to both teacher and peers). • The teacher calls on volunteers and non-volunteers, and a balance of students based on instructional level and gender. • Teacher asks pertinent follow-up questions that push student thinking. 	<ul style="list-style-type: none"> • Teacher questions are varied and high quality providing a balanced mix of question types: <ul style="list-style-type: none"> • Knowledge and comprehension • Application and analysis • Creation and evaluation • Teacher uses wait time effectively both after posing a question and <u>before responding</u> to students. • Students display ownership of the inquiry process without prompting by teacher. • Encourages student questioning and productive discussion. • The teacher calls on volunteers and non-volunteers, and a balance of students based on instructional level and gender. • Teacher asks pertinent, scaffolded follow-up questions that further push student thinking and engagement. • Questions regularly require active responses (whole class signaling, choral responses, written and share responses, group and individual answers, or response to both teacher and peers).

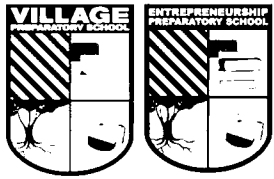
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Grouping Strategies [OTES STANDARD 1: STUDENTS] [OTES STANDARD 4: INSTRUCTION]	<ul style="list-style-type: none"> The instruction grouping arrangement inhibits the learning and instructional goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) remains unchanged irrespective of the learning and instructional goals of a lesson. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.
Resources [OTES STANDARD 2: CONTENT] [OTES STANDARD 4: INSTRUCTION]	<ul style="list-style-type: none"> Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate to students. 	<ul style="list-style-type: none"> The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning. 	<ul style="list-style-type: none"> Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students. 	<ul style="list-style-type: none"> Instructional materials and resources are aligned to instructional purposes, are varied, and appropriate to ability levels of students, and actively engage them in ownership of their learning.

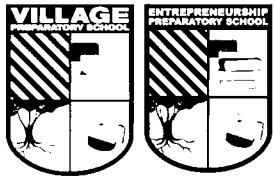
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Student Engagement <i>[OTES STANDARD 5: LEARNING ENVIRONMENT]</i>	<ul style="list-style-type: none"> Activities and materials include fewer than three of the following: <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc). 	<ul style="list-style-type: none"> Activities and materials include at least three of the following: <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc). 	<p>Activities and materials include at least seven of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	<ul style="list-style-type: none"> Activities and materials include all of the following: <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). In addition, when appropriate activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.

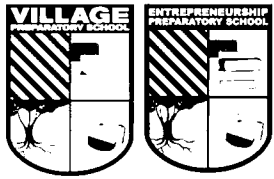
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THE PREP SCHOOLS

Indicator	Novice	Nearly Proficient	Proficient	Mastery
Problem Solving [OTES STANDARD 3: ASSESSMENT] [OTES STANDARD 4: INSTRUCTION]	<ul style="list-style-type: none"> The teacher effectively implements activities that teach and reinforce at least one of the following problem solving types. <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<ul style="list-style-type: none"> The teacher effectively implements activities that teach and reinforce at least two of the following problem solving types. <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<ul style="list-style-type: none"> The teacher effectively implements activities that teach and reinforce at least three of the following problem solving types. <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<ul style="list-style-type: none"> The teacher effectively implements activities that teach and reinforce four or more of the following problem solving types. <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing

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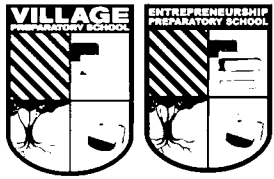


THE PREP SCHOOLS

Domain III: Assessment

Indicator	Novice	Nearly Proficient	Proficient	Mastery
<i>Checks for Understanding</i> [OTES STANDARD 3: ASSESSMENT]	<ul style="list-style-type: none"> The lesson contains few or no formal checks for understanding and does not provide students with opportunity to practice or apply new skills Direct instruction (I Do) does not include appropriate checks to ensure that students are following content of lesson. 	<ul style="list-style-type: none"> A check for understanding may be built in to the lesson plan, but there are infrequent informal checks for understanding during direct instruction (I Do) Students are not provided with adequate opportunity during lesson to apply new knowledge / skill independently (You Do). 	<ul style="list-style-type: none"> Appropriate checks for student understanding during direct instruction (I Do) Guided practice (We Do) allows students to practice new knowledge / skill with immediate feedback from instructor Opportunity to apply new knowledge / skill independently (You Do). 	<ul style="list-style-type: none"> Frequent formal and informal checks during direct instruction (I Do) Guided practice (We Do) that allows students to practice new knowledge / skill with immediate feedback from instructor Opportunity to apply new knowledge / skill independently with feedback from instructor and / or peers that increases likelihood of mastery of target knowledge / skills (You Do).
<i>Assessment Data</i> [OTES STANDARD 3: ASSESSMENT]	<ul style="list-style-type: none"> The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance. 	<ul style="list-style-type: none"> The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments, but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery. 	<ul style="list-style-type: none"> The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery. 	<ul style="list-style-type: none"> The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.

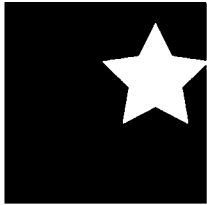
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THE PREP SCHOOLS

<p><i>Assessment of Student Learning</i> [OTES STANDARD 3: ASSESSMENT]</p>	<ul style="list-style-type: none"> • The teacher does not routinely use assessments to measure student mastery. • The teacher does not provide students with feedback about their learning. 	<ul style="list-style-type: none"> • The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information. • Students receive occasional or limited feedback about their performance from the teacher. 	<ul style="list-style-type: none"> • The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles. • The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality. 	<ul style="list-style-type: none"> • The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles. • The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality. • The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. • The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.
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Citizens Leadership Academy

DOMAIN 1: PLANNING AND PREPARATION

Component: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Domain 1: **PLANNING AND PREPARATION**

Component: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING AND PREPARATION

Component: Designing Coherent Instruction *(continued)*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION**Component:** Designing Student Assessments**Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT**Component:** Establishing a Culture for Learning**Elements:** Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT**Component:** Managing Student Behavior**Elements:** Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 3: INSTRUCTION**Component:** Using Questioning and Discussion Techniques**Elements:** Quality of questions • Discussion techniques • Student participation

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

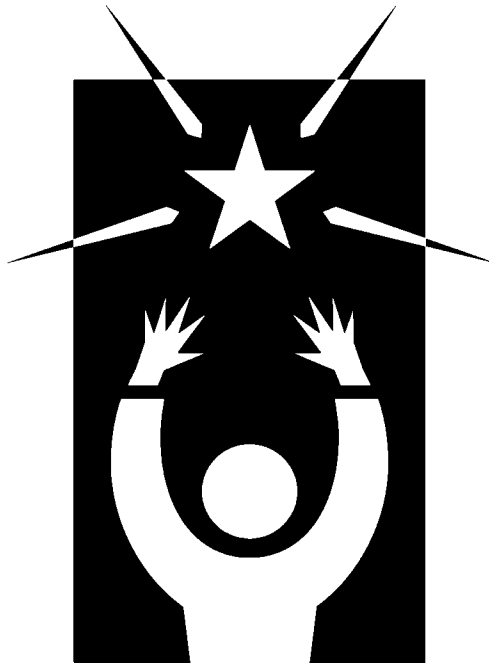
Component: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**Component:** Reflecting on Teaching**Elements:** Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.



Citizens Academy
Teacher Evaluation
2011 – 2012

Staff Member_____

Date_____

Planning and Preparation for Learning

	Accomplished	Proficient	Developing	Ineffective
Knowledge	• Is expert in the subject area.	• Knows the subject matter.	• Is somewhat familiar with the subject.	• Has little familiarity with the subject matter.
	• Has a cutting-edge grasp of child development and how students learn.	• Has a good grasp of child development and how students learn.	• Has a few ideas of ways students develop and learn.	• Few ideas on how to teach it and how students learn.
Goals	• All goals are clear and concise objectives	• Most goals are clear, though may include some activities.	• Goals are moderately clear, though include activities.	• Goals are either unclear or are activities.
	• Written in the form of student learning.	• Most permit viable methods of assessment.	• Some do not permit viable methods of assessment.	• Goals do not permit viable methods of assessment.
	• Permit viable methods of assessment.			
Lesson Plans / Lesson Planning	• Lessons are fully detailed and include scripted questions and expected responses.	• Lessons are fully detailed, mostly align with state standards, include a few scripted questions and expected responses.	• Lessons are partially detailed, partially aligned with state standards and little/no scripting of questions or plan for responses.	• Lessons are not fully detailed, little to no consideration for standards and not scripted for questions or responses.
	• Plan is tightly aligned with state standards and assessments.	• Plan is aligned with the state standards and assessments.	• The plan has some familiarity with state standards and tests.	• The plan has little familiarity with state standards and tests.
	• Objectives and higher-order thinking skills are always addressed.	• Objectives and higher-order thinking skills are usually addressed.	• Objectives and higher-order thinking skills are partially addressed.	• Objectives and higher-order thinking skills are not addressed.
	• Lessons are designed to motivate and engage students.	• Usually designed to motivate and engage students.	• Partial attention given to motivation and engagement of students.	• Little attention given to motivation and engagement of students.
	• Activities address goals and objectives.	• Most activities address goals and objectives.	• Activities may not address goals and objectives.	• Activities do not address goals and objectives.
	• Differentiated for learning styles and needs.	• Are usually differentiated for learning styles and needs.	• Little differentiation for learning styles or needs.	• Does not differentiate for learning styles or needs.
Materials	• All materials are purposeful and conducive to the lesson goals and objectives and are error free.	• Most materials are purposeful and conducive to the lesson goals and objectives are error free.	• Some materials are purposeful, relate to lesson objectives and goals, are inconsistently error free.	• Materials are not purposeful or conducive to the lesson goals and objectives and are not error free.
Analysis and Monitoring	• Works with colleagues to analyze / reflect on data to determine effectiveness of lessons and units to meet standards/goals and to continuously improve instruction.	• Analyzes and reflects on data and assessments to determine effectiveness of lessons and units to meet standards/goals and improve instruction and shares appropriately.	• Records grades and assessment data, noting general patterns for future reference, reviewing at end of unit, semester or year for improvement options.	• Records grades and assessment data, moves on with curriculum without using information for improvement even when unsuccessful.

Instruction for Student Learning

	Accomplished	Proficient	Developing	Ineffective
Criteria and Goals	<ul style="list-style-type: none"> Posts and reviews the criteria for proficient work, including agenda, objectives, rubrics exemplars and homework. 	<ul style="list-style-type: none"> Usually posts and reviews the criteria for proficient work, including agenda, objectives, rubrics exemplars and homework. 	<ul style="list-style-type: none"> Partially posts and reviews the criteria for work. May include: agenda, objectives, rubrics, exemplars and homework. 	<ul style="list-style-type: none"> Does not post or review the criteria for work. Expects students to know or figure out what it takes to do proficient work.
	<ul style="list-style-type: none"> Students are shown exactly what is expected and detailed explanations for why it is needed are given. 	<ul style="list-style-type: none"> Students are shown what is expected and why it is needed. 	<ul style="list-style-type: none"> Students are occasionally shown what is expected. 	<ul style="list-style-type: none"> Students are rarely shown what is expected.
	<ul style="list-style-type: none"> Checks for Understanding occur on an on-going basis during lessons. 	<ul style="list-style-type: none"> Checks for Understanding occur regularly. 	<ul style="list-style-type: none"> Checks for Understanding occur on a limited basis. 	<ul style="list-style-type: none"> Checks for Understanding do not occur.
Expectations	<ul style="list-style-type: none"> Maintains high expectations for students and ensures all students achieve them. 	<ul style="list-style-type: none"> Conveys that this is important and students can do it. 	<ul style="list-style-type: none"> Tells students that subject matter is important and they need to work hard. 	<ul style="list-style-type: none"> Gives up on some students.
	<ul style="list-style-type: none"> Determination for showing students they will master material. 	<ul style="list-style-type: none"> Supports learning from mistakes. 	<ul style="list-style-type: none"> Knows students can learn from mistakes but do not necessarily support that learning. 	<ul style="list-style-type: none"> Humiliates or admonishes for mistakes.
	<ul style="list-style-type: none"> Believes effective effort = smarter. 	<ul style="list-style-type: none"> Supports that effective effort can = smarter. 		
	<ul style="list-style-type: none"> Challenges students to be risk takers, learn from mistakes. 	<ul style="list-style-type: none"> Students know the teacher won't give up on them. 		
Delivery	<ul style="list-style-type: none"> Uses student interests to access student prior knowledge and engage in instruction. 	<ul style="list-style-type: none"> Activates students' prior knowledge to engage students in instruction. 	<ul style="list-style-type: none"> Tries to make the subject interesting through student interests. 	<ul style="list-style-type: none"> Rarely hooks student interest, nor taps into prior knowledge.
	<ul style="list-style-type: none"> Presents materials and expectations explicitly. 	<ul style="list-style-type: none"> Gives clear explanations. 	<ul style="list-style-type: none"> Language may be confusing, unclear or inappropriate for content. 	<ul style="list-style-type: none"> Minimal connection to student knowledge.
	<ul style="list-style-type: none"> Units/lessons are delivered through examples that are familiar and engaging to students. 	<ul style="list-style-type: none"> Hooks interest in units and lessons, provides good examples. 	<ul style="list-style-type: none"> Tries to relate it to items students' already know. 	<ul style="list-style-type: none"> Often presents in a confusing manner
Engagement	<ul style="list-style-type: none"> Orchestrates highly effective strategies to involve students in focused work as active learners and problem solvers. 	<ul style="list-style-type: none"> Orchestrates effective strategies to foster student learning. 	<ul style="list-style-type: none"> Uses fewer classroom strategies, materials and groups to engage students in learning. 	<ul style="list-style-type: none"> Has one or two teaching strategies and materials.
	<ul style="list-style-type: none"> Engaging students actively in the learning process. 	<ul style="list-style-type: none"> Engaging students actively in the learning process. 	<ul style="list-style-type: none"> Focuses on giving content not teaching the content for learning. 	<ul style="list-style-type: none"> Fails to reach most students.
	<ul style="list-style-type: none"> Deftly adapts to address misunderstandings 	<ul style="list-style-type: none"> Is flexible in modifying lessons for learning. 	<ul style="list-style-type: none"> Is partially flexible in modifying lessons for learning. 	<ul style="list-style-type: none"> Is rigid /inflexible with lesson plans.
	<ul style="list-style-type: none"> Effectively utilizes multiple TLC strategies; No Opt Out, Cold Call, Right is Right. 	<ul style="list-style-type: none"> Efficiently uses several Teach Like a Champion strategies such as, No Opt Out, Cold Call, Right is Right. 	<ul style="list-style-type: none"> May use Teach Like a Champion strategies such as No Opt Out, Cold Call, Right is Right. 	<ul style="list-style-type: none"> Uses few if any Teach Like a Champion strategies.

Differentiation and Instructional Strategy	• Skillfully meets the learning needs and styles of all students by differentiating.	• Proficiently meets the learning needs and styles of most students by differentiating.	• Attempts to meet the learning needs and styles of some students by differentiating.	• Fails to provide for differentiated instruction for students.
	• Effectively ensures student learning through modeling, guided practice and independent practice.	• Efficiently ensures student learning through use of modeling, guided practice and independent practice.	• Occasionally provides for student learning through modeling, guided practice and independent practice.	• Rarely allows for modeling, guided practice or independent practice to occur.

Instruction for Student Learning (continued)

	Accomplished	Proficient	Developing	Ineffective
Application	• Always has students summarize and extend their learning.	• Consistently has students summarize and extend their learning.	• Occasionally has students summarize some content and apply their knowledge in a different context.	• Moves on at the end of lessons or units without having students apply, summarize or extend knowledge.
	• Provides opportunities for application of their knowledge through use of Check for Understanding and Stretch It.	• Provides opportunities to apply knowledge through extension strategies.	• Minimal use of extension strategies used.	• No use of extension strategies used.
Monitoring	• Works with colleagues to use assessment data to fine-tune teaching, re-teach and help struggling students.	• Uses data from assessments to adjust teaching, re-teach and follow up with struggling students.	• Looks over students' tests to see if there is anything that needs to be re-taught.	• Gives tests and moves on without analyzing data and following up with students.
	• Provides extra support to and refers those who may need specialized service.	• Referrals made for students who may need specialized service.	• May not refer appropriately for specialized service.	• Fails to refer appropriately for specialized service.
			• May offer additional help or retakes.	• Does not provide intervention.
Effectiveness	• Uses a variety of effective methods to check for understanding.	• Frequently checks for understanding.	• Uses moderately effective methods to check (e.g., thumbs up, thumbs down) for understanding.	• Uses ineffective methods ("Is everyone with me?") to check for understanding.
	• Able to re-teach content in multiple ways.	• Able to re-teach content in multiple ways.	• May re-teach for misunderstandings.	• Does not re-teach misunderstood content.
	• Immediately addresses confusion and clarifies for students.	• Addresses confusion and clarifies for students.		
Language Development	• Models and expects appropriate use of Format Matters at all times.	• Uses Format Matters consistently	• Uses Format Matters some of the time.	• Fails to use Format Matters consistently.
	• Corrects students as needed.	• Corrects students as needed.	• Corrects student use of informal language.	• Does not redirect student use of formal language or complete sentences.
	• Requires students to speak in complete sentences.	• Redirects students to speak in complete sentences.	• Occasionally redirects students to use complete sentences.	• Limited or no vocabulary instruction available.
	• Uses current vocabulary and models and expects Strong Voice.	• Uses current vocabulary and a Strong Voice.	• Use of current vocabulary is minimally addressed.	

Curricular Materials	<ul style="list-style-type: none"> • Always uses CA provided curricular materials and outside resources. • Used in creative, differentiated and purposeful ways to engage and plan for student learning in core academic areas and citizenship virtues. 	<ul style="list-style-type: none"> • Uses CA provided curricular materials and outside resources. • Usually used in creative, differentiated and purposeful ways to engage and plan for student learning in core academic areas and citizenship virtues. 	<ul style="list-style-type: none"> • Uses some CA provided curricular materials and some outside resources. • May be done in creative, differentiated and purposeful ways to engage and plan for student learning in core academic areas and citizenship virtues. 	<ul style="list-style-type: none"> • Rarely uses CA provided curricular materials and outside resources. • Rarely creative, differentiated and purposeful ways are used to engage and plan for student learning in core academic areas and citizenship virtues.
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Classroom Management and Learning Supports

	Accomplished	Proficient	Developing	Ineffective
Climate	• Consistently exemplifies fairness.	• Shows fairness.	• Fairness somewhat apparent.	• Fairness not apparent.
	• Provides a positive environment where students feel valued and safe.	• Promotes a positive environment where students feel valued and safe.	• Students participate with minimal value or feeling of safety.	• Students have limited opportunity for ownership.
	• Learning continually takes place.	• Learning usually takes place.	• Learning inconsistently occurs.	• Learning is not supported.
Environment	• Purposefully plans / creates room arrangement/ materials and displays resources to maximize student learning.	• Organizes classroom furniture / materials and displays resources to support unit and lessons.	• Some organization of furniture, materials and resource displays to support units / lessons .	• Conventional furniture arrangement, hard to access resources and materials.
	• Displayed student work meets CA guidelines and is independently created.	• Student displays meet CA guidelines and are limited like-pattern product.	• Few student displays or displays that do not fully meet CA guidelines.	• Few student displays or displays that do not meet CA guidelines.
Expectations	• Is specific, consistent, tenacious communicating and expecting 100% compliance with given direction.	• Clearly communicates and consistently expects 100% compliance with given direction.	• Communicates and somewhat consistently expects 100% compliance with given direction.	• Comes up with ad hoc rules and consequences as events unfold during the year.
	• Works consistently to meet high expectations.	• Works to meet high expectations.	• May work to meet high expectations.	• Does not address off task behavior.
	• Immediately addresses those who are not.	• Quickly addresses those who do not.	• May address those who are not.	• Class time is wasted on redirecting and refocusing the class.
CA Way	• Always establishes and maintains consistent behavior standards including incentives and consequences. (GLP, uniform checks, eyes on speaker, high expectations).	• Consistently establishes and maintains consistent behavior standards including incentives and consequences.(GLP, uniform checks, eyes on speaker, high expectations).	• Behavior standards including incentives and consequences are inconsistently applied (GLP, uniform checks, eyes on speaker, high expectations).	• Behavior standards including incentives and consequences are not in place and problems are not addressed in a sufficient manner.
Routines	• Successfully inculcates general class entry and exit routines so that students maintain them throughout the year.	• Teaches and follows general class, entry and exit routines and has students maintain them through the year. PR/Award # S374A120005	• Classroom, entry and exit routines are not consistently followed through the year.	• Does not teach routines and is constantly nagging, threatening and punishing students.

Efficiency	• Uses coherent, lesson momentum and concise transitions to make Every Minute Matter.	• Coherent instruction, lesson momentum and smooth transitions make Every Minute Matter.	• Sometimes loses teaching time due to lack of clarity, interruptions and inefficient transitions.	• Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
	• Class time is clearly for instruction and learning.	• Class time is for instruction and learning.	• Every Minute is not concisely utilized.	
Presence	• Poised, dynamic, and self-assured.	• Is a confident, active “presence”.	• Some confidence in practice.	• Limited confidence in practice.
	• Always works with proximity to students.	• Maintains proximity to students.	• Limited proximity to students.	• Shows poor proximity to students.
	• Is engaged and directive in instructional practices.	• Usually engaged and supportive in instruction.	• Provides some support and direction during instruction.	• Provides minimal support and direction during instruction.
Homework	• Assigns highly engaging homework.	• Assigns daily homework.	• Assigns homework.	• Assigns some homework.
	• Gets 100% return, and provides rich feedback.	• Holds students accountable for turning it in, and gives feedback.	• Keeps track of compliance, but rarely follows up.	• Resigned that many students won't turn it in, and doesn't follow up.

Classroom Management and Learning Supports (continued)

	Accomplished	Proficient	Developing	Ineffective
Relationships	• Positive relationships to support learning are fully developed.	• Positive relationships to support learning are developing.	• Needs to establish improved relationships to support learning.	• Relationships to support learning are not in place.
	• Demonstrates effective responsibility for student academic and personal growth.	• Shows efficient responsibility for student academic and personal growth.	• Shows some responsibility for student academic and personal growth.	• Minimal responsibility shown for student academic and personal growth.
	• Demonstrates care and respect to all students' needs and learning styles.	• Demonstrates care and respect to most students' needs and learning styles.	• Limited care and respect given to students' needs and learning styles.	• No care and respect shown for students' needs and learning styles.
Situation	• Always handles challenging situations and students without affecting the learning process.	• Handles challenging situations and students without affecting the learning process.	• Does not consistently handle challenging situations.	• Has difficulty handle challenging situations and may not handle them appropriately.
	• Students always take redirection with respect and compliance.	• Students take redirection with respect and compliance.	• The learning process is affected at times.	• The learning process is affected often.
	• Promotes and models CA virtuous behaviors.	• Teaches and models CA virtuous behaviors.	• Students debate redirection and excuses may be accepted.	• Debates and excuses are accepted.
	• Knows how and when to involve administration.	• Usually knows how and when to involve administration.	• Limited teaching/modeling of CA virtues.	• Minimal teaching and modeling of CA virtues.

			• Administration may be over used or not utilized appropriately.	• Administration is over used or not utilized appropriately.
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Professional Responsibilities and Communications

	Accomplished	Proficient	Developing	Ineffective
Professionalism	• Presents as a consummate professional	• Demonstrates professional demeanor.	• Occasionally acts and/or demonstrates unprofessional manner.	• Frequently acts and/or demonstrates unprofessional manner / style of dress.
	• Exemplifies CA virtues	• Follows CA dress code.	• Occasionally follows CA dress code.	• Policies, procedures and deadlines are not regularly followed.
	• Always adheres to CA dress code	• Follows CA virtues.	• Policies, procedures and deadlines are not always adhered to.	• Misses meetings regularly.
	• Adheres to policies and procedures	• Follows policies and procedures.	• Follows most CA virtues	• Follows few CA virtues
	• Meets deadlines and attends required meetings.	• Seeks to meet deadlines and attend meetings.	• Misses some meetings.	
Collaboration	• Meets at least weekly with colleagues to plan units.	• Collaborates with colleagues to plan units.	• Meets occasionally with colleagues to share ideas about teaching and students.	• Meets infrequently with colleagues.
	• Share ideas and analyze interim assessments	• Share teaching ideas and look at student work.	• When asked works with grade level team.	• Lacks educational substance in conversations.
	• Is a leading contributor to the grade level team	• Shares responsibility with the grade level team.	• Occasionally contributes to school growth.	• Declines to serve with grade level team.
	• Promotes school growth.	• Contributes to school growth.		• Rarely contributes to school growth.

Professional Responsibilities and Communications (continued)

	Accomplished	Proficient	Developing	Ineffective
Student Understanding	• Shows student and parent in-depth knowledge of each child and belief he/she will meet or exceed standards.	• Shows student and parent genuine interest and belief in each child's ability to reach standards.	• Tells student and parents that he or she cares about their children and wants the best for them.	• Does not communicate to student or parents knowledge of individual children or concern about progress.
	• Shows respect for family culture and values.	• Shows sensitivity to family culture and values.	• Tries to show sensitivity to family culture and values.	• Often insensitive to family culture or values.
Parent Communication	• Immediately communicates student progress and flags any concerns.	• Promptly communicates student progress and addresses concerns.	• Sporadically lets parents know about issues their children are experiencing.	• Seldom informs parents of concerns or positive news about their children.

	<ul style="list-style-type: none"> • Makes sure parents hear positive news about their child. 	<ul style="list-style-type: none"> • Updates parents on positive events / news. 	<ul style="list-style-type: none"> • Rarely relays positive events / news. 	<ul style="list-style-type: none"> • Does not give positive news.
	<ul style="list-style-type: none"> • Frequently invites parents to support and enrich their child's school experience. 	<ul style="list-style-type: none"> • Invites parents to support and enrich their child's school experience. 	<ul style="list-style-type: none"> • Occasionally suggests how parents could support or enrich school for their child. 	<ul style="list-style-type: none"> • Rarely suggests how parents could support or enrich their child's school experience.
	<ul style="list-style-type: none"> • Returns all phone calls within 24 hours. 	<ul style="list-style-type: none"> • Returns most phone calls within 24 hours. 	<ul style="list-style-type: none"> • Does not consistently return calls within 24 hours. 	<ul style="list-style-type: none"> • Does not regularly return calls to parents.
Staff Communication	<ul style="list-style-type: none"> • Actively communicates to administration any concerns and reaches out for help and suggestions when needed. 	<ul style="list-style-type: none"> • Regularly communicates to administration any concerns and reaches out for help and suggestions when needed. 	<ul style="list-style-type: none"> • Is reluctant to share concerns with administration or ask for help. 	<ul style="list-style-type: none"> • Bottles up concerns or constantly complains.
	<ul style="list-style-type: none"> • Always has purposeful and respectful attitude to colleagues/administration. 	<ul style="list-style-type: none"> • Usually has purposeful and respectful attitude to colleagues/administration. 	<ul style="list-style-type: none"> • Has a poor attitude to colleagues and administration. 	<ul style="list-style-type: none"> • Is not open to help AND is not able to handle minor issues in class.
			<ul style="list-style-type: none"> • Overly seek support for minor issues that should be handled in class. 	<ul style="list-style-type: none"> • Has a disrespectful attitude towards colleagues and administration.
Punctuality	<ul style="list-style-type: none"> • Has very good attendance (2 or less absences / tardies). 	<ul style="list-style-type: none"> • Has good attendance (3-5 absences / tardies). 	<ul style="list-style-type: none"> • Has mediocre attendance. (6 -8 absences / tardies). 	<ul style="list-style-type: none"> • Has poor attendance (9 absences / tardies).
	<ul style="list-style-type: none"> • Always on time for the day, scheduled posts and meetings. 	<ul style="list-style-type: none"> • Usually on time for the day, scheduled posts and meetings. 	<ul style="list-style-type: none"> • Occasionally on time for the day, scheduled posts and meetings. 	<ul style="list-style-type: none"> • Rarely on time for the day, scheduled posts and meetings.
	<ul style="list-style-type: none"> • Classes are picked up and dropped off on time. 	<ul style="list-style-type: none"> • Classes are picked up and dropped off on time. 	<ul style="list-style-type: none"> • Classes are occasionally picked up and dropped off on time. 	<ul style="list-style-type: none"> • Classes are rarely picked up and dropped off on time.
Contributions	<ul style="list-style-type: none"> • Frequently contributes valuable ideas, expertise and time to further the school's mission. 	<ul style="list-style-type: none"> • Is a positive team player and contributes ideas, expertise, and time to further the school's mission. 	<ul style="list-style-type: none"> • Occasionally suggests an idea aimed at improving the school. 	<ul style="list-style-type: none"> • Rarely if ever contributes ideas that might help improve the school.
	<ul style="list-style-type: none"> • Active participant in meetings and programs outside of regular school hours. 	<ul style="list-style-type: none"> • Participates in meetings and programs outside of regular hours. 	<ul style="list-style-type: none"> • Occasionally participates in events and meetings outside of regular schools hours. 	<ul style="list-style-type: none"> • Rarely participates in events and meetings outside of regular schools hours.
Self Improvement	<ul style="list-style-type: none"> • Reflects on performance, seeks feedback and requests support when needed. 	<ul style="list-style-type: none"> • Accepts feedback, reflects on performance and requests support occasionally. 	<ul style="list-style-type: none"> • Occasionally looks at performance and may listen to feedback. 	<ul style="list-style-type: none"> • Rarely assesses performance and ignores feedback.
	<ul style="list-style-type: none"> • Sets high goals and seeks resources to achieve them. 	<ul style="list-style-type: none"> • Sets goals and seeks some support to reach them. 	<ul style="list-style-type: none"> • Minimum goal setting / may request unnecessary or unrelated support. 	<ul style="list-style-type: none"> • Few if any goals set/inordinate support requested/often not utilized.
	<ul style="list-style-type: none"> • Attends extra-curricular school events. 	<ul style="list-style-type: none"> • Attends some extra-curricular school events. 	<ul style="list-style-type: none"> • Few if any extra-curricular events attended. 	<ul style="list-style-type: none"> • No extra-curricular events attended.

Comments:

*Previous observation suggestions implemented or developing.

The signatures below indicate that both parties have seen, discussed and been afforded the opportunity to respond.

By signing, the teacher acknowledges that he/she had seen the evaluation, but does not necessarily agree or disagree with it.

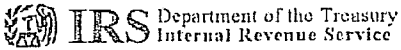
Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Total Cells



Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077556534
June 24, 2011 LTR 4168C 0
20-4948838 000000 00
00034963
BODC: TE

FRIENDS OF BREAKTHROUGH SCHOOLS
% JOHN ZAZNER
1417 E 36TH ST
CLEVELAND OH 44114-4116



016741

Employer Identification Number: 20-4948838
Person to Contact: SHARON LENARD
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your May 06, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in February 2011.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

4077556534
June 24, 2011 LTR 4168C 0
20-4948838 000000 00
00034964

FRIENDS OF BREAKTHROUGH SCHOOLS
% JOHN ZAZNER
1417 E 36TH ST
CLEVELAND OH 44114-4116

If you have any questions, please call us at the telephone number
shown in the heading of this letter.

Sincerely yours,

(b)(6)

U

Cindy Thomas
Manager, EO Determinations

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

APR 23 2007

FRIENDS OF E PREP SCHOOLS
3635 PERKINS AVE STE 5NE
CLEVELAND, OH 44114

Employer Identification Number:

20-4948838

DLN:

17053043046037

Contact Person:

SCOTT P BANTLY

ID# 31398

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

May 4, 2006

Contribution Deductibility:

Yes

Advance Ruling Ending Date:

June 30, 2010

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)



DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
05/05/2010	201012500256	DOMESTIC/AMENDMENT TO ARTICLES (AMD)	50.00	.00		.00	.00

Receipt

This is not a bill. Please do not remit payment.

FRIENDS OF E PREP SCHOOLS
1417 E 36TH ST
C/O ELAINE TURLEY
CLEVELAND, OH 44114

STATE OF OHIO CERTIFICATE

Ohio Secretary of State, Jennifer Brunner

1830067

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

BREAKTHROUGH CHARTER SCHOOLS

and, that said business records show the filing and recording of:

Document(s):

DOMESTIC/AMENDMENT TO ARTICLES

Document No(s):

201012500256



United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of the
Secretary of State at Columbus,
Ohio this 3rd day of May, A.D.
2010.

Ohio Secretary of State



Prescribed by:

The Ohio Secretary of State
 Central Ohio: (614) 466-3910
 Toll Free: 1-877-SOS-FILE (1-877-767-3453)

www.sos.state.oh.us

e-mail: busserv@sos.state.oh.us

Expedite this Form: (Select One)

Mail Form to one of the following:

☐ Yes PO Box 1390
 Columbus, OH 43216

*** Requires an additional fee of \$100 ***

☒ No PO Box 1329
 Columbus, OH 43216

**Certificate of Amendment by
 Shareholders or Members**
(Domestic)
 Filing Fee \$50.00

(CHECK ONLY ONE (1) BOX)

(1) Domestic for Profit <input type="checkbox"/> Amended (122-AMAP)	PLEASE READ INSTRUCTIONS <input type="checkbox"/> Amendment (125-AMDS)	(2) Domestic Nonprofit <input type="checkbox"/> Amended (126-AMAN)	<input checked="" type="checkbox"/> Amendment (128-AMD)
--	---	---	--

2010 MAY 1 - 3 PM 1314

Complete the general information in this section for the box checked above.

Name of Corporation Zealous Schools

Charter Number 1830067

Name of Officer Michael Wolff

Title Vice President

☐ Please check if additional provisions attached.

The above named Ohio corporation, does hereby certify that:

☐ A meeting of the ☐ shareholders ☐ directors (*nonprofit only*)

☐ members was duly called and held on _____
 (Date)

at which meeting a quorum was present in person or by proxy, based upon the quorum present, an affirmative
 vote was cast which entitled them to exercise _____ % as the voting power of the corporation.

☒ In a writing signed by all of the ☐ shareholders ☒ directors (*nonprofit amended articles only*)
☐ members who would be entitled to the notice of a meeting or such other proportion not less than a majority as the
 articles of regulations or bylaws permit.

Clause applies if amended box is checked.

Resolved, that the following amended articles of incorporations be and the same are hereby adopted to supercede
 and take the place of the existing articles of incorporation and all amendments thereto.

All of the following information must be completed if an amended box is checked.
If an amendment box is checked, complete the areas that apply.

FIRST: The name of the corporation is: Breakthrough Charter Schools

SECOND: The place in the State of Ohio where its principal office is located is in the City of:

Cleveland

(city, village or township)

Cuyahoga

(county)

THIRD: The purposes of the corporation are as follows:

Breakthrough Charter Schools is organized and will be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue law). The corporation will provide support services to certain tax-exempt public schools and those services will be in the nature of business, accounting and purchasing services essential to the operation of the schools.

FOURTH: The number of shares which the corporation is authorized to have outstanding is: _____
(Does not apply to box (2))

REQUIRED

Must be authenticated
(signed) by an authorized
representative
(See Instructions)

(b)(6)

Authorized Representative

Michael Wolff

(Print Name)

4-28-10

Date

(b)(6)

Authorized Representative

Elaine Turley

(Print Name)

4-28-10

Date

**ACTION BY UNANIMOUS WRITTEN CONSENT
OF THE BOARD OF DIRECTORS OF
ZEALOUS SCHOOLS**

The undersigned, being all of the directors of Zealous Schools, an Ohio non-profit corporation (the "Company"), do hereby authorize, approve and adopt the following resolutions by their written consent in lieu of a meeting pursuant to the authority of Chapter 1702 of the Ohio Revised Code:

RESOLVED: That Article FIRST of the Articles of Incorporation of the Company be and it hereby is amended to read in its entirety as follows:

"FIRST: The name of the corporation is: Breakthrough Charter Schools."

RESOLVED FURTHER: That the President of the Company be and he is hereby authorized and directed to execute and file in the office of the Secretary of State of Ohio an appropriate Certificate of Amendment to the Amended Articles of Incorporation in order to carry out the intent and purpose of the preceding resolution and render effective said Amendment to the Articles of Incorporation.

(b)(6)

"Directors"

1826126v1
35486.00000



Prescribed by:

The Ohio Secretary of State
 Central Ohio: (614) 466-3910
 Toll Free: 1-877-SOS-FILE (1-877-767-3453)

www.sos.state.oh.us

e-mail: busserv@sos.state.oh.us

CONSENT FOR USE OF SIMILAR NAME

(For Domestic / Foreign, Profit or Nonprofit)
 Must Be Accompanied By Another Form

THE UNDERSIGNED DESIRING TO FILE A:

(CHECK ONLY ONE (1) BOX) This filing does not extend the registration period

<input checked="" type="checkbox"/> Where consenting entity is a corporation (147-CSC)	Where consenting entity is a registrant of <input type="checkbox"/> Trade Name <input type="checkbox"/> Service Mark <input type="checkbox"/> Trade Mark (149-CSN)	Where consenting entity is a <input type="checkbox"/> Limited Liability Company <input type="checkbox"/> Limited Partnership <input type="checkbox"/> Partnership Having Limited Liability (148-CSL)
---	--	--

☐ Check here if additional provisions are attached

Charter or Registration No.
 of Entity Giving Consent

1908701

Name of Entity
 Giving Consent

Breakthrough Charter Schools

Gives Its Consent To

Zealous Schools

To Use The Name

Breakthrough Charter Schools

REQUIRED
 Must be authenticated
 (signed) by an authorized
 representative

(b)(6)
 Authorized Representative

3/24/10
 Date

Authorized Representative


Date

If the consenting party is a partnership, all general partners must sign. If only one partner is authorized to sign, a copy of the resolution authorizing the signature must be included.

CH 183000 UNITED STATES OF AMERICA,
STATE OF OHIO,
OFFICE OF THE SECRETARY OF STATE

I, Jon Husted, Secretary of State of the State of Ohio, do hereby certify that the
foregoing is a true and correct copy, consisting of 5 pages, as taken from the original
record now in my official custody as Secretary of State.

WITNESS my hand and official seal at
Columbus, Ohio, this 28th day of
July, A.D. 2011

 Jon Husted
JON HUSTED
Secretary Of State

By: [Signature]

NOTICE: This is an official certification only when reproduced in red ink



DATE:	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
01/16/2009	200901600326	DOMESTIC ARTICLES/NON-PROFIT (ARN)	125.00	.00	.00	.00	.00

Receipt

This is not a bill. Please do not remit payment.

EASTMAN & SMITH LTD.
ONE SEAGATE, 24TH FLOOR
P.O. BOX 10032
TOLEDO, OH 43699-0032

STATE OF OHIO CERTIFICATE

Ohio Secretary of State, Jennifer Brunner**1830067**

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

ZEALOUS SCHOOLS

and, that said business records show the filing and recording of:

Document(s)

DOMESTIC ARTICLES/NON-PROFIT

Document No(s):

200901600326

United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of
the Secretary of State at Columbus,
Ohio this 15th day of January, A.D.
2009.

Ohio Secretary of State

From: 419 247 1777 Page: 6/10 Date: 1/15/2009 10:41:26 AM



Prescribed by:

The Ohio Secretary of State
 Central Ohio: (614) 466-3910
 Toll Free: 1-877-SOS-FILE (1-877-767-3453)

www.sos.state.oh.us
 e-mail: busserv@sos.state.oh.us

Expedite this Form: (Select One)	
<input type="radio"/> Yes	PO Box 1390 Columbus, OH 43216 *** Requires an additional fee of \$100 ***
<input checked="" type="radio"/> No	PO Box 670 Columbus, OH 43216

INITIAL ARTICLES OF INCORPORATION

(For Domestic Profit or Nonprofit)

Filing Fee \$125.00

RECEIVED

JAN 15 2009

THE UNDERSIGNED HEREBY STATES THE FOLLOWING:

SECRETARY OF STATE

(CHECK ONLY ONE (1) BOX)

(1) <input type="checkbox"/> Articles of Incorporation Profit (113-ARF) ORC 1701	(2) <input checked="" type="checkbox"/> Articles of Incorporation Non-Profit (114-ARN) ORC 1702	(3) <input type="checkbox"/> Articles of Incorporation Professional (170-ARF) Profession _____ ORC 1705
--	---	--

Complete the general information in this section for the box checked above.

FIRST: Name of Corporation	Zealous Schools	
SECOND: Location	Cleveland (City)	Cuyahoga (County)
Effective Date (Optional)	Date specified can be no more than 90 days after date of filing. If a date is specified, the date must be a date on or after the date of filing. (mm/dd/yyyy)	
<input checked="" type="checkbox"/> Check here if additional provisions are attached		

Complete the information in this section if box (2) or (3) is checked. Completing this section is optional if box (1) is checked.

THIRD: Purpose for which corporation is formed
Please see attachment.

Complete the information in this section if box (1) or (3) is checked.

FOURTH: The number of shares which the corporation is authorized to have outstanding (Please state if shares are common or preferred and their par value if any)	(No. of Shares)	(Type)	(Par Value)
(Refer to instructions if needed)			

From: 419 247 1777 Page: 7/10 Date: 1/15/2009 10:41:26 AM

Completing the information in this section is optional**FIFTH:** The following are the names and addresses of the individuals who are to serve as initial Directors.

(Name) _____
 (Street) _____ **NOTE: P.O. Box Addresses are NOT acceptable.**
 (City) _____ (State) _____ (Zip Code) _____

(Name) _____
 (Street) _____ **NOTE: P.O. Box Addresses are NOT acceptable.**
 (City) _____ (State) _____ (Zip Code) _____

(Name) _____
 (Street) _____ **NOTE: P.O. Box Addresses are NOT acceptable.**
 (City) _____ (State) _____ (Zip Code) _____

REQUIRED
 Must be authenticated
 (signed) by an authorized
 representative
 (See instructions)

(b)(6) _____
 Authorized Representative
 Amy J. Berman, Esq.
 (Print Name)

1-7-09
 Date

 Authorized Representative

 Date

(Print Name)

 Authorized Representative

 Date

(Print Name)

Complete the information in this section if box (1), (2) or (3) is checked.

ORIGINAL APPOINTMENT OF STATUTORY AGENT

The undersigned, being at least a majority of the incorporators of Zealous Schools, hereby appoint the following to be statutory agent upon whom any process, notice or demand required or permitted by statute to be served upon the corporation may be served. The complete address of the agent is

Amy J. Borman, Esq.
(Name)
c/o Eastman & Smith Ltd., One Seagate, 25th Floor
(Street) NOTE: P.O. Box Addresses are NOT acceptable.
Toledo, Ohio 43504
(City) (Zip Code)

Must be authenticated by an authorized representative (b)(6) 1-7-09
Authorized Representative Date

Authorized Representative Date

Authorized Representative Date

ACCEPTANCE OF APPOINTMENT

The Undersigned, Amy J. Borman, Esq., named herein as the Statutory agent for, Zealous Schools, hereby acknowledges and accepts the appointment of statutory agent for said entity.

Signature: (b)(6)
(Statutory Agent)

ARTICLES OF INCORPORATION
FOR
ZEALOUS SCHOOLS

(Additional Provisions)

ARTICLE THIRD
PURPOSES

Zealous Schools (the "Corporation") is organized and will be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue law) ("Code"). The Corporation will act exclusively as a supporting organization, as such term is defined by Code Section 509(a)(3), of certain public and private Ohio schools that qualify as organizations exempt from Federal income tax by reason of being described in Code Section 501(c)(3) and as public charities by reason of being described in Code Section 509(a)(1) or (2), including Cleveland Entrepreneurship Preparatory School and Village Preparatory School (collectively, the "Supported Schools"). Specifically, the Corporation's purposes may include:

(1) providing the Supported Schools with the personnel, equipment, supplies, facilities, fiscal services, administrative services and technical assistance needed to support their educational mission;

(2) undertaking any other activity that will advance the efficient and effective operation of the Supported Schools;

(3) making distributions to the Supported Schools;

(4) soliciting, receiving, holding and applying funds, gifts, bequests and endowments or the proceeds thereof to any of the purposes herein described; and

(5) engaging in any other lawful activity that may be conducted by an Ohio nonprofit public benefit corporation that qualifies as exempt from Federal income tax by reason of being described in Code Section 501(c)(3) and as a public charity by reason of being described in Code Section 509(a)(3).

ARTICLE SIXTH
RESTRICTIONS

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or

otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles to the contrary, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or not permitted to be carried on by a supporting organization, as such term is defined by Code Section 509(a)(3).


ARTICLE SEVENTH DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all of the assets (or proceeds from the sale thereof) of the Corporation exclusively in furtherance of the purposes of the Corporation to one or more entities organized and operated exclusively for educational and/or charitable purposes which qualify as exempt organizations under Code Section 501(c)(3) (or the corresponding provision of any future United States Internal Revenue law) including without limitation one or more of the Supported Schools. Any such assets not disposed of in accordance with the foregoing shall be disposed of by the Court of Common Pleas of the county in which the principal office of the Corporation is then located exclusively for such purposes or to such organization or organizations which are organized and operated exclusively for such purposes, as said court shall determine.

CH 1830047 UNITED STATES OF AMERICA,
STATE OF OHIO,
OFFICE OF THE SECRETARY OF STATE

I, Jon Husted, Secretary of State of the State of Ohio, do hereby certify that the
enclosed is a true and correct copy, consisting of 6 pages, as taken from the original
record now in my official custody as Secretary of State.

WITNESS my hand and official seal at
Columbus, Ohio, this 29th day of
July A.D. 2011

 JON HUSTED
Secretary of State

By: MO

NOTICE: This is an official certification only when reproduced in red ink.

Activity/Objective	Person Responsible	Year 1				Year 2				Year 3				Year 4				Year 5			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Project Setup																					
Identify project team staff from network and schools																					
Establish a network board committee to oversee project																					
Hire HCMS consultant for planning year																					
Refine project timeline, roles and responsibilities																					
Professional Development																					
Launch professional development workstream																					
Meet regularly as a work stream to develop pathways																					
Meet regularly to define PD opportunities across network																					
Complete professional development workstream																					
Reconvene to evaluate progress and adjust accordingly																					
Performance-Based Compensation																					
Launch PBCS workstream																					
Gather input and develop PBCS plan for network																					
Complete PBCS workstream and deliver refined PBCS to boards for approval																					
Conduct training and information sessions for new staff on the evaluation system																					
Evaluation consultant contract for renewal or cancellation																					
Reconvene to evaluate progress and adjust accordingly																					
Educator Evaluation																					
Launch Educator Evaluation workstream																					
Develop structure for new evaluation system																					
Complete Educator Evaluation workstream and finalize deliverables for presenting new evaluation system to educators across the network																					
Begin training and information sessions for educators on the evaluation system																					
Reconvene to evaluate progress and adjust accordingly																					
Communication Planning & Implementation																					
Launch Communication Plan workstream																					
Develop collateral materials for communication plan																					
Develop misc. shared materials for communication plan																					
Begin roll out of the plan																					
Complete Communication Plan workstream																					
Implementation Communication Plan																					
Reconvene to evaluate progress and adjust accordingly																					
Data Systems																					

Activity/Objective	Person Responsible	Year 1				Year 2				Year 3				Year 4				Year 5			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Research data system to integrate student achievement data to teacher and principal payroll and HR systems																					
Work with consultant to create transitional data system																					
Purchase and develop enterprise data system																					
Conduct data system conversion and integration																					
Communication Planning & Implementation																					
Launch Communication Plan workstream																					
Develop collateral materials for communication plan																					
Develop misc. shared materials for communication plan																					
Begin roll out of the plan																					
Complete Communication Plan workstream																					
Implementation Communication Plan																					
Reconvene to evaluate progress and adjust accordingly																					
Recruitment																					
On-site local college visits and network information sessions (locally and at historically black colleges and universities - 'HBCUs')																					
BCS hosted info sessions at BCS offices																					
Train HR Team and School Leaders how to identify common characteristics of highly-effective teachers during the selection process																					
Targeted online recruitment marketing																					
BCS hosted info sessions at schools																					
HR team and school leaders use common characteristics of highly-effective teachers in new staff selection process																					
Attend teacher recruitment job fairs																					
BCS hosted information sessions at schools																					
Use preliminary teacher evaluation results to identify common characteristics of highly-effective teachers																					
Disseminate information to applicants regarding improved professional development opportunities and use the compensation scale as a recruitment tool																					
Ongoing Project Activities																					
Project Director and 2 team members attend TIF grantee meeting (date set by USDOE)																					
2 team members attend TIF Topical Meeting (date set by USDOE)																					
Board Committee Meets																					

July 6, 2012

The Honorable Arne Duncan, Secretary of Education
U.S Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I write you today in support of Breakthrough Charter School's application to the Teacher Incentive Fund. I prefer to remain anonymous because as you'll see from what I write below, my perspective is a challenging one. I taught at Citizens Academy ("CA"), which is a successful charter school in Cleveland. The United States Department of Education named Citizens Academy a Blue Ribbon School for 2011. I taught at CA for five beautiful, but challenging years. This past year, I was promoted to the Grade-Level Team Leader. This promotion proved to be a challenging yet rewarding experience. I oversaw my fellow teachers, collaborated on lessons, reviewed data, and led my team to a successful academic year. Citizens Academy's mission is "to produce learners who exemplify academic excellence and responsible citizenship," and I wholeheartedly believe I stay true to this statement. I set high expectations for all of my students and accepted nothing less than their best work. I was responsible for producing learners who exemplified academic excellence and responsible citizenship.

My classroom was always orderly, my kids were always engaged, and there was always so much learning taking place. Because of that, funders more often than not would visit my classroom to get the true "CA experience." I was also chosen to be videotaped for the non-profit organization "Moving to Mastery" which puts its cameras in public, charter, and independent schools in Ohio and Massachusetts. Moving2Mastery.org summarizes its national mission to inspire and inform aspiring and early-career teachers and to uplift public opinion about the profession.

Despite the rewarding experience, I never felt like I was making as much money as I perhaps deserved, given the hard work and extra hours I put in. I asked for raises and although CA did try to give me opportunities to make more money, unfortunately it was not through a raise. The Administration gave me the opportunity to become Grade-Level Team Leader and the LPDC Coordinator, which were both great opportunities to make more money through stipends. However, I was never able to receive the raise that I wanted because the funds were simply non-existent. It was difficult to live off of the salary I received, especially because every month I had to make payments on two different student loans. Many of my fellow teachers also expressed their needs and wants for bigger paychecks at our Professional Development days. The answer remained the same: the Administration would give it to us if the funds were available.

There is no question that every single staff member at CA is there because he or she loves what they do. We are not in it for the "paycheck," unfortunately the paycheck is fairly low in comparison to other schools. The teachers work an extended day every day, often staying after hours, working relentlessly, and working on Saturdays. The fact of the matter is that the pay is nowhere near where it should be, given the dedication of the teachers. We understand that our counterparts, many of them in district schools, are making a substantial amount more than charter schools teachers, but CA cannot continue to keep great teachers without supporting and retaining excellent teachers, which means paying them more. I truly believe we are eliminating educational inequality in our nation at high-performing schools like CA, so why are teachers not rewarded monetarily? After all, great teachers are responsible for building a better America by education our next generation of leaders.

Recently, I decided to leave Citizens Academy. It is a bittersweet move; I am sad to be leaving such a great institution, but I am looking forward to the challenges I will face at my new school. I am going to be

making substantially more money and it pains me that the teachers at CA will continue to not be rewarded for their extremely hard work. I strongly believe that one of the only ways to keep and retain excellent teachers, especially in inner-city charter schools, is to pay them a competitive wage. By raising pay at places like CA, we will all (teachers and students) achieve greatness.

Thank you for your support,

Anonymous

A Former Teacher, Citizens Academy

Attachment S – Breakthrough’s Work Stream Process

The following narrative complements the information on Breakthrough’s work stream process found in the project narrative.

In 2011 BCS leadership implemented a work stream initiative. The work streams aim to deliver on the leadership’s commitment to “do things better” by convening dedicated and knowledgeable leaders from across the network to tackle the most pressing challenges through a transparent and collaborative process.

For each work stream, a working group comprised of representatives across the network is tasked with developing a recommendation on the strategy, processes, and/or protocols on a particular topic to be adopted across BCS for the foreseeable future. During the course of the work stream and by gathering input from many stakeholders, the working group endeavors to understand the current state, opportunities for improvement, and potential consequences of any recommended path. As part of the work stream process, the work stream leaders share regular updates with, and receive feedback from, academic, operations, and support team leaders. Due to the collaborative nature of the work streams and the desire to develop a thoughtful and long-term pathway, it can take up to several months for the work stream working group to finalize its recommendations, including a communication and implementation plan. Ultimately, the work stream working group presents its recommendation to the Leadership Team for review and final approval.

In 2011-2012, BCS initiated five work streams: Payroll, Student Recruitment, New Hires, Federal Programs and Budget Process. As of July 2012, four of the five work streams have been completed and the impact on the organization has been evident.

Attachment T – Cleveland Urban Teacher Residency and Teach for America

With the engagement of Urban Teacher Residencies United, BCS and Ursuline created the Cleveland Urban Teacher Residency program which launched in the 2011-2012 school year.

This innovative approach to teacher training is based on a rapidly emerging national model that provides aspiring teachers the academic foundation and the experiential learning necessary to excel in high-quality urban schools. The Cleveland program is a rigorous graduate-level program leading to both a Master's degree in education and a State of Ohio teaching license. Resident candidates gain hands-on experience by working four days a week in a BCS school while completing graduate courses at Ursuline on the fifth day.

CUTR enables BCS to have “home-grown” talent and create a committed pool of applicants with demonstrated interest in teaching in mission-driven, urban schools. Program activities include establishing and implementing the Urban Teacher Resident curriculum (by Ursuline), training mentor teachers to work with residents throughout the school year, training teacher coaches to work with newly inducted teachers for their first 2 years as the teacher of record, and offering on-going professional development to encourage leadership and career advancement within these schools.

In response to very real challenges BCS faces in recruitment and retention, CUTR is one part of an effective solution. Specifically, participation in CUTR provides residents with on the ground training for their future working in urban, high-needs schools, as well as ensures that they are mentored through their early years of leading a classroom. With these supports in place for residents, BCS becomes an attractive employer for program participants and provides direction and a comprehensive program for aspiring educators. Another benefit to the network is that the need for resident mentos provides veteran teachers with another leadership opportunity. This aspect of the program enhances the career pathways BCS seeks to implement as described in this application.

The program's success was proven in its inaugural year where out of 5 residents, 4 accepted full-time teaching positions at BCS for this coming school year. In the years to come, BCS and Ursuline anticipate enhancing current program recruitment strategies with national recruitment efforts. This will attract high caliber candidates to Cleveland who may not have otherwise considered living there. We anticipate the program will prepare between 25-50 teachers to excel in high poverty, high-needs urban schools over the next five years with 75% of them or more choosing to teach in the BCS network.

In 2011, changes to Ohio law permitted Teach for America (TFA) to operate in the state. For Cleveland, a city that over the past few decades been experiencing a brain drain of young talent, this was a very promising development. With the entrance of TFA into Ohio, there is a momentous opportunity to leverage the talent of its corps members to expand our cadre of effective educators.

TFA is the national corps of top recent college graduates who commit to teach for two years in urban and rural public schools. Since its inception in 1990, TFA has grown to 33,000 corps members (teachers) and alumni. As such, it is one of the nation's largest providers of teachers for low-income communities.

TFA corps members are accepted through a rigorous application process. In 2011, a record 48,000 applicants included 12 percent of all seniors at Ivy League schools. Breakthrough views TFA service as a way to not only provide needed effective teaching staff in our schools, but to begin to effect a brain gain for Cleveland – attracting highly qualified young professionals to the city.

In its inaugural year, TFA is placing approximately 50 corps members of its over 9,000 corps members in Ohio. Of that number, 17 corps members – almost 35% - are anticipated to be placed in Breakthrough schools, making Breakthrough the largest TFA partner in the state.

TFA teachers are not only intelligent and ambitious, but also bring significant training and professional development to the classroom. TFA requires 30 hours of independent work and observation of experienced teachers and participation in an intensive five-week training institute and regional orientation to the school and communities in which they will be teaching. Furthermore, corps members teach in summer school programs, receive feedback from veteran teachers and complete a regimen on seminars and practice sessions designed to build the skills necessary to advance student achievement.

Throughout their service, corps members are observed by full-time instructional coaches at TFA and engage in joint problem-solving to improve their practice and accelerate student progress toward academic goals.

BCS anticipates welcoming an increasingly higher number of TFA corps members each year. Our long-term goal is to have at least 50% of the corps members continue as BCS teachers after their term of service. The addition of TFA to our talent pool is so central to our human capital strategy that the above objective was included in our discretionary federal grant application that was accepted by the Department of Education. BCS, as TFA Ohio's largest partner, is able to leverage TFA's national corps member recruitment strategy to bring high-quality teaching candidates to Cleveland to serve in our schools.

Attachment U – Ohio Principal Evaluation System Additional Information

Concurrent with the development of OTES was the creation of the Ohio Standards for Principals which define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

The Ohio Standards for Principals are that principals: 1) help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals, 2) support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students, 3) allocate resources and manage school operations in order to ensure a safe and productive learning environment, 4) establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students, 5) engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

OPES was created to ensure:

- ✓ Professional growth focused on enhancing the knowledge and skills of principals through:
 - Conducting a self-assessment and setting goals against the Ohio Standards for Principals
 - Working collaboratively and engaging in ongoing dialogue with their evaluator
 - Taking coursework or engaging in other types of professional learning
 - Identifying action research focused on best-practice solutions
- ✓ Continuous improvement focused on the principal's commitment to improve practice over time so as to continually impact higher levels of student performance through:
 - Incorporating new learning into practice
 - Using professional literature, professional dialogue and collaboration with colleagues to support leadership development; and
 - Regularly reflecting on practice, identifying areas of strength and weakness and implementing targeted strategies for continued development
- ✓ Quality assurance focused on the collection of evidence to document performance. Evaluators use the evidence to inform decisions such as:
 - Recognizing and rewarding effective practice
 - Recommending actions for improvement
 - Making compensation decisions
 - Recommending continued employment or dismissal
 -

The evaluation system is comprised of four broad components:

1. Professional Goal-Setting
 - a. Self-assessment which enables leaders to reflect on their strengths as well as their areas for improvement
 - b. Analysis of student learning needs to help craft professional goals
 - c. Interpretation of perception data to help craft professional goals
 - d. Goal setting process in which standards-based goals are developed, targets of performance are established, and sources of evidence are identified
2. Formative Assessment of Principal Performance that is based on:
 - a. Examining what leaders do in their work and why they do what they do (focus on

- behaviors, actions and performance)
 - b. Assessing the skills and knowledge of school leaders based on leadership standards (leadership practices known to be associated with effective leaders)
 - c. Measuring the results of teaching and learning (Breakthrough proposes adding to this an assessment of how the principal actually encourages student growth and focuses teachers on the same goal)
 - d. Understanding and appraising leadership in the organizational context (how the leader thinks about what is going on in the organization)
 - e. Breakthrough plans to add an assessment on the principal's efforts to establish a collaborative school culture focused on continuous improvement.
 - f. Breakthrough plans to add an assessment of the principal's support for academic needs of special student populations
3. Communication and professionalism based on the Ohio Standards for Principals, ethical behavior, and district/school policies, and collective bargaining agreements (BCS has no such agreements)
4. Summative Evaluation that delineates principal effectiveness based on: performance on goals, formative assessment of principal performance, communication and professionalism, and the performance rating rubric (the only required component of the system).

The OPES is intended to be a collaborative evaluation system. There are expectations of both the principal and the evaluator.

The expectations for principals are:

- Meeting with the evaluator for planning conferences to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period
- Collecting and sharing data related to the accomplishment of goals and objectives
- Conferencing with the evaluator to review progress, achievements and continued development, desires or needs based upon the outcomes of the performance period

Expectations for Evaluators:

- A conference with the principal to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period
- Provision of appropriate and timely feedback, resources and guidance to assist the principal in achieving goals and objectives
- Formal observations of the principal as he/she performs assigned duties during the evaluation year. This could be structured as a walk through with the principal in his or her building. Other ideas for observation include: staff meetings, professional development meetings, and an evaluation conference with a teacher or staff member, or analysis of student work samples. All observations should include a pre and post conference
- Post observation conferences should be followed with a written report to the principal describing areas of reinforcement and opportunities for refinement
- A summative evaluation at the end of each year to be conducted per Ohio Revised Code

Attachment V – The Ohio Resident Educator Program

The term “Residency” in the RE program reflects a time to practice, refine and gain a deeper understanding of the art and science of teaching under the guidance of a certified mentor and the support of a professional learning community. The Ohio RE program is built upon the Ohio Standards for the Teaching Profession and The Ohio Continuum of Teacher Development.

The Ohio Standards for the Teaching Profession encompass the areas of: knowledge of students, content, assessment, instruction, learning environment, collaboration and communication, professional responsibility and growth.

The standards also include elements and indicators that define what a teacher should know and be able to do across the career stages, which are defined as proficient, accomplished, and distinguished. (Note: these career stages are not the same as the evaluation ratings described above.)

The Ohio Continuum for Teacher Development delineates five levels of teacher development:

- Emerging- pre-licensure; the teacher education candidate
- Developing- Residency; the teacher whose skills are developing
- Proficient- The teacher who is applying knowledge and skills independently
- Accomplished- the teacher who is fully skilled and able to integrate knowledge and experience- in instruction, curriculum and professional development- into practice

- Distinguished- a teacher leader, consistently innovative, contributing to the professional learning community

Progress through this continuum does not occur at the same rate for all teachers, and mastery at each level does not necessarily correlate with “time on the job.” The continuum is intended to help teachers and mentors in self-assessing, goal-setting and identifying professional development needs.

The RE Program includes:

- ✓ The Teaching and Learning Cycle
 - In this model, teachers Assess, Plan, Teach and Revise, with continuous reflection in between
 - This promotes the practice of the daily instructional processes performed by effective teachers
- ✓ State Mentor Training
 - Mentors are teachers who have been specially trained to serve as navigators (not drivers) for and RE’s journey; the training is research-based and it touches upon mentor identity and responsibilities as well as the core elements of teaching: assessment, lesson planning, lesson delivery, and revision
- ✓ Mentors receive ongoing professional development
 - Formative Assessment
 - This is an ongoing, interactive and collaborative look at teacher performance over time
 - It supports self-reflection and is responsive to teacher’s developmental needs
- ✓ Monitor and Document RE Progress

- REs receive ongoing feedback from mentors, but also have formal feedback conferences at mid-year and year-end
- The first year of the RE program involves multiple self-assessments, observations of the RE work, and goal setting exercises
- ✓ Summative, Performance-Based Assessment
 - This comes in Year 4 if the RE is ready
 - Prior to that, in Years 2 and 3 of the program, REs will continue to work toward mastery of the Teaching and Learning Cycle, with REs receiving differentiated support of that goal

The principal is a key support person in the RE program, communicating with both the teacher and the mentor, and ensuring that time is set aside for the RE collaboration to occur. The principal is also charged with making the RE/mentor match and with aligning the RE's goals.

It is important to note that the RE program is for the purpose of professional growth and eventual professional licensure, not an evaluative process for the purpose of employment. Every effort is made to keep the formative assessment separate from teacher evaluation.¹

¹ This information was taken from the ODE website, accessed July 9, 2012

High Need Documentation

School Name	Founded	2011 ODE Rating	Students Served	% of FRL
Citizens Academy (CA)	1999	Excellent	421 students K-5	78.3%
E Prep School (EP)	2006	Effective	305 students, 6-8	83.4%
Village Prep School (VP)	2009	Not Yet Rated (First Rating 2013, 3 rd Grade)	270 students, K-2 (growing to K-5)	87%
Citizens Leadership Academy (CLA)	2011	Effective	96 students, opening with 6 th grade (growing 6-8)	72.9%
Citizens Academy East (CAE)	2012	Eligible for first rating one year after opening	175 students, opening K-2 (growing K-5)	75%
Entrepreneurship Preparatory School :: Woodland Hills (EP::WH)	2012	Eligible for first rating one year after opening	90 students, opening with 6 th grade (growing 6-8)	85%
Village Preparatory School II :: Woodland Hills (VP::WH)	2012	Eligible for first rating one year after opening	180 students, opening K-1 (growing K-5)	85%



Citizens Academy

Academic Excellence Responsible Citizenship

July 3, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary,

I am writing in support of Breakthrough Charter School's Strategic Human Capital Improvement Plan, a new evaluation and performance based compensation system that would reward teachers for their efforts in improving student academic performance.

I am the K-2 Literacy Coordinator at Citizens Academy, one of Breakthrough's flagship schools. I have been an educator for sixteen years, including twelve at Citizens Academy. It is very exciting to be a part of the school, as I enjoy the culture of high expectations for both teachers and students. Our hard work has paid off—not only has Citizens Academy been rated Excellent by the Ohio Department of Education for the past three years, it was also named a national Blue Ribbon School in 2011 for closing the achievement gap among disadvantaged students.

At Citizens Academy, our mission is to produce learners who exemplify academic excellence and responsible citizenship. We cannot accomplish this without great teachers. As a member of our school's Race to the Top committee, I am working with school leadership and fellow educators to improve our systems for recruiting, retaining and rewarding excellent teachers. I look forward to being able to contribute my perspective throughout the course of the project. I believe Breakthrough's Strategic Human Capital Improvement Plan is an excellent opportunity to create a comprehensive tool that ensures both teachers and students achieve outstanding success in the classroom.

Tina Cottem

Tina Cottem
K-2 Literacy Coordinator



Citizens Academy

Academic Excellence Responsible Citizenship

July 3, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary,

I am a 3rd grade teacher at Citizens Academy. I am currently in my ninth year of teaching, and I wanted to share my thoughts with you on Breakthrough Charter School's Strategic Human Capital Improvement Plan.

Although I have taught in other school districts, I quickly realized that Citizens Academy invests a lot of time and resources into developing the skills of the teaching staff and supporting our growth. Citizens Academy has been looking for a way to retain great teachers and began developing a model to enable teachers to be recognized and gain responsibility as they develop their craft. I have been extremely motivated by this movement, as I truly believe that it is crucial for our organization to support and retain great teachers. Teacher quality, as I've seen in our classrooms, is the greatest lever for student achievement, and we cannot hope to close the achievement gap without supporting and retaining our best teachers.

I am committed to supporting the development of a clear and accessible model for promoting, supporting, recognizing, and retaining excellent teachers. I have been involved in a focus group consisting of teachers and school leaders at Citizens Academy to help create and develop this plan for teachers. I have helped the organization categorize major aspects on which teachers can be evaluated, provided feedback on parent and peer surveys, and evaluated different levels of responsibility and recognition that could be given to teachers who move up the career pathway model. Citizens Academy has ensured that our opinions are heard and that this model is one teachers will support. As an experienced teacher, I appreciate the fact that Breakthrough values the input of all the staff regarding this process.

Implementing this incentive program for teachers will enable Citizens Academy to have the strongest teachers working in neighborhoods which need them the most. Citizens Academy is known for teacher quality which is supported by our excellent state achievement scores. On a personal level, I know that I will continue to be supported in my professional development and that I will be recognized for this growth. Although the opportunity to move up the career ladder is available at Citizens Academy, I want to remain in the classroom. This is where I feel I make the most important impact in closing the achievement gap. A motivating factor for staying in the classroom and continuing to close the achievement gap would be an incentive program that rewarded excellent educators. This would prevent effective educators from having to leave the classroom as the only way to increase their pay.

Every day at Citizens Academy there is a clear and consistent expectation that our students **will** attend college, but we cannot continue to do so without supporting and retaining excellent teachers. I am proud to be a part of an organization that is ensuring it will reward its great teachers while keeping them in our highest-need classrooms. I am proud to be a part of a school that is taking the crucial steps necessary towards eliminating educational inequality in our nation.

Thank you for your consideration.

Kimberly Peterlin

Kimberly Peterlin
3rd Grade Teacher



Citizens Leadership ACADEMY

July 3, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am a sixth grade language arts and social studies teacher at Citizens Leadership Academy (CLA), a Breakthrough School in Cleveland, Ohio. I wanted to share my support for Breakthrough's Strategic Human Capital Investment Program (SHIP.) SHIP mirrors that of the Ohio Teacher Evaluation System (OTES), and the OTES program offers CLA and Breakthrough the type of comprehensive coaching and evaluation system that our school leadership launched during our 2011-2012 inaugural year.

CLA is a middle school that launched with 96 sixth grade students in 2011-2012. It will add 96 seventh grade students in 2012-2013, and will be fully enrolled with 288 students in 2013-2014. The school is anchored in a two-pronged educational approach providing rigorous, college preparatory academics and engaging and relevant long-term projects. CLA is part of the Expeditionary Learning school network with the commitment to take students out of the classroom and into the community, and bring community experts into the classroom to make learning relevant and engaging. During our inaugural year, 93% of our sixth graders were proficient or above on the Ohio Achievement Assessments reading exam. We beat the state average by 6%, and not only closed, but reversed the achievement gap—an issue I know you have spoken of on multiple occasions. We know our program works. Beyond that, our students researched, drafted, and received a \$2000 grant from Whole Foods for a school garden that is now flourishing in our school courtyard!

As a new teacher, one of the things that attracted me to CLA was its strong coaching, mentoring, and teacher evaluation system. Shelly Saltzman, the Head of School, visited my classroom regularly and used a rubric to record my progress on a variety of teaching criteria. She also did informal walkthroughs on a weekly basis, and we had a dedicated meeting time each week to debrief and to discuss any issues or concerns. I also had the opportunity to be coached by a more experienced teacher on my instructional techniques and my assessments, as well as work with an experienced teacher in a co-taught classroom which further helped me develop my teaching skills.

Our transition to the OTES will be a natural one as it takes what we've been doing and expands upon it through a more in-depth rubric regarding instructional planning as well as instructional practice and assessment. Our school uses a very comprehensive assessment analysis process for interim assessments, and the OTES rubrics will align with that as well.

In seeking the TIF grant, CLA and Breakthrough Schools will be able to realize pathways to leadership by aligning evaluation and compensation. It will be natural for us to set student growth goals that align with teacher evaluation and compensation, and to balance that with the various components of formal and informal teacher evaluation. I look forward to the goal-setting process and to weekly conversations with CLA's Head of School and Curriculum and Instruction Coordinator.

Finally, I look forward to being a part of Breakthrough Schools as it implements SHIP across the network. This performance-based compensation system that rewards teachers for their efforts in improving academic performance will provide me with the guidance and direction I need to take my teaching to the next level. As we implement this not just as a single school but as a network of schools, I know that our school leaders will be able to glean best practices from across the network. I also know that there may be leadership opportunities across the network.

Sincerely,

Maribeth Dahlberg

Maribeth Dahlberg
Sixth grade English and social studies teacher
Citizens Leadership Academy



Citizens Leadership
ACADEMY

July 3, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am the Intervention Coordinator at Citizens Leadership Academy (CLA), a new middle school that is part of Breakthrough Schools in Cleveland, Ohio. I am writing to you in support of the Strategic Human Capital Investment Program (SHIP) for a TIF grant.

CLA is a middle school that launched with a sixth grade of 96 students in 2011 – 2012, will add a seventh grade of 96 students in 2012 – 2013, and will be fully enrolled with 288 middle school students in 2013 – 2014. The school is anchored in a two-pronged educational approach providing rigorous, college-preparatory academics and engaging and relevant long-term projects. CLA is part of the Expeditionary Learning school network with the commitment to take students out of the classroom and into the community, and bring community experts into the classroom to make learning relevant and engaging.

As a tuition-free, public charter school, we accept all students who enroll, and over 20% of our students are on individual education plans and over 40 percent of our students last year were below grade level (as measured by the Scantron Performance Assessment) at the beginning of the school year. By the end of the school year, only 17% were below grade level as indicated by the same assessment.

Part of my job as Intervention Coordinator is to help teachers differentiate their practice to maximize support for our full spectrum of students. SHCIP, which incorporates the Ohio Teacher Evaluation System (OTES), provides a performance-based compensation system that rewards teachers for their efforts in improving academic performance. It will provide support to me and other faculty members through enhanced guidance, transparency and direction that will enable us to take our teaching to the next level. The specificity of the OTES rubrics will enhance our professional conversations, which is a logical next step for those of us at CLA. Finally, as we implement this not just as a single school but rather as a network of schools, I know that our school leaders will be able to glean best practices from across the network, and I also know that there will be opportunities with other Intervention teams across the network, and those will further enhance our practice.

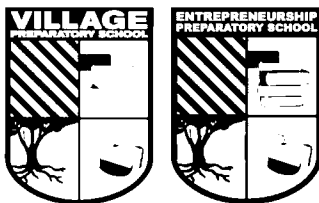
For all of the reasons outlined above, I urge you to consider Breakthrough Charter Schools' application for a TIF grant.

Sincerely,

Anne Priemer

Anne Priemer
Intervention Coordinator
Citizens Leadership Academy

THE PREP SCHOOLS



July 16, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am Chris O'Brien, former 6th grade math teacher at Entrepreneurship Preparatory School, and now the Head of School at our new campus of E Prep-Woodland Hills. For the past 2 years, I have been working with our staff and leadership team to develop a new system for evaluation and compensation based on performance and results. I have served on Governor Kasich's steering committee of educators from across the state that led to his leadership on the new evaluation systems in Ohio. I have spent the better part of 2 years researching quality pay for performance models from across the country. I took this information back to the staff and developed key indicators that our educators felt were necessary and fair to have this system based upon.

Our school worked diligently to give our network feedback and a model for compensation that we felt was fair, balanced, and professional. I feel that with the Teacher Incentive Fund, it could truly put Breakthrough Schools on the cutting edge of teacher evaluation and compensation. It would allow us the means to implement this new system, and provide long-term solutions for compensating high quality educators.

By developing a fair, multi-faceted system for performance based pay, we could reward those that are having the greatest impact on our scholars, and continue to provide incentive to master their craft. By laying out a clear model, our teachers will know up front how they will be compensated and rewarded for success and longevity in the classroom.

We need to create an environment where quality teachers can remain in the classroom and not have to jump to administration or a traditional public school district to increase their pay. Our compensation scale will allow our great teachers to stay where they belong – in the classroom impacting our scholars. This will allow us to reduce our turnover rate, creating more consistency in our staffing and improving school results and culture.

Thank you for your support,

Chris O'Brien

Chris O'Brien
Head of School
Entrepreneurship Prep-Woodland Hills

THE PREP SCHOOLS



July 17, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

My name is Beth Smith-Polderman. I have taught math at Entrepreneurship Preparatory School, part of the Breakthrough Charter School network in Cleveland, Ohio, for the past three years. This coming school year, I will serve as the Director of Curriculum and Instruction for E Prep-Woodland Hills, the new Prep School opening in another impoverished Cleveland neighborhood. Our goal is to replicate the culture, curriculum, and success of the original E Prep in order to serve more children.

Although our school outperforms other urban and suburban schools in Cleveland, and has been given a rating of "Excellent" by the state of Ohio, every year we face one recurring obstacle: retaining excellent teachers. Long school days, an extended school year, and a rigorous work environment combined with no room for monetary advancement or incentives for achieving success, make it hard for teachers to envision themselves teaching at E Prep long term. Since E Prep first opened its doors in 2006, our highest-performing teachers have received the same 0-2% raise each year as our lowest-performing teachers.

For the past two years, I have been a part of a committee at E Prep that has been working to implement a performance based pay system. This committee is passionate about finding a way to encourage great teachers to stay in the classroom and to stay within the Breakthrough network long-term. Teacher quality has the greatest effect on student achievement, and we cannot hope to close the achievement gap in Cleveland without supporting, rewarding, and retaining our best teachers. Unfortunately, without the funds to reward excellent teachers, we have not been able to implement our performance based pay plan within our network.

I could not be more excited about and supportive of the upcoming Ohio Teacher Evaluation System, which will finally reward teachers for high student achievement. Along with Breakthrough's proposed Strategic Human Capital Improvement Plan, these systems will enable our network of schools to identify our best teachers more objectively, motivate all teachers to perform well, and reward and retain the best teachers. Breakthrough Charter Schools will be a more desirable place to work, will retain more excellent teachers, get a larger applicant pool to replace poor performing teachers, and will, therefore, see an increase in teacher quality. We will then have the strongest teachers working in the neighborhoods which need these teachers the most. Most importantly, the increase in teacher quality will result in higher levels of student success.

In the future, I would love to work on a committee to further develop and implement the performance based compensation system supported by the Teacher Incentive Fund. I am proud to be a part of a movement that is ensuring that it will reward its great teachers for achieving student success and helping to close the achievement gap.

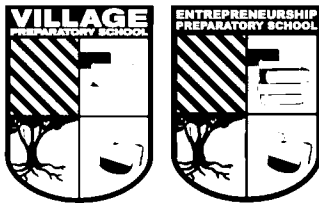
Thank you for your support,

Beth Smith-Polderman

Beth Smith-Polderman, Director of Curriculum and Instruction

PR/Award # S374A120005

THE PREP SCHOOLS



July 16th, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

My name is Kelly Brand. I am currently a Second Grade Teacher and the Math Department Chair at Village Preparatory School, part of Breakthrough Charter Schools, in Cleveland, Ohio. I am a founding teacher of Village Prep School and have seen our school grow from a staff of 6 dedicated teachers to over 30 amazing staff members. Our school is currently serving scholars in kindergarten through third grade. We will continue to add on a fourth grade in the following school year. I have worked in several public schools systems throughout Ohio, Indiana, and the United Kingdom. I can honestly say that Village Prep School is filled with the most dedicated, passionate, and determined teachers I have seen before.

The success and growth of our scholars has only been possible because of the time, energy, and resources that we, as teachers, have invested and created. As a teacher here at Village Prep, I spend countless hours creating curriculum, collaborating with other teachers, and creating resources for our classrooms. I love what I do and am truly devoted to the mission of getting 100% of our scholars to graduate from college. In order to continue our success, it is vital to retain high-quality teachers from year-to-year. Our job is incredibly demanding in every way! I do believe that investing in teachers and rewarding them for their success with their scholars is key to maintaining the success we've had and retaining the quality teachers that are required at our school. I am writing to ask for your support for Breakthrough's Strategic Human Capital Improvement Plan as we work towards implementing a performance based compensation system that would support and reward teachers like me.

In the past two school years, I have been a part of the Race to the Top committee and have helped to develop our teacher evaluation system based on the Ohio Teacher Evaluation System. I have also worked on the Pay for Performance planning team to research schools that have successfully implemented performance based compensation systems. Creating a performance based compensation system at Village Prep School would not only help us to continue the high standards of teaching and learning that we've had in the past four years, but continue to grow our school, and spread throughout the City of Cleveland. Personally, I am very excited to see the development of this type of evaluation system at our school. I would also be interested in continuing to work on the committee to further develop and implement SHIP as described in our application.

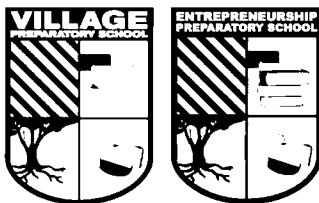
Thank you for your support in this matter.

Sincerely,

Kelly Brand

Kelly Brand
Second Grade Teacher and Math Department Chair
Village Preparatory School

THE PREP SCHOOLS



July 16, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

My name is Kerri Kish. I am currently starting my second year as a Kindergarten teacher and beginning my first year as the Reading Department Chair at Village Preparatory School in Cleveland, Ohio. Village Prep is currently a K-3 school, and in 2013 the final addition to our school will be fourth grade. After completing my first year at Village Prep, my educational beliefs have been supported by our mission to help our scholars achieve their ultimate goals of being admitted to an outstanding four-year college of their choice. Each and every day the demands of my career change with each new challenge. As a second year teacher, as well as taking on leadership responsibilities by leading our Reading Department, my role at Village Prep will become even more demanding. Yet, we pride ourselves on hard work and determination.

However, dedication can only get teachers so far. Unfortunately, monetary resources play a huge role in our school's success. We work hard to bring in potential donors throughout the school year to enlighten them about our mission and to see the model we have created in our urban setting. As a charter school, we are constantly working to prove our effectiveness and need in the community.

As part of the Race to the Top committee at my school, we work to continuously improve our teacher's professional development to help our school reach its optimal potential. Teacher retention and teacher effectiveness is a top priority at Village Prep. We strive to provide our teachers with professional growth opportunities based on their professional goals as well as the goals set by the administration. Constant reflection and implementation of new teaching strategies is a challenge for teachers, but a challenge we have found that dedicated and determined teachers are willing to take on in full force. I feel that the Ohio Teacher Evaluation System along with Breakthrough's proposed performance based compensation system would serve as an added bonus and would inspire teachers to continue their relentless efforts to be outstanding teachers and be rewarded for their hard work and determination.

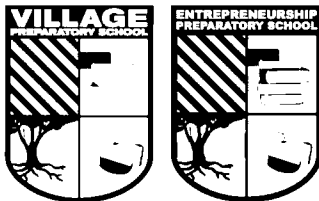
As the academic year draws near, and we work to make progress on our professional development goals to improve our academic instruction, I would be willing serve on a committee to help guide the teachers towards professional development that would benefit them personally. I think this type of committee could also potentially help keep a fast-paced progression towards achieving high quality teachers.

Sincerely,

Kerri Kish

Kerri Kish
Kindergarten Teacher and Reading Department Chair
Village Prep

THE PREP SCHOOLS



July 20, 2011

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

My name is Bailey Morres and I am the Director of Curriculum and Instruction at Village Prep, a member of Breakthrough Charter Schools in Cleveland, Ohio. Breakthrough Charter Schools invest a lot of time, money, and training into teacher development to strengthen their teachers and to ultimately close the achievement gap in Cleveland. Although this is a rewarding task it is also a daunting task as well, and teachers are getting burnt out quickly. Being in the network for the past two years I have seen many excellent teachers come and go and I know that the network needs to find a way to retain excellent teachers.

As a previous teacher within the Breakthrough Charter School network I participated in the Pay for Performance Committee where my colleagues and I worked together to try and organize a career pathway to follow that would reward teachers for their ongoing commitment to their students. This pathway focused primarily on student achievement and looked at the growth each student and each grade made as a whole.

I believe Breakthrough's Strategic Human Capital Improvement Plan (SHIP) will provide a system for promoting, supporting, recognizing, and retaining excellent teachers at Village Prep. This will enable our school and the entire Breakthrough network to have the strongest teachers working in neighborhoods which need these teachers the most. Breakthrough will be known for teacher quality because of SHIP.

I am proud to be a part of an organization that will ensure great teachers are rewarded and supported. I know that Breakthrough will continue to work on improving what the committee has developed so far and making sure that teachers are held accountable for their work in the classroom. It is imperative that we work relentlessly to close the achievement gap while supporting and encouraging high-quality teachers.

Best regards,

Bailey Morres

Bailey Morres
Director of Curriculum & Instruction
Village Preparatory School -Woodland Hills

ALAN ROSSKAMM



CEO
Breakthrough Charter Schools
9711 Lamont Ave.
Cleveland, Ohio 44106
(216) 401-0517
arosskamm@breakthroughcleveland.org

Alan Rosskamm, 62, is CEO of Breakthrough Charter Schools, non-profit charter management organization supporting the operation and planned expansion of six of the best public charter schools in Cleveland—Citizens Academy, Citizens Leadership Academy, The Intergenerational School, Near West Intergenerational School, Entrepreneurship Prep, and Village Prep

Mr. Rosskamm was President and Chief Executive Officer of Jo-Ann Stores, Inc., from 1985 until 2006, during which time Jo-Ann became the nation's largest retailer of fabrics and sewing notions and one of the largest retailers of crafts, operating approximately 800 stores. He joined Jo-Ann Stores in 1978, and remained a member of the Board of Directors until the Company went private in March, 2011.

Mr. Rosskamm served as the non-executive Chairman of the Board of Directors of Charming Shoppes, Inc., an apparel retailer with approximately 2,000 women's apparel stores, including Lane Bryant, Fashion Bug, and Catherines. Upon the departure of the Company's long-term CEO in July, 2008, he served as Interim CEO coordinating a set of urgent turnaround initiatives until the search for a new permanent CEO was completed in April, 2009. He continues to serve as a member of the Charming Shoppes Board.

Prior to Jo-Ann Stores, Mr. Rosskamm was a practicing attorney with the Cleveland law firm of Thompson Hine. His education includes a BA from Swarthmore College, a JD from University of Chicago Law School, and an MBA from Case Western Reserve University.

Mr. Rosskamm is also the recently retired Chairman of the Board of Hawken School, a member of the Visiting Committee of the Weatherhead School of Management and Chair of the Corporate Visiting Committee at Case Western Reserve University.

KENNETH L. SURRATT

(b)(6)

SUMMARY

A seasoned education professional with multiple years of experience working across many industries which include retail, hospitality, and manufacturing. Possesses strong project management, teamwork, and interpersonal skills, which complement knowledge and experience in education policy, school development, and strategic and financial planning.

WORK EXPERIENCE

BREAKTHROUGH CHARTER SCHOOLS, Cleveland, OH

04/2011 - Present

Chief Financial Officer

As a member of the executive leadership team, is responsible for managing the network's \$25 million budget and overseeing all financial, information technology and compliance aspects of the network of 9 high-performing schools that will grow to 20 schools over the next decade. To date has facilitated the purchase of 4 school buildings from the district by securing \$2.5 million in financing; applied for and was awarded a \$3.4 million charter school replication grant from the US Department of Education; and negotiated multiple vendor contracts for schools saving tens of thousands of dollars across the network.

CREDO (CENTER FOR RESEARCH ON EDUCATION OUTCOMES), Stanford, CA

06/2006 – 03/2011

Assistant Director

CREDO at Stanford University is a leading independent voice in the discussion of how to improve education in America, with an emphasis on rigorous program and policy analysis as the means of informing and improving education decision making.

- General and program management of staff of seven full-time research analysts working on over 10 multi-year projects.
- Successfully negotiated agreements with 7 state education agencies and school districts to share their student data for our research purposes. Also manage relationships with 15 state education agencies and school districts for current and future research partnerships.
- Created presentations for clients and manage production of all reports including the often cited, *Multiple Choice: Charter School Performance in 16 states (2009)*.
- Presented and discussed findings of CREDO research at conferences and with media.
- Delivered performance management trainings to schools, state charter associations, and charter authorizers. Developed a web and in-person training course to foster the use of common academic and operational performance metrics across the charter school community that has influenced charter contracts and renewal frameworks in 6 states. Formed group of charter school finance experts and facilitated meetings to develop the financial metrics.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT, San Francisco, CA

08/2005 – 06/2006

Policy Analyst

Selected to participate in the Broad Residency in Urban Education and was accepted to work with SFUSD. The Broad Residency in Urban Education is a highly selective management training program that places participants in central operations management positions within urban school districts.

- Managed No Child Left Behind (NCLB) tutoring program for the district that served over 8,000 children in the district. Responsibilities included marketing service to parents, contracting with providers, managing the budget, and evaluation of the program on student achievement. Also trained central office staff, principals, and parents on the requirements for schools in the various NCLB Program Improvement status levels.
- Managed the Categorical Program Monitoring review by the state department of education for the district. Responsibilities included working with various program managers to ensure that programs are in compliance with state and federal regulations and reporting status to district leadership.
- Ensured school budgets were in compliance with state and federal regulations and aligned to school improvement plans.

KIPP (Knowledge is Power Program), Washington, DC and San Francisco, CA

01/2003– 07/2005

Manager of School Inspections

Managed the inspection and evaluation process for thirty-eight middle schools across the country. Coordinated and managed teams of British school inspectors and KIPP staff that performed quality assurance reviews of teaching, learning, leadership, and operations at KIPP schools.

- Developed and redesigned processes for inspections to improve efficiency and effectiveness of the reviews.
- Analyzed past KIPP inspections which resulted in identification of areas of best practices in KIPP schools and areas for development in the KIPP School Leadership Program training.
- Created and led inspection training programs for KIPP staff and KIPP school leaders.

Manager of Business Operations – Eastern Region

Trained and supported school leaders of seventeen public charter schools in business operations, including the following areas: financial planning and management, procurement, facility management, systems and procedures, and resource development.

- Developed curriculum for most finance and accounting topics taught to leaders in training and school leaders. Also served on team to evaluate proposed school plans and charters.
- Developed and monitored financial and operational metrics to assess school financial and operational health and created financial tool used to evaluate the financial feasibility of opening schools in identified communities of need.
- Negotiated contracts for accounting, audit, insurance, transportation services, as well as other providers of goods and services on the behalf of KIPP schools.

IBM GLOBAL SERVICES, Bethesda, MD

08/2001 – 06/2002

Consultant

- Performed analysis of distribution sector operations including management of sales opportunities and performance against financial targets. Prepared summary reports and presentations for sector executive management which were used to focus sales efforts.
- Analyzed the internal selling process for the distribution sector. Identified gaps in the transition of leads from field sales to service professionals and recommended new organization structure and processes to fill those gaps.
- Conducted internal analysis of the services performed by the consumer packaged goods practice. Prepared presentation for senior management that detailed the most profitable services and top customers for the practice.

ARTHUR ANDERSEN LLP, Cleveland, OH

09/1995 – 07/1999

Audit Senior

Planned and coordinated audits, reviews and special projects for eight public and private clients in the retail, hospitality, and manufacturing industries. Determined the scope of work and staffing requirements. Managed client relationships, established and managed annual budgets of over \$350,000.

- Led teams of 2-5 people by delegating work and acquiring resources. Successfully completed engagements within regulatory or client imposed reporting requirements and internal budgets. Analyzed and documented client controls and processes relating to fixed asset management, expenditure cycle, revenue generation, and inventory planning control by interviewing client personnel. Identified and researched risk areas and benchmarked against best practices. Presented recommendations for improvement to senior management of clients.
- Conducted due diligence procedures for seven companies. Performed financial and operational audits which resulted in successful acquisitions of over \$8 million by clients.

EDUCATION

THE FUQUA SCHOOL OF BUSINESS, Duke University, Durham, NC

Master of Business Administration, May 2001.

One Term Exchange: University of Warwick, Coventry, England, UK

McINTIRE SCHOOL OF COMMERCE, University of Virginia, Charlottesville, VA

Bachelor of Science in Commerce, May 1995.

Concentrations in Accounting and Management.

SOFTWARE KNOWLEDGE

Proficient with Quickbooks, Microsoft Word, PowerPoint, Access, and Excel. Familiar with multiple project management software programs.

LEADERSHIP AND PERSONAL

Education: National Best Collaborative Practice Between Charter and Traditional Public Schools Selection Committee, Education Plenary Panelist – 2010 NAACP Annual Convention, 100 Black Men of the Bay Area School Design Team Member, Board Member of KIPP Ujima Village Academy Charter School, Board Member of Early Childhood Enrichment Center, Resident Advisor and Teaching Assistant for the LEAD Program in Business at Duke University, Assistant to the Director of University School REACH Program, Decade Chairperson for University School Alumni Annual Fund.

Other: Kaleidoscope Magazine's Forty/Forty Club - Class of 2012, President of Hastings Square West Home Owners Association, and Executive Committee Member of INROADS Alumni Association of Northeast Ohio. Enjoys traveling, basketball, tennis, listening to music, and desires to learn Spanish.

JILL ZELDIN

(b)(6)

PROFESSIONAL EXPERIENCE

2011-2012

BREAKTHROUGH CHARTER SCHOOLS

Cleveland, OH

Chief Operating Officer

- Facilitating effective and efficient delivery of school operations and sharing of best practices across schools
- Spearheading network-wide work streams to streamline processes and improve intra-network relationships
- Leading process to establish 2012-2013 network-wide priorities and charter management organization goals
- Managing new school planning process, including 3 schools opening in Fall 2012 and 11 more by 2020
- Directing renovations of four buildings purchased from CMSD to be occupied in August 2012
- Engaging in community partnerships, such as pre-K and afterschool, to extend Breakthrough's impact
- Providing ongoing guidance on recruitment processes, diversity strategy, new hire onboarding, employee relations issues, and performance evaluation process across the Breakthrough network
- Oversee Breakthrough's Human Resources, Facilities and Alumni Tracking departments

2007-2011

UNITED STATES OLYMPIC COMMITTEE

Colorado Springs, CO and Shaker Heights, OH

Director, Strategic Planning (2011), Associate Director, Strategic Planning (2007 – 2011)

- Led development of USOC's strategic plan by providing analysis, insight, and structure
- Monitored and facilitated progress against annual organizational operating plan
- Compiled year-end performance on plan for compensation committee evaluation of staff bonus distribution
- Advised leaders by framing problems, conducting analyses and providing input on priority issues, such as:
 - Enhancing diversity and inclusion across leadership and athlete pipeline within the Olympic Movement
 - Preparing elite athletes for education and career transition post-competition
 - Infusing positive values in elite athletes and sharing their stories to inspire Americans
 - Understanding the international coaching landscape to learn best practices to apply to U.S. system
- Led the design and construction of and staff transition to the USOC's new \$7 million headquarters
- Instituted wellness focus in new headquarters through creation of local menus with nutritional data, securing healthy vending options and developing schematic plans for fitness center for employees
- Managed turnaround of direct marketing program, leading to highest net fundraising revenue year ever
- Supported sustainability of sport governing bodies with revenue planning frameworks and online giving site

2008-2011

PARTNERSHIP FOR CLEAN COMPETITION

Colorado Springs, CO and Shaker Heights, OH

Anti-doping research collaborative combining the resources of USOC, NFL, MLB and U.S. Anti-Doping Agency President (2009 – 2011), Interim President (2008 – 2009)

- Developed strategic plan and transitioned concept to operational nonprofit organization that administered 9 grant rounds funding 27 anti-doping research projects for a total of \$5.5 million as of December 2011
- Directed strategy and operations of PCC, including \$2.8 million budget, grant administration, PCC conference, scientific outreach, implementation of strategic vision and all board communication

Summer 2006

REDF (FORMERLY THE ROBERTS ENTERPRISE DEVELOPMENT FUND)

San Francisco, CA

A high-engagement grantmaker applying a venture capital model to supporting nonprofits managing enterprises Farber Intern

- Facilitated strategic direction for nascent social enterprise by modeling social and economic projections
- Conducted financial and social impact due diligence for new portfolio launched in 2007
- Created new training initiative to prepare nonprofit leaders for developing earned income strategies

2002-2005

OLIVER WYMAN (FORMERLY MERCER MANAGEMENT CONSULTING)

Boston, MA

Consultant (2004-2005), Analyst (2002-2004)

- Planned funding allocation of a \$10 million donation given to a 500-student niche private school, defining critical performance milestones and metrics
- Identified key customer segments and targeting strategy in order to achieve projected 200% growth for a business unit within a \$4 billion Telecommunications Equipment Manufacturer
- Managed competitive and market trend analysis and defined customer-driven targeted offers for \$7 billion insurance company, prompting the redesign of the entire business portfolio
- Facilitated client teams and analysis to streamline product portfolio of a \$3 billion packaged goods company, leading to expected 25% reduction in regional sales and manufacturing costs across 2,300 stores
- Developed consumer survey and profitability model for \$4 billion grocery retailer to increase customer in-store satisfaction leading to expected improvement of 4% in same store sales

2001-2002 **B'NAI BRITH YOUTH ORGANIZATION** Natick, MA
Director, New England Region

- Advised and empowered youth leaders to design and implement programming for 200 peers
- Expanded relationships with community leaders and alumni to bolster regional support
- Supervised 15 volunteer chapter advisors across geographically dispersed chapters units

EDUCATION

2005-2007 **KELLOGG SCHOOL OF MANAGEMENT** Evanston, IL
NORTHWESTERN UNIVERSITY
Master of Business Administration degree with distinction, June 2007

- Majors in Social Enterprise, Entrepreneurship & Innovation, and Marketing
- Elected Careers Chair and Member of Executive Board, Kellogg Social Impact Club
- Selected Club Co-Chair, Sports Marketing Conference Co-Chair, Sports Business Club
- Recipient of Beacon Capital Fellowship, one-year fellowship serving the U.S. Olympic Committee
- Grand prize winner of Kellogg Cup business plan competition for functional beverage concept

1997-2001 **UNIVERSITY OF PENNSYLVANIA** Philadelphia, PA
JEROME FISHER JOINT DEGREE PROGRAM IN MANAGEMENT AND TECHNOLOGY

- Bachelor of Science in Economics, Concentration in Management, May 2001
- Bachelor of Science in Engineering, Major in Systems Engineering, May 2001
- Volunteered in urban public schools teaching the Holocaust, drug education, and computer skills

VOLUNTEER ACTIVITIES

- Volunteer: Entrepreneurship Preparatory School, identified priority afterschool programs, 2011
- Board member: Girls on the Run Bay Area, teaching 8-13 year-old girls life lessons, 2009-2010
- Advisor: Positive Coaching Alliance, Cook County CASA, Center for What Works, 2005-2007
- Volunteer Accommodations Manager, 17th World Maccabiah Games in Israel, Summer 2005
- Sponsor Hospitality Center Volunteer, Athens 2004 Olympic Games, Summer 2004

DIANA HARRISON, MBA, SPHR

(b)(6)

HUMAN RESOURCES PROFESSIONAL

- **Certified Senior Professional in Human Resources (SPHR)** offering HR experience and education distinguished by commended performance and proven ability to align HR competencies with business strategies and objectives.
- **Extensive background in HR generalist affairs**, including employee recruitment and retention, performance management, conflict resolution, benefits and compensation administration, HR records management, HR policies development and legal compliance.
- **Proactive, customer focused and result oriented leader** with excellent interpersonal, team building and project management skills.

HR SKILLS

*HR Department Startup
Employment Law
FMLA/ADA/EEO/WC
Payroll Administration
HRIS Technologies*

*Staff Recruitment & Retention
Employee Relations
Benefits & Wellness Administration
HR Program/Project Management
Conflict Resolution*

*Orientation & On-Boarding
Performance Management
HR Policies & Procedures
Salary Planning & Administration
Culture & Communications*

PROFESSIONAL EXPERIENCE

BREAKTHROUGH CHARTER SCHOOLS- Cleveland, OH

Non-profit Charter Management Organization (CMO)

HR Director, October 2010 to Present

Founding member of HR department; recruited to support 4 disparate schools in streamlining HR practices and procedures. Currently provides services to a growing network of 6 high performing, urban, public charter schools. Manages HR & Recruiting Associate.

- Administers benefits programs including, communication, record keeping, enrollment, employment terminations, change in status, vendor relations and benefits counseling.
- Assists Schools and CMO staff with HR policy and procedure interpretation and implementation in an effort to improve employee relations and communications.
- Oversees employee file process at schools ensuring state and federal standard compliance.
- Provides recruitment, selection and on-boarding support to certified faculty, in-school operations, and corporate staff.
- Develops, recommends and implements employee performance management procedures.

CW FINANCIAL, LLC

CRESTWOOD MANAGEMENT, LLC - Beachwood, OH

Financial services firm

HR Director, May 2010 to October 2010

Provided strategic leadership to support business units aligning HR services with the goals and direction of the organization. Managed HR Generalist and administered services to 450 employees across 9 states.

- Acted as a liaison for leading change; created understanding among internal clients about the need to change, supported progress and monitored business results.
- Provided improvement and automation of HR processes including benefits administration, employee record keeping, staffing processes, and compensation procedures.
- Championed employee communication programs that provided employees open, candid and frequent information-sharing with management, developed employee involvement methods, SOP development and performance management systems.

HUDSON & KEYSE, LLC- Painesville, OH

Financial services firm specializing in account receivables management

HR Manager, 2008 to 2010

HR Generalist, 2006-2008

Recruited to assist an entrepreneurial organization establish HR function and handle HR generalist workplace issues. Promoted to fulfill a broad range of HR functions, including recruiting, administering benefits, overseeing disciplinary action and managing HR records. Worked with senior management to create policies and procedures; manage

PR/Award # S374A120005

PROFESSIONAL EXPERIENCE (CONTINUED)

culture-focused strategic initiatives; create group benefits offerings; and develop orientation, and salary administration plans. Managed HR Assistant and administered services to 160 employees across 4 states.

- Managed and performed full-cycle recruitment activities from sourcing to hiring, including job profiling and posting; applicant screening, interviewing and evaluation; interview scheduling; coordination and feedback; reference/background checking; extension of employment offers; salary negotiations, relocations and visa processing. Negotiated approximately 70 salary offers at both the exempt and non-exempt level.
- Designed, managed and administered corporate benefit programs for medical, dental, vision, disability, life insurance and 401(k) plans; including enrollment, employee claims resolution, change reporting, and communication of benefit information to employees.
- Established and implemented corporate wellness program, creating annual expense savings of \$19,000. Developed and managed wellness committee and behavior change programs and annual health fair.
- Revised job descriptions across all levels. Performed functional job analysis to construct an accurate picture of the duties and skills required for each position.
- Successfully lead corporate culture development initiatives including establishment of firm intranet (SharePoint) and quarterly newsletter publication.
- Facilitated employee training including orientation, educational benefit workshops and conflict resolution.
- Created employee surveys and conducted focus group sessions to enhance recruitment/operational training procedures and to identify employee engagement opportunities.
- Team leader/expert user in ADP corporate solutions, for the following:
 - HR/Benefits Solution, HRIS software
 - EZ Labor, Time and Attendance tracking
 - Pay Expert, Payroll Administration
 - COBRA Benefit Continuation Services
 - Tax Credit Services
- Participated in the creation of a merit based performance evaluation program including goal alignment and salary administration.
- Performed compensation analysis including benchmarking and market comparison.
- Participated in the development, implementation, and adherence to corporate policies and procedures ensuring that they are properly communicated and consistently enforced.
- Performed HR metric analysis including attrition and requisition rates, cost/benefit analysis and training statistics.

EDUCATION & CERTIFICATION

CLEVELAND STATE UNIVERSITY — Cleveland, OH

Master of Business Administration (MBA), Human Resources Concentration, 2007

CLEVELAND STATE UNIVERSITY — Cleveland, OH

Bachelor of Business Administration (BBA), Management & Labor Relations Concentration, 2005

Cum Laude

Senior Professional in Human Resources (SPHR), Human Resources Certification Institute (HRCI), 2009

PROFESSIONAL TRAINING & MEMBERSHIPS

Professional Training

- HR Generalist Program-Society of Human Resources Management (SHRM)
- Responding to Conflict: Strategies for Improved Communication-American Management Association (AMA)

Memberships

- Lake County Workforce Investment Board, 2009-present
- Society of Human Resources Management (SHRM), National Chapter 2005-present

TECHNICAL SKILLS

MS Office (Word, Excel, PowerPoint, Publisher, Outlook); ADP Business Solutions (Pay Expert, HR/Benefit Solutions, EZ Labor); Taleo Business Edition Recruit, Applitrack, Bamboo HR

Jessica Cohen

(b)(6)

Education

HARVARD UNIVERSITY

Cambridge, MA

AB in Government with Citations in Hebrew and Spanish, June 2007. Member of the Delta Gamma Fraternity.
Studied abroad at La Universidad de San Andres in Buenos Aires, Argentina
Fluent in Spanish, proficient in Modern Hebrew, and proficient reading skills of Classical Hebrew.

WEST HEMPSTEAD HIGH SCHOOL

West Hempstead, NY

Graduated third in a class of 238. Coca-Cola National Scholar (one of 50 chosen from over 100,000 applicants), National Merit Finalist.

MEMBERSHIPS AND LEADERSHIP

Member of the Harvard University Alumni Club of Northeast Ohio, President Emeritus of Cleveland Jewish Women's Group (N'shei Agudath Israel), Member of Steering Committee for "Mosdos for Millikin grassroots issue campaign, Alumni Interviewer for Harvard University.

Experience

FRIENDS OF BREAKTHROUGH SCHOOLS

2011- Present

Director of Grants and Foundation Relations

Leads the community and corporate foundation fundraising efforts and new government grantseeking for Friends of Breakthrough in support of achieving the annual and long term financial goals of the organization. Capitalizes on emerging opportunities for foundation funding, helps create strategic thinking for institutional foundation management, and interfaces regularly with all aspects of the organization to identify funding opportunities and ensure financial and programmatic compliance. To date, has overseen the solicitation and management of over \$12 million in institutional philanthropy and government discretionary grants, including an \$8.6 million grant from the Charter Schools Program from the U.S. Department of Education, of which Breakthrough was 1 of only 9 charter management organizations awarded funds that year.

AGUDATH ISRAEL OF AMERICA and AI MIDWEST CAMPING NETWORK

National Director of Foundation Relations

2010-2011

Directed institutional giving program to support general operating and a wide array of programmatic priorities for the organization's national headquarters and network of regional offices, over \$2 million raised

Director of Development, Legislative Specialist

2008- 2010

- Developed and executed fundraising strategies targeting family, community, and corporate foundations and major gift solicitations. Performed all associated prospect research, planned and executed fundraising events, composed marketing materials and managed event vendor relationships
- Managed media outreach and public relations, and responsible for implementing comprehensive communications plan
- Implemented multi-state direct mail campaign, managing content and distribution
- Managed all foundation projects and all associated components, ensuring compliance with grant terms and successful implementation of grant objectives
- Interacted regularly with Camping Network board of directors and finance committee to cultivate, steward and solicit major donors for ongoing capital campaign, \$1 million raised through my efforts.

PERRY DAVIS ASSOCIATES, INC. (Non-Profit Fundraising Consulting Firm)

Summer 2006, 2007 –2008

Account Executive

- Composed and compiled grant proposals for a variety of non-profit organizations for foundation submission
- Researched donor and foundation prospects extensively
- Planned and executed fundraising events
- Conducted interviews of non-profit managing boards to facilitate fund-raising efforts
- Developed client proposals by compiling and presenting research data
- Recorded and managed contribution intake using The Raisers Edge
- Implemented direct mail campaigns for clients

DAVID L. MEJIAS FOR NASSAU COUNTY LEGISLATOR

August 2004 – May 2005

Campaign Manager

- Executed a multi-layered campaign with aggressive field and direct mail programs, press, fundraising and research
- Oversaw a \$100,000 budget for Leg. Mejias' first re-election campaign
- Crafted campaign strategy and organizing specific tactics for implementation through the analysis of local legislative

issues and the political impact of stakeholder decision-making

- Managed message and press operation gaining coverage in local newspapers, Newsday, and the New York Times
- Coordinated professional consultant team including polling, direct mail, internet technology, and all fundraising events

HONORABLE CAROLYN MCCARTHY – U.S. House of Representatives (NY-04)

Assistant Legislative Aide/Press Aide

Summer 2003, 2004

- Composed legislative memoranda, press releases, press advisories, and official correspondence
- Represented Congresswoman at caucus and constituent group meetings

Congressional Caseworker

Summer 2001-Summer 2003

- Resolved hundreds of constituent cases dealing with numerous federal agencies
- Composed official statements, staffed numerous events
- Acted as liaison to Jewish and youth communities, dealt with diverse constituencies, served as intern coordinator.

Assistant Treasurer – Successful 2002 and 2004 Re-election Campaign

Fall 2002 and 2004

- Assisted with financial management of \$2 million campaign and filings for Federal Election Commission
- Planned and executed fundraising events, coordinated volunteer activities

SOFTWARE KNOWLEDGE

Proficient with Microsoft Word, PowerPoint, and Excel. Familiar with Donor Perfect and Raisers' Edge

Margaret Abt Hirschfeld

(b)(6)

EMPLOYMENT

Breakthrough Charter Schools, January 2011-present.

Model Leader. Responsible for essential elements of the Citizens' model in all Citizens' schools. Responsible for supervising the principals and the overall academics in all Citizens' schools. Led CA to a United States Department of Education Blue Ribbon in 2011 and to its 4th consecutive rating of Excellent on the Ohio State Report Card with the highest scores in the history of the school. Responsible for the start-up of all new Citizens' schools.

Citizens Academy, July 2007-December 2010.

Director of Academics. Responsible for on-going quality improvement. Provided leadership that enabled Citizens' Academy to be one of only two schools in Ohio to have gone from Academic emergency to a current rating of Excellent on the State report card. Responsible for professional development and designed and implemented a Highly Qualified Professional Development Program. Participate in teacher evaluation. Responsible for implementing data-driven instruction including writing CA's literacy short-cycle assessments. Led CA to 3 consecutive Excellent Ohio State Report Card ratings.

Citizens Academy, August 2001 – July 2007.

Literacy Coordinator. Responsible for developing 120 minute literacy block including curriculum design, core reading program selection. Work directly with teachers by modeling and team teaching. Provide intervention for students needing additional help. Responsible for literacy grants. Also responsible for Title 1 Federal Funds, family literacy, state mandated assessments, and volunteers. Taught literacy block, reading and writing. Member Strategic Planning Committee, Education Committee and NOLIN. Pathwise trained mentor.

SIRI Instructor and Literacy Specialist Project (CORE) Instructor, 2005-2008.

Participate in two Ohio State Reading Initiatives aimed at providing professional development to teachers 4-12 (SIRI) and K-3 (CORE).

The Agnon School, August, 1991 – June, 2000.

Director of the Agnon Middle School, grades 6-8. Designed and implemented a middle school program based on the essential elements of a true middle school as defined by the National Middle School Association. Program focused on an integrated curriculum centered on grade level themes, an advisory program, and authentic assessment. Family roots program won Prentice Hall/National Middle School Association Teams that Make a Difference Award. Integrated Project, an art history based project, won recognition from the Mary McMullan Fund. Responsibilities also included hiring, supervising and assessing staff; writing curriculum; encouraging use of technology in the classroom.

The Agnon School, August 1983 – June, 1999.

Teacher, language arts grades 5-8, social studies grade 6. Taught an integrated approach to language arts focusing on literature and the writing process. Wrote 6-8 Language Arts Curriculum based on NCTE standards, research, and best practices.

Institute for Educational Renewal, June, 1994 – June 1996.

Consultant to Urban Community School. Responsibilities included teaching graduate level education courses "Foundations for Curriculum Renewal" and "Best Practices" through John

Carroll University and working with individual teachers to implement new ideas and enhance the quality of instruction.

Private Tutor, 1980 – 2001.

Tutored students in reading, study skills, writing, and S.A.T. preparation.

Lake Erie College, August 1994.

Instructor for two summer workshops, "Portfolio Assessment" and "Integrated Curriculum."

Mayfield High School, October, 1979 – June, 1983.

Designed curriculum and taught reading skills for college bound students, study skills, and S.A.T. and A.C.T. workshops

WORKSHOPS PRESENTED

"It All Begins with Culture," "Use of Smart Boards to Enhance Math and Literacy Instruction," "Panel Presentation on Successful Charter Schools," OAASFEP Title Conference. Three different presentations focusing on the Citizens' Academy Way, use of smart boards, and other CA practices such as data-driven instruction, teacher evaluation and incentives that have led to its success.

"Summer Scholars Program," Charter School Conference. A two hour workshop on maintaining students' reading skills over the summer.

"Introduction to Phonics," America Reads, Cleveland State. A two hour presentation for tutors on one of the essential components of reading.

"Multiple Intelligences," Cleveland Public Schools. A two day workshop presented for those schools that chose the Howard Gardner model to follow as part of Vision 21.

"Portfolio Assessment," Solon City Schools. A six hour workshop on the theory and practical application of using portfolios.

"Reading and Writing Through Ages and Stages," OCTELA Conference. Description of an intergenerational project.

"Cooperative Learning," Bureau of Jewish Education. A three part workshop that provided an introduction to cooperative learning, including a sample lesson.

PUBLISHED ARTICLES

"A Window in Time: The Integrated Project," *Ohio Middle School Journal*, Spring, 1997.

EDUCATION

M.A., New York University, New York, New York, May, 1972. Specialization: Teachers, Consultants and Supervisors in the Field of Reading.

A.B., University of Michigan, Ann Arbor, Michigan, May, 1971.

Major: English; Minor: Social Studies. Honors: Angell Scholar, Phi Beta Kappa, Alpha Lambda Delta, William J. Branstrom Freshman Prize, Woodrow Wilson Fellowship nominee.

State of Ohio Permanent Teaching Certificate
Reading K-12 English 7-12

ROBERT A. LUNDIN

(b)(6)

Work Address:
1417 East 36th Street
Cleveland, OH 44114
(281) 865-6690
robert.lundin@eprepschool.org

EDUCATION

Vanderbilt University, Nashville, Tennessee *[May 2005 – December 2009]*
Doctorate in Educational Leadership Conferred December 2009

University of Saint Thomas, Houston, Texas *[September 2000 – June 2002]*
Master's Degree in Bilingual Education Conferred January 2003

Rice University, Houston, Texas *[August 1996 – May 2000]*
B.A. in Political Science and Policy Studies Conferred With Honors (Cum Laude) May 2000
Rice University Outstanding Senior Award Recipient *[May 2000]*
President's Honor Roll *[Autumn 1997, Spring 1998, Autumn 1998, Spring 1999, Autumn 1999]*

London School of Economics & Political Science, London, United Kingdom *[May 1998 – July 1998]*
Selected as one of twelve students nation-wide to participate in program involving 2 ½ months of study at L.S.E., supervised research study, and internship in British Parliament. (Hansard Scholar)

TECHNICAL SKILLS

Proficient in SPSS, Salesforce and all Microsoft Office applications.

CERTIFICATIONS

Principal [Ages 5-18], Bilingual/ESL [Ages 5-18], Special Ed. [Ages 5-18], Elem. Self-Contained [Ages 6-15]

WORK HISTORY

Model Leader & Chief Academic Officer – Breakthrough Schools *[March 2012 – present]*
Currently leading system of four charter schools serving over 800 K-8 Cleveland low-income students.

Visiting Assistant Professor – University of Saint Thomas *[August 2011 – May 2012]*
Taught masters-level courses in Educational Leadership, Educational Law, Educational Diversity, Learning Theory, and Instructional Culture to multiple cohorts of university graduate students.

National Vice President – Teach For America *[August 2009 – September 2011]*
Oversaw teacher certification and master's study partnerships across 43 TFA regions serving more than 8000 teachers. Served as chief organizational contact for cultivation of future training strategy.

Regional Director – Teach First (Midlands) *[May 2007 – August 2009]*
Served as founding regional leader of nation-wide educational charity. Responsibilities included cultivation of business, academic and community partnerships, development of comprehensive leadership development program, formation and management of budgets, and supervision of 11 staff members.

Director of Educational Achievement – Saint HOPE Public Schools *[August 2006 – April 2007]*
Supervised all campus administrators for K-12 public charter school system serving over 1500 students.

Founding School Director – YES College Preparatory School-Southwest *[February 2004 – July 2006]*
Established new school serving low-income communities. Recruited students, selected and trained faculty, and cultivated community support. Oversaw staff of 12 teachers and instruction for 150 students.

Lecturer - Rice University *[January 2003 – May 2005]*
Created and taught a new course on Houston urban education issues to over 120 undergraduate students.

Middle & High School Teacher - YES College Preparatory School-Southeast *[August 2002 – May 2004]*
Taught rigorous college preparatory curriculum in English, Study Skills, Leadership, and Public Speaking to 6th, 7th, 10th, and 11th grade students. Served as chairman of middle school English department.

School Director - Teach For America 2003 Summer Institute (Houston) *[Summer 2003]*
Oversaw training of 60 T.F.A. corps members in preparation for classroom placement in autumn. Supervised instruction for 410 Houston I.S.D. students and managed staff of 7 training advisors.

Bilingual 5th Grade Teacher - Macario Garcia Elementary School *[August 2000 - June 2002]*
Served as primary teacher for 50 Houston Limited English Proficiency (L.E.P.) fifth grade students.

Research Assistant to Lord Bernard Weatherill - British Parliament *[May-July 1998]*
Served as primary legislative assistant for Lord Weatherill & over one hundred Lords.
Conducted substantive legislative research study on behalf of Lords.

LANGUAGES

Fluent in Spanish. *[8 years of study]*

HONORS

State Semi-Finalist - H.E.B. Excellence In Teaching Award *[2002 & 2003]*
Regional Nominee - Teach For America Sue Lehmann Award *[2002]*
Wiess College (Rice University) Community Associate of the Year *[2003]*
National Champion - Pi Kappa Delta National Parliamentary Debate Championships *[1999]*
2nd in Nation (Student Congress) - Pi Kappa Delta National Speech Championships *[2000]*
3rd in Nation (Extemporaneous) - Pi Kappa Delta National Speech Championships *[1999]*
Received over 200 awards in intercollegiate speech & debate competitions. *[1996-2000]*

SHELLY SALTZMAN

OBJECTIVE: Utilize my experience, skill, and vision in a lead role in promoting quality education in Northeast Ohio.

FOUNDER AND HEAD OF SCHOOL – Citizens Leadership Academy

Summer 2009 – Spring 2011 Research and Development

Summer 2011 to Present Head of School

- Chief academic officer who oversees the educational plan executed by the faculty and learning intervention team
- Faculty recruitment and mentoring
- Leadership coaching and training
- Community and national partnerships
- Liaison with Expeditionary Learning, the school's education reform network
- Member of the Breakthrough Schools leadership team
- Oversee school leadership team: Associate Head of School (operations, finance, procurement, marketing, recruitment, and facilities) and Dean of School Culture (student discipline, family relations, community outreach)
- Citizens Leadership Academy Board liaison

MIDDLE SCHOOL DIRECTOR; University School

Co-Director of the Center for Excellence

Spring 2007 to Spring 2009

- Continued the duties delineated below assumed as Interim Director.
 - Served as a member of the School's Directors' Group, contributing to decisions regarding operating budget, marketing and admissions, technology infrastructure, crisis management, professional development, and community relations, etc.
 - Recruited and oversaw a new support team of a consulting psychologist and middle school learning specialist to systemically provide academic, emotional, and social support for students through working with faculty and parents as well as through direct intervention.
 - Recruited and oversaw a curriculum and instruction specialist to work with the faculty to enhance classroom instruction and assessment.
 - Recruited and oversaw a student enrichment and community outreach director to facilitate enrichment opportunities beyond the school, e.g. Junior Model UN, science and engineering fairs, a Junior Fellows Program, Mock Trial, etc.
 - Launched a Summer Prep Program to provide a jump-start in terms of essential academic and organizational skills as well as to provide a cohort group for students new to University School.
 - Introduced a cross-section of faculty to expeditionary learning through a three-day urban expedition with Outward Bound – New York City; infuse established regional fieldwork with expeditionary learning concepts and instructional strategies.
 - Oversaw the development and implementation of a more formal grade six through eight outdoor leadership program in which each Middle School boy participates in a trimester of team building and leadership training.
 - Oversaw the transition of a text-based Health Education program taught by a physical education teacher to a discussion-based Health Education program co-taught by the consulting psychologist and the athletic director.
 - Launched and directed the Center for Excellence Distinguished Speaker Series with speakers including Tobias Wolff, Joe Ehrmann, Robert Brooks, and Rob Evans.
 - Initiated a weekly e-mail update and monthly parent chats for Middle School families.
- Interim Middle School Director; University School
Director of the Center for Excellence Shaker Heights, Ohio
Fall 2006 to Spring 2007
- Led the three Class Deans to oversee the daily teaching and learning in grades 6-8.
 - Supported and supervised a dedicated and experienced faculty in developing, implementing, and refining

curriculum and instruction to meet the unique needs of middle school boys.

- Integrated character education into the fabric of the community through implementing a fair and consistent student disciplinary program, an active student government, and a grade-level discussion program.
- Served as a member of the School's K-12 administrative teams to align the Middle School with University School's mission, vision, and strategic initiatives.
- Communicated the Middle School's initiatives with the parent community through newsletter articles, a web page, and an open invitation for dialogue.
- Articulated the Center for Excellence's mission, vision, and program for the faculty, parent community, Board of Trustees, and potential benefactors.
- Researched Center for Excellence program components for implementation over a three-year time span.
- Oversaw the Center for Excellence initial student support and enrichment programs by directing the K-5 and 6-8 Learning Effectiveness Team.

OTHER ADMINISTRATIVE AND TEACHING POSITIONS

Assistant Middle School Director Hawken School

Fall 2005 – Spring 2006 Lyndhurst, Ohio

- Supervised the work of the Middle School Grade Level Coordinators.
- Supervised the work of the Middle School Department Chairs.
- Oversaw the curriculum mapping process for Middle School.
- Oversaw the brain-based learning initiatives for the Middle School.
- Assisted the Middle School Director in daily operations including student discipline and special projects.

Eighth Grade Coordinator Hawken School

2003 – 2005

- Led the eighth grade team in development, refinement, and implementation of an overriding eighth grade essential question.
- Coordinated the team's schedule and cross-disciplinary activities which include a week-long trip to New York City to explore urban activism or a parallel trip to Project USE in New Jersey to explore environmental stewardship, as well as week-long end-of-the-year service internships in Greater Cleveland.

Middle School Humanities Department Chair Hawken School

2004 – 2005

Middle School English Department Chair Hawken School

2003 – 2004

Eighth Grade English Teacher Hawken School

2001 – 2006

- Developed, refined, and implemented a literature-based English curriculum that focuses on critical thinking, inferential comprehension, critical analysis, and vocabulary enrichment.
- Enhanced student skill in written communication through short-term, midrange, and long-term analysis, research, and creative writing assignments.
- Developed, refined, and implemented two interdisciplinary units with the World Cultures teacher.
- Implemented a grammar program that included contextual mini-lessons, direct instruction, and individualized student work sessions.

Fifth Grade Social Studies and Literature Teacher Hawken School

1996 – 2001

- Taught all fifth graders social studies and one section of fifth graders literature.

Kindergarten Teacher Hawken School

1994 – 1996 Lyndhurst, Ohio

Pre-Kindergarten Teacher Agnon School

1992 – 1994 Beachwood, Ohio

EDUCATION

2003 State of Ohio permanent certification

1991 John Carroll University / University School M.Ed, summa cum laude
school-based program

1977 Ohio University B.A., summa cum laude

PROFESSIONAL LEADERSHIP POSITIONS AND AWARDS

- Hawken Teacher of Excellence recipient, 2000
- NAIS national conference presenter, 2006
- Chairperson of the Hawken Faculty Professional Development Committee, 2001 – 2004
- Hawken NOW Capital Campaign faculty representative, 2003 – 2006
- Chair of Hawken Grades 6 – 9 Humanities Expository Writing Skills summer grant, 2004
- Chair of Hawken Grades 3 – 8 Research Skills summer grant, 1999
- Responsive Classroom I and II training, 1997 and 2000
- Hawken School Power of the Pen Coach, 2001 to 2006
- Harvard University Project Zero participant, 1994
- ISACS conference co-presenter, 2000
- OAIS conference co-presenter, 1994

U.S. SENATOR
DEMOCRATIC PARTY
OFFICE OF THE CLERK
U.S. SENATE
WASHINGTON, D.C. 20540
TELEPHONE: 202-224-3111
FAX: 202-224-3112
WWW.SHERRODBROWN.Senate.gov

United States Senate

WASHINGTON, DC 20540

July 13, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

As the U.S. Department of Education's Office of Elementary and Secondary Education considers applications for the Teacher Incentive Fund (TIF) grant program, I would like to bring to your attention a request submitted by the Breakthrough Charter Schools.

Breakthrough Charter Schools seeks funding to build upon its efforts to provide low-income students in underserved neighborhoods of Cleveland, Ohio, with a high-quality education that prepares them for postsecondary education. Breakthrough serves more than 1,400 K-8 students in six schools with plans to open three additional schools this fall. With its unique approach and strong relationship with the Cleveland Metropolitan School District, Breakthrough has helped its students excel academically.

This funding will provide Breakthrough Charter Schools the opportunity to develop and implement sustainable performance-based compensation systems for teachers, principals, and other personnel in high-need schools. It is their hope that such funding will improve their teacher's effectiveness and thus students' success.

Please give serious consideration to Breakthrough's proposal. I ask that you keep my office informed of the status of the application.

Sincerely,



Sherrod Brown
United States Senator

United States Senate

WASHINGTON, DC 20540

COMMITTEE ON
ARMED SERVICES
BUDGET
ENERGY AND
NATURAL RESOURCES
HOMELAND SECURITY
AND GOVERNMENTAL AFFAIRS

July 13, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Assistant Secretary Delisle,

I write to bring to your attention the competitive grant application submitted by Breakthrough Charter Schools (Breakthrough) for funding in the Teacher Incentive Fund.

Breakthrough seeks funding to recruit, hire, and retain educators and academic leaders for its network of public charter schools in Cleveland. Funding this proposal would focus on Cleveland's underserved schools thereby ensuring all students have access to a college preparatory education.

Please give all due consideration to this request. If there are any questions, please contact my grant coordinator, Linda Greenwood at (419) 259-3895. Thank you.

Sincerely,



Rob Portman
United States Senator

George V. Voinovich
1717 Euclid Ave Suite 330B
Cleveland, Oh 44115
July 9, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

It is comforting to know that you are the Assistant Secretary for Elementary Education. I hope you are enjoying your new job.

As one who was involved in human capital as chairman/ranking member of the Oversight of Government Management of the Federal Workforce and District of Columbia Subcommittee in the Governmental Affairs and Homeland Security committee, I am pleased that you have created the TIF program. The real challenge is to make sure that the TIF program is properly administrated, that the people doing the evaluating are properly trained and that there is buy in from those that evaluated the program that it is objective. I certainly believe that Breakthrough Charter Schools, who has submitted a proposal for TIF, would do an outstanding job of implementing the program.

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children. Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

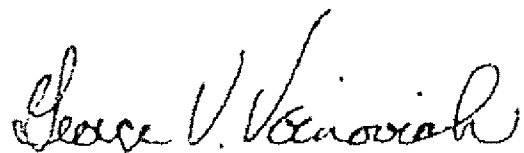
With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all

of its students. For example, in 2011, Breakthrough students – over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink, reading "George V. Voinovich". The signature is written in a cursive, flowing style with a large, prominent "G" and "V".

Rt. Senator George V. Voinovich

MARCIA L. FUDGE
11TH DISTRICT, OHIO

COMMITTEE ON AGRICULTURE
RANKING MEMBER, SUBCOMMITTEE ON
DEPARTMENT OPERATIONS, OVERSIGHT, AND CREDIT

SUBCOMMITTEE ON CONSERVATION,
ENERGY, AND FORESTRY

COMMITTEE ON EDUCATION
AND THE WORKFORCE

SUBCOMMITTEE ON EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION

SUBCOMMITTEE ON WORKFORCE PROTECTIONS

Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON OFFICE:
U.S. HOUSE OF REPRESENTATIVES
1019 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-7032
(202) 225-1339 FAX

DISTRICT OFFICE
RICHMOND HIGHLAND CENTER
4834 RICHMOND ROAD
SUITE 150
WARRENSVILLE HEIGHTS, OH 44128
(216) 522-4900
(216) 522-4908 FAX

E-MAIL VIA WEB SITE:
<http://fudge.house.gov>

July 13, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

The purpose of this competition is to award grants for the development and implement of sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools in order to increase educator effectiveness and student achievement. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster Breakthrough's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city. With its students' strong record of academic achievement, Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I ask that you give strong consideration to the qualifications offered by Breakthrough. Please do not hesitate to contact Clifton Williams in my office at (202)225-7032, if you need any additional information or have any questions.

Sincerely,



Marcia L. Fudge
Member of Congress

Congress of the United States
House of Representatives
Washington, DC 20515-3516

July 16, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students -- over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

Page 2

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Jim Renacci, M.C.
16th District, Ohio

COMMITTEE ON APPROPRIATIONS

Subcommittee on Defense

Subcommittee on Transportation, HUD,
and Related Agencies

Subcommittee on Agriculture,
Rural Development,
FDA and Related Agencies

COMMITTEE ON THE BUDGET

DEMOCRATIC STEERING AND POLICY



MARCY KAPTUR

9TH DISTRICT, OHIO

July 16, 2012

WASHINGTON, D.C. OFFICE

2186 Rayburn Building
Washington, DC 20515-3509
(202) 225-4146
Fax: (202) 225-7711

OHIO OFFICE

One Maritime Plaza
6th Floor
Toledo, OH 43604-1853
(419) 259-7500
(800) 964-4699
Fax: (419) 255-9623

<http://kaptur.house.gov>

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Ms. Delisle:

I am pleased to express my support for Breakthrough Charter Schools' proposal for the United States Department of Education's Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high performing, free, public charter schools in Cleveland, OH. The Breakthrough network currently serves more than 1,400 K-8 students in six schools. Three additional schools are scheduled to open in a few weeks which will serve an additional 600 children.

Breakthrough's mission is to provide a high-quality, college-preparatory education in Cleveland's under-served neighborhoods. Through a unique and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for students in its network. In 2011, Breakthrough students significantly outperformed Ohio public school students (urban and suburban) on average, on every aptitude test and at every grade level.

Breakthrough seeks to develop and implement a sustainable, performance-based compensation system for teachers, principals, and other personnel in high-need schools. This proposal supports the network's efforts to attract, recruit, hire, evaluate, and retain outstanding educators and academic leaders. With its strong record of student academic achievement, Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape. I urge the application's favorable review consistent with your agency's rules and regulations.

Sincerely,

A handwritten signature in black ink that reads "Marcy Kaptur".

MARCY KAPTUR
U.S. Representative



July 9, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle,

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

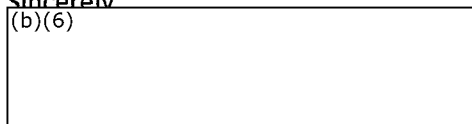
Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students- over 98% minority and over 78% low-income—significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,
(b)(6)



Richard Ross
Director, Governor's Office of 21st Century Education



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INNOVATION AND IMPROVEMENT

July 16, 2012

To Whom It May Concern,

In October 2011, Breakthrough Charter Schools received \$8,648,901 under the Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools to start up 10 additional schools based on their model in Cleveland, Ohio between 2011 and 2016. The U.S. Department of Education awarded \$3,488,060 for the first two years; the additional funds were recommended for future years, contingent upon availability and substantial progress on grant activities.

Charter Schools Program Replication and Expansion Grants are designed to enable grantees to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement.

If you have any questions, please feel free to contact me at (202) 205-3525, or erin.pfeltz@ed.gov.

Sincerely,

(b)(6)

Erin Pfeltz
Charter School Program



John R. Kasich, Governor
Stan W. Heffner, Superintendent of Public Instruction

July 16, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

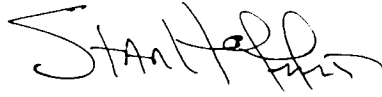
Breakthrough Charter Schools (Breakthrough) is a network of high-performing, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks intending to serve approximately 600 additional children, Breakthrough's stated mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

Breakthrough Charter Schools has developed a strong relationship with the Cleveland Municipal School district, enabling them to have a much higher degree of support from the school district than is typical in Ohio. The schools serve a student population that is over 98% minority and over 78% low-income and the academic performance, as shown by the state's rating system, has been impressive. Breakthrough Charter Schools' receiving state ratings have done exceptionally well, with three rated Excellent or Excellent with Distinction, the highest two ratings, outperforming the Cleveland Municipal School district.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance-based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. The network's goal is to grow to 20 schools by 2020, educating 7,000 underserved children in Cleveland; so, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application.

Sincerely,

A handwritten signature in black ink, appearing to read "Stan Heffner". The signature is stylized with a large initial "S" and a cursive "Heffner".

Stan W. Heffner
Superintendent of Public Instruction



SENATOR PEGGY LEHNER
6th Ohio Senate District

Committees:
Education (Chair)
Finance
Health, Human Services and Aging
State and Local Government and Veterans
Affairs

July 1, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle,

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

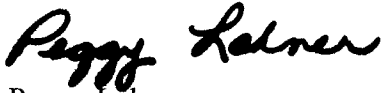
With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students --over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough

is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink that reads "Peggy Lehner". The script is fluid and cursive, with the first name "Peggy" written in a larger, more prominent style than the last name "Lehner".

Peggy Lehner
Ohio State Senator
6th District
614.466.4538
Lehner@ohiosenate.gov

July 16, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I would like to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

I believe, with its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students --over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely

Gayle Manning

Gayle Manning
State Senator
13th Senate District



Tom Sawyer
State Senator
28th District

Committees:
Finance – Ranking Member
Education – Ranking Member
Energy and Public Utilities

July 13, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its specialized approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students --over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to an intended 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Sawyer", with a long horizontal flourish extending to the right.

Tom Sawyer

State Senator, 28th District

TCS/cvp



Senator Nina Turner

25th District

Ohio Senate

Statehouse
1 Capitol Square
Columbus, Ohio 43215
Phone 614-466-4583
Fax 614-466-4120
senatorturner@maild.sen.state.oh.us

July 11, 2012

Ms. Deborah S. Delisle, Assistant Secretary
Office of Elementary & Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' application for a grant through the Teacher Incentive Fund (TIF). A nationally recognized system of high-performing free public charter schools in Cleveland, Breakthrough has a demonstrated track record of educational success that I believe can be further leveraged through an improved ability to attract, retain, and reward talented educators.

Currently serving more than 1,400 K-8 students across six schools in the City of Cleveland—with plans to open three additional schools in just a few short weeks—Breakthrough strives to provide sustainable, high-quality schools in the city's underserved neighborhoods to ensure that all students have access to outstanding college preparatory education. By combining these guiding principles and its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective schools to Cleveland's children and their families.

With its unique approach and partnership with the Cleveland Metropolitan School District, Breakthrough has established a strong record of academic performance. For example, in 2011, its students—over 98 percent minority and 78 percent low-income—significantly outperformed Ohio public schools students (urban and suburban), on average, on every aptitude test at every grade level.

As the Breakthrough network continues to grow in the future, receiving the TIF grant would significantly bolster its ability put the best educators and academic leaders at the front of every classroom. As you review proposals for the TIF program, I am confident you will see that Breakthrough's qualifications place it head and shoulders above the rest.

Thank you for your time and consideration. Should you have any questions regarding my support for this application, please do not hesitate to contact me.

All the best,

A handwritten signature in black ink, appearing to read "Nina Turner", followed by a horizontal line.

NINA TURNER
State Senator
25th District



John Eklund
State Senator, 18th District

Senate Building
1 Capitol Square
Columbus, Ohio 43215
Phone: 614.644.7718
Fax: 614.466.7662
Eklund@ohiosenate.gov

Committees:

Highways and Transportation
Judiciary
State and Local Government and Veterans' Affairs

July 11, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I wish to express my unqualified support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

I have known the leadership team at Breakthrough Charter Schools ("Breakthrough") for about a year. They have shared with me their vision for providing college-preparatory education to some of Cleveland's most under-served students, and I have seen that vision in action when I visited several of their schools. I cannot imagine there is a more dedicated and purposeful group working today to improve opportunities for our young people through education.

Breakthrough's performance to date has been eye-popping. For example, in 2011, Breakthrough students, over 98% minority and over 78% low income, significantly outperformed Ohio public school students, both urban and suburban, on average, not only on every test, but at all grade levels. But, Breakthrough does more than provide outstanding academic instruction. They instill in their students an "I can do it" attitude, a sense of accomplishment, self-worth, and pride. I know because I have met a number of these youngsters, and they are simply outstanding individuals.

I know Breakthrough has what it takes to use a TIF grant in a most effective and efficient manner. No organization I know is better positioned and qualified to develop and implement sustainable performance-based compensation systems for teachers, principals and other personnel in high-need schools. Breakthrough is nationally recognized for its innovation, has a strong relationship with the Cleveland Municipal School District and has solid plans to grow to 20 schools and 7,000 students by 2020.

The TIF grant would significantly enhance Breakthrough's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Their demonstrated track record of success in all areas gives me every confidence that Breakthrough would use the TIF grant in a most impactful way to advance the cause of educating our youth.

As you evaluate proposals related to this initiative, I respectfully ask that you seriously consider the credentials Breakthrough offers and act favorably on its TIF proposal. Thank you for your attention and please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in cursive script that reads "John Eklund". The ink is dark and the signature is fluid, with a large initial 'J' and 'E'.

John Eklund
18th Senate District

Gerald L. Stebelton

State Representative
5th House District



COMMITTEES

Education, *Chairman*
Finance and Appropriations –
Primary and Secondary Education Subcommittee
Judiciary and Ethics

July 10, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students – over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

Capitol:
77 South High Street, 13th Floor
Columbus, Ohio 43215-6111
(614) 466-8100
(614) 719-0005 (fax)
(800) 282-0253 (toll free)

PR/Award # S374A120005
Page e253

District:
Fairfield County
109 N. Broad St.
P.O. Box 130
Lancaster, Ohio 43130
(740) 654-4141
(740) 654-2521 (fax)

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gerald L. Stebelton', with a stylized, flowing script.

Gerald L. Stebelton
State Representative
House District 05

MICHAEL D. DOVILLA
18TH DISTRICT

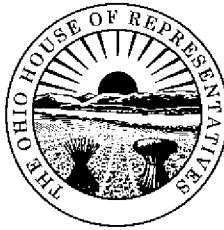
ECONOMIC & SMALL BUSINESS
DEVELOPMENT

EDUCATION, VICE-CHAIRMAN

STATE GOVERNMENT & ELECTIONS

WAYS & MEANS

POLICY, CHAIRMAN



Ohio General Assembly
House of Representatives
Columbus

July 13, 2012

VERNE RIFFE CENTER
77 SOUTH HIGH STREET, 12TH FLOOR
COLUMBUS, OH 43215-6111

T: (614) 466-4895

F: (614) 719-6957

DISTRICT18@OHR.STATE.OH.US

The Honorable Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students – over 98 percent minority and over 78 percent low-income – significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate, and retain great educators and academic leaders. Educating our youth is central to the future of our city. With its students' strong record of academic achievement, Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

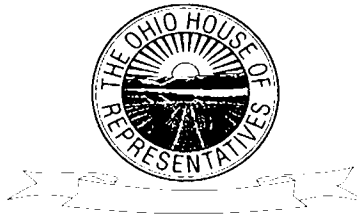
As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your review of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael D. Dovilla".

MICHAEL D. DOVILLA
State Representative
18th Ohio House District

MDD/cav



Representative Bill Patmon
10th District

July 9, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Breakthrough currently serves more than 1,400 K-8 students in six schools. Additionally, there are plans for three additional schools scheduled to open in just a few weeks serving 600 additional children. Doing so will enhance Breakthrough's mission to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education.

With unique educational models and forging a strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students – over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

As the Breakthrough network grows to 20 schools by 2020, receipt of the TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Please do not hesitate to contact me at 614-466-7954 or via email at district10@ohr.state.oh.us if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Patmon".

State Representative Bill Patmon
10th House District

Committees:

- Education
- State Government and Elections
- Transportation, Public Safety and Homeland Security.

www.house.state.oh.us
77 S. High Street, Columbus, Ohio 43215-6111

PR/Award # S374A120005

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Contact Information:

Office: 614-466-7954
FAX: 614-719-0010
Email: district10@ohr.state.oh.us



Sandra Williams

State Representative, 11th Ohio House District

District
(216)295-1195

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77 S. High Street,
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43215-6111

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614-719-0011 (fax)
1-800-282-0253 (toll free)

District11@ohr.state.oh.us
www.house.state.oh.us

House Committees:
Public Utilities,
Ranking Minority Member

Economic and Small
Business Development

Criminal Justice

Other Committees:
Minority Development
Financing Advisory Board

July 12, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students -- over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

A number of Breakthrough parents and students have come through my office. The parents share their children's success stories--often having to overcome reading, writing, and math disparities. The students describe their school days with honest enthusiasm. At Breakthrough, every learning experience is an adventure.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic

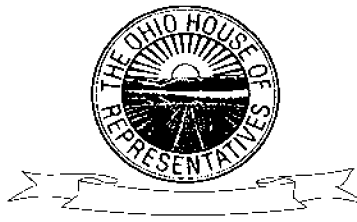
achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

A handwritten signature in black ink that reads "Sandra Williams". The script is fluid and cursive, with the first name "Sandra" written in a larger, more prominent hand than the last name "Williams".

SANDRA WILLIAMS
State Representative
11th House District



Craig E. Newbold
State Representative, 1st District

July 1, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely

A handwritten signature in blue ink, appearing to read "Craig E. Newbold", is located below the word "Sincerely".

Craig E. Newbold
State Representative

Committees:

Education – Vice Chairman
Finance and Appropriations – Member
Finance Subcommittee on Higher Education - Member
Economic and Small Business Development - Member
Local Government - Member
eTech Ohio - Member

PR/Award # S374A120005

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Contact Information:

Office: 614-466-8022
Toll-Free: 1-800-282-0253
FAX: 614-719-6971
77 S. High Street
Columbus, Ohio 43215-6111
Email: district01@ohr.state.oh.us
www.house.state.oh.us



CUYAHOGA COUNTY COUNCIL

July 1, 2012

COUNCIL MEMBERS

Dave Greenspan
District 1

Dale Miller
District 2

Dan Brady
District 3

Charles M. Germana
District 4

Michael Gallagher
District 5

Jack H. Schron, Jr.
District 6

Yvonne M. Conwell
District 7

Pernel Jones, Jr.
District 8

C. Ellen Connally
District 9

Julian Rogers
District 10

Sunny M. Simon
District 11

CLERK OF COUNCIL
Jeanne M. Schmotzer

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

Julian Rogers



City of Cleveland
Office of the Council

Martin J. Sweeney
President of City Council

July 1, 2012

Ms. Deborah S. Delisle, Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

Martin J. Sweeney
Cleveland City Council President



City of Cleveland

Office of the Council

Jeffrey D. Johnson

Councilman, Ward 8

*Committees: Community & Economic Development • Aviation & Transportation •
Employment, Affirmative Action & Training • Health and Human Services, Vice-Chair*

July 17, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely

Jeffrey Johnson
Councilman, Ward 8

Charter School Growth Fund

July 1, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I am writing to support Breakthrough Charter School's proposal for the Teacher Incentive Fund. As President and CEO of The Charter School Growth Fund ("CSGF"), I can attest to the outstanding academic program Breakthrough operates on behalf of underserved students in Cleveland.

Breakthrough was selected as one of 32 members of CSGF's portfolio from nearly 400 applicants. This selection occurred after a rigorous evaluation process that entailed an extensive review of standardized state assessment and national norm-reference test data; detailed due diligence around the organization's leadership capacity; and a careful analysis of the organization's business plan. Based on our survey of applicants, Breakthrough is among the highest performing school operators in the nation, measured in terms of academic achievement and has built one of the most unique CMO operating models in the country. Their model has combined three of the highest performing individual charter schools in Cleveland serving low-income students into one CMO.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students – over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

In 2010, CSGF made a commitment to help Breakthrough develop its capacity to expand and serve more students. Based on the Breakthrough's record of achievement and strong results, the Charter School Growth Fund endorses Breakthrough as a strong candidate for the Teacher Incentive Fund. CSGF has invested over \$1 million in Breakthrough to date and, subject to Breakthrough's continued achievement against its milestones; CSGF intends to invest an additional \$1,000,000 in Breakthrough in future years. We believe that at scale, Breakthrough has the potential to catalyze transformative change in K-12 education and be a vanguard for demonstrating what is possible in K-12 education in our country. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, developing and implementing sustainable performance based compensation systems will significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders to serve the children of Cleveland.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

:

Kevin Hall
CEO and President
The Charter School Growth Fund



CLIFFS NATURAL RESOURCES INC.
200 Public Square, Suite 3300, Cleveland, OH 44114
P 216.694.5700 clifsnaturalresources.com

July 16, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund.

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students -- over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement

Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of P. Kelly Tompkins. The text "(b)(6)" is written in the top-left corner of the box.

P. Kelly Tompkins
Executive Vice President – Legal, Government Affairs
and Sustainability & Chief Legal Officer

cc: Mr. John Zitzner



James L. Hambrick
Chairman
President and Chief Executive Officer

June 29, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund.

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students – over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As

the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders.

Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

[Redacted signature area]

✓

James L. Hambrick



Powering Business Worldwide

Eaton Corporation
1111 Superior Avenue
Cleveland, OH 44114
Tel: 216 523-4664
Fax: 216 479-7013
BarryDoggett@eaton.com

William B. Doggett
Senior Vice President
Public and Community Affairs

July 2, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express Eaton's support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund.

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education.

As a company with a strong focus on metrics we have been impressed with the outcomes of Breakthrough's students. For example, in 2011, Breakthrough students -- over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every aptitude test, at every grade level.

Eaton Corporation believes that enhancing the education of the children who live in Cleveland is one of the most important efforts we can undertake. To that end we provided a multi year grant to Breakthrough earlier this year in support of their good work.

As the Breakthrough network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, the need for high quality effective teachers will increase dramatically. This grant will make it

possible for the network's to attract, recruit, hire, evaluate and retain great educators and academic leaders. Earlier today the Governor of Ohio and the Mayor of Cleveland launched the Mayor's plan to transform Cleveland Schools. Breakthrough was at the table as that plan was developed and is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

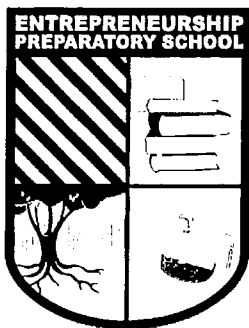
As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

Enclosed are support letters from the board chairs (plus one board member) of the following Breakthrough organizations:

- Jeff Fast, Entrepreneurship Preparatory School
- Andy Kline, Entrepreneurship Preparatory School Woodland Hills
- Wendy Neal, Village Preparatory School
- Alan Kopit, Village Preparatory School Woodland Hills
- Andres Gonzalez, Citizens Academy
- Dan Sheets, Citizens Academy East
- Cynthia Tancer, Citizens Leadership Academy
- Terry Nauck, Friends of Breakthrough Schools
- Michael Cristal, Breakthrough Charter Schools
- Enid Rosenberg, Breakthrough Charter Schools



5 Keys to Success
RESPONSIBILITY
PERSEVERANCE
RESPECT
SELF-DISCIPLINE
COURAGE



ENTREPRENEURSHIP PREPARATORY SCHOOL

1417 East 36th Street • Cleveland, OH 44114 • ph: 216.456.2080 • f: 216.249.0616 • www.eprepschool.org

August 1st, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students – over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

From the Desk of Andy Kline

August 1, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's underserved neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

Andrew L. Kline

ALK:smv



5 Keys to Success
RESPONSIBILITY
PERSEVERANCE
RESPECT
SELF-DISCIPLINE
COURAGE

VILLAGE PREPARATORY SCHOOL

1415 East 36th Street • Cleveland, OH 44114 • ph: 216.456.2070 • f: 216.361.9717 • www.villageprep.org

August 1st, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

As board chair of Village Preparatory School, I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students -- over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I, on behalf of my entire board, respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

Wendy Neal
Chair of the Board

ALAN S. KOPIT
200 Public Square
Suite 2800
Cleveland, OH 44114
216-274-2278
ask@hahnlaw.com

August 1, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

As Chair of the Board of Trustees of Village Preparatory School :: Woodland Hills, I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children (Village Preparatory School :: Woodland Hills is one of those schools), Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2011, Breakthrough students -- over 98% minority and over 78% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

(b)(6)

Alan S. Kopit
Chair, Village Preparatory School :: Woodland Hills



Citizens Academy

Academic Excellence • Responsible Citizenship

August 1st, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's underserved neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

1827 Ansel Road • Cleveland, Ohio 44106 • t. 216.791.4195 • f. 216.791.3013 • www.citizensacademy.org

PR/Award # S374A120005

Board of Directors

Chair Andres Gonzalez

Vice Chair Steve Murray

President Jen Grossman

Secretary Whitney Jones

Michael Goldberg

Sue Hollingsworth

Vickie Johnson

Me'lani Joseph

Linda Schneider

Dan Sheets

David Wasserstrom

Model Leader Margie Hirschfeld

Page e277



Citizens Academy East

Academic Excellence Responsible Citizenship

July 18, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

As Board Chair of Citizens Academy East, I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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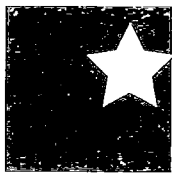
The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I, on behalf of the entire Citizens Academy East board, respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely, _

(b)(6)

President, Lubrizol Additives



Citizens Leadership ACADEMY

Shelly Saltzman-Founder
Cynthia Tancer-Board Chair
Board of Directors
Lolita Hines-Treasurer
Yolanda Polk-Secretary
Jerald King
Arthur Lundberg
Larry Pollock
Phil Robinson
David Stein

July 20, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's underserved neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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The purpose of this competition is to award grants to eligible applicants to enable them to develop and implement sustainable performance based compensation systems for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement in those schools. As the network grows to 20 schools by 2020, educating 7,000 underserved children in Cleveland, receiving this TIF grant would significantly bolster the network's ability to attract, recruit, hire, evaluate and retain great educators and academic leaders. Educating our youth is central to the future of our city; with its students' strong record of academic achievement Breakthrough is at the forefront of the dramatic improvements taking place across Cleveland's educational landscape.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,

(b)(6)

Cynthia Tancer
Board Chair, Citizens Leadership Academy

FRIENDS OF BREAKTHROUGH CHARTER SCHOOLS

FRIENDS OF
BREAKTHROUGH
John Dorian, President

FRIENDS OF BREAKTHROUGH BOARD

Terry Nauck (Chair)
Michael Weinman
Erica Cohen
Tom R. Lough
(Staff Representative)
Rick Agard
Susan Palma
Jeff Leach
Scott Davis
Anna Blugan
Jacqueline Graceli Brown
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Vivian Kuberer
Ira Kaplan
Earl Kerner
Andrew Kline
Karin Kuhn
John Lahey
Craig Liles
Nancy M. Mott
John O'Connell
Peter Potts
David Rosenburg
Peter Roth
Vicki Smith
John S. Stein Jr.
John Stuenkel
Chris Sprue
Ronald Steadman
William Vogelgesang

July 19, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I write to express my support for Breakthrough Charter Schools' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Sincerely,
(b)(6)

Terry Nauck
Chairman of the Board,
Friends of Breakthrough Schools

MICHAEL A. CRISTAL

August 1st, 2012

Ms. Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

As board chair of Breakthrough Charter Schools (Breakthrough), I write to express my support for Breakthroughs' recently submitted proposal for the Teacher Incentive Fund (TIF).

Breakthrough Charter Schools is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,400 K-8 students across six schools, with three additional schools scheduled to open in just a few weeks serving 600 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.



(b)(6)

1301 East Ninth Street • Suite 1750
Cleveland, Ohio 44114-1886 • (216) 619-1274x106
PR/Award # S374A120005

ENID ROSENBERG
27825 BELGRAVE ROAD
PEPPER PIKE, OHIO 44124

July 18, 2012

Ms. Deborah S. DeLisle
Assistant secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Dear Deborah,

Today, I am writing to ask for your support for the TIF grant submitted by Breakthrough Charter Schools, a nationally-recognized network of high-performing charter schools in Cleveland, Ohio. I am a member of Breakthrough's board of directors, former board member of Citizens Academy, and proud to enumerate the outstanding results we have achieved in urban education. We are ranked among the best schools in Cleveland and Ohio, providing our city's most underserved children with the education they deserve.

Knowing that quality education begins with dedicated teachers, the TIF grant will allow Breakthrough to develop and implement a system for performance based compensation and evaluation—a plan much needed to ensure our ability to attract, reward and retain excellent educators and administrators. As you evaluate proposals related to this grant opportunity, I respectfully ask that you give favorable consideration to Breakthrough's application.

I am thrilled you have been appointed as our nation's assistant secretary of education and wish you my very best as you continue to work on behalf of students across the country. Should your travels ever bring you back to the Cleveland area, please be in touch to schedule a visit at Breakthrough, as I would love to give you a tour of one of our schools.

Sincerely,

Enid Rosenberg

Attachment O - Evaluator Qualifications

All will be attending or have attended the Ohio Department of Education's Ohio Teacher Evaluation System (OTES) certification training.

(Note: Shelly Saltzman's qualifications as an evaluator for Citizens Leadership Academy can be found in Attachment K, as are the qualifications for all Model Leaders)

Village Preparatory School

Roxann Lozar has served as Village Prep's Director of Curriculum and Instruction for the past 2 ½ years. She holds a bachelor's degree in Early Childhood Education from Cleveland State University and has 85% completion towards a master's degree, also at CSU. Her experience includes 7 ½ years of teaching grades kindergarten, 1st, 3rd, 7th, and Title I. She is a founding faculty member of Village Prep and holds a Pre-K – 3 License and K-12 Reading Endorsement.

Jaclyn Stephens has served as Village Prep's Head of School for 1 year. She holds a BS in Early Childhood Development with a minor in Education from Ohio State University, and a MEd in Education from Arizona State University. She has 3 years of teaching experience in grade kindergarten and 1 year of experience as Co-Director at Village Prep. She holds a Pre-K – 3 License and 4th – 5th Endorsement. She is a founding Faculty Member of Village Prep as well as an alumna of Teach For America.

Entrepreneurship Preparatory School

John McBride has been with E Prep for the past 5 years and has served as the Head of School since February 2012. Previously John served as the Director of Curriculum for Math and Science, Co-Dean of Students, and was a 6th grade math teacher for 2 ½ years. He holds a BA in Biology from Kenyon College and an MA in Educational Leadership from the University of Cincinnati. John holds an Ohio teaching license in Alternative Life Science 7-12 and is currently seeking Alternative Principal Licensure.

Aubin D'Andrea is the Director of Curriculum and Instruction at E Prep. She obtained a BS in Education: Integrated English Language Arts from Miami University and has 5 years of teaching experience in urban education. She will be submitting her Alternative Administrative Specialist License and beginning her Master's Degree in Administration in the fall of 2012 through Ashland University. She is certified in Ohio in 7-12 integrated language arts.

Entrepreneurship Preparatory School-Woodland Hills

Chris O'Brien is currently the Head of School at E Prep-Woodland Hills. He is a fully licensed 1 – 8 teacher in the state of Ohio. He has taught for the past 12 years in grades 3 – 7, in all subjects. He graduated from Miami University in 2000 with a degree in Elementary Education with a concentration in Mathematics. He has served on Governor Kasich's Steering Committee of educators informing the decisions for the state reform on teacher evaluation and

compensation. He is working on a Master's degree in Educational Administration from Ashland University.

Beth Smith-Polderman is currently the Director of Curriculum and Instruction at E Prep-Woodland Hills. She is licensed in grades 7-12 mathematics. She graduated summa cum Laude from The College of Wooster in 2008 as a mathematics major and psychology minor. After college, Beth taught high school math in Baltimore City as part of the Teach for America program. After moving back to Cleveland, she taught 6th, 7th, and 8th grade math at E Prep, while also serving as E Prep's math department chair.

Village Preparatory School-Woodland Hills

Chad Webb, Head of School, has served in several leadership positions in high-performing schools in New Orleans, Louisiana; Atlanta, Georgia; Columbus, Ohio and currently in Cleveland. With 16 years of experience in the field of education, Chad has taught kindergarten, served as a Title I reading specialist, mentor teacher, school director, co-principal, and principal. Having earned both his Bachelor of Science in Education and Master of Education in Educational Administration from Ashland University, he is both driven and passionate about providing a high-quality education to the children of Cleveland. He is a certified teacher and principal in Georgia and Ohio.

Bailey Morris is V Prep-Woodland Hills' Director of Curriculum and Instruction. Bailey has been in the education field for five years and has taught kindergarten, second, and third grade and has served as an intervention specialist. She earned her undergraduate degree in Elementary and Special Education from Slippery Rock University of Pennsylvania. She also received her Masters from Walden University with a specialization in Reading and Mathematics. Bailey is honored to be serving the children of Cleveland and is dedicated to their success. She is certified in the State of Ohio.

Ronee Tucholski began her teaching career as an intervention specialist at E Prep in 2011 and was promoted to Special Education Coordinator in June 2012 to oversee the SPED teams of Breakthrough's four Prep Schools. She graduated from Kent State University with a bachelor of science in Journalism. As the print media world began to shrink, Ronee decided to become a substitute teacher. She fell in love with teaching, especially in the area of special education. She enrolled at Notre Dame College in 2008 and acquired her teaching license in 2011. She is currently pursuing her master's degree in Special Education at NDC and hopes to complete this segment of her education over the next year. She is certified in the State of Ohio.

Citizens Academy

Jennifer Taylor has been the principal at Citizens Academy for 3 years. Before assuming this role, Jen taught students in all grade levels at Citizens Academy and held the position of Special Education Director. Prior to coming to CA, Jen taught elementary school in Cincinnati, Ohio and Ann Arbor, Michigan. She also served as the school administrator for a K-8 elementary school in Ann Arbor. Jen has a bachelor's degree from Xavier University and a master's degree from

Wright State University. She has completed the state sponsored OTES training in preparation for the credentialing exam.

Staci McDaniel is the Director of Academics at Citizens Academy. She holds a bachelor of science degree in elementary education, a master of science in education/K-12 intervention specialist, and a master of science in education/math specialist, all from Kent State University. Staci has 16 years of experience, including 10 in education administration. She is certified in the state of Ohio and credentialed to perform OTES evaluations.

Lee Lundblad is the Academic Coordinator at Citizens Academy. She received her B. S. in Social Sciences from Ursuline College in Ohio and her M. A. with an emphasis in Special Education from Notre Dame College of Ohio. She has been licensed to teach in the state of Ohio for 20 years and has taught for 16. In June, 2012 she completed the OTES training and is now certified to use OTES when evaluating teachers. Lee also taught education methods courses to undergraduate teaching candidates at Notre Dame College of Ohio for two years.

Lisa Quick is the Assistant Principal at Citizens Academy. She holds a pre-K—3 Ohio teaching license and has completed the state sponsored OTES training and expects to become credentialed by August 2012. Lisa has 5 years of experience as a classroom teacher and 5 years of experience as the Assistant Principal.

Citizens Academy East

Alicia Sadonick is the Principal of Citizens Academy East. Prior to becoming principal, she was a teacher for 7 years. She has her Bachelor's Degree in Middle Childhood Education, a Master's Degree in School Leadership and is credentialed in the State of Ohio.

Clarissa Grimes is the Assistant Principal at Citizens Academy East. She is licensed to teach in Ohio in pre-K – 3 with 4th – 5th endorsement. She has a bachelor's degree in political science and has been teaching for 5 years, including 2 with Teach For America in Connecticut.

Renee Rewalt is a Highly Qualified Teacher as defined by the State of Ohio. She came to Citizens Academy after serving as a Teach for America Corps Member in Las Vegas. She worked as a 3rd grade teacher at Citizens Academy for 2 years and was then promoted to Academic Coordinator for Citizens Academy East. During the summer of 2012, she worked for Teach for America in the Summer Institute. Renee is credentialed in the State of Ohio and certified to be an OTES evaluator.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

	Delete Mandatory Budget Narrative	View Mandatory Budget Narrative
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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative	Delete Optional Budget Narrative	View Optional Budget Narrative
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Personnel

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
1. Personnel	\$ 338,712	\$ 1,392,838	\$ 1,535,080	\$ 1,612,736	\$ 1,661,113	\$ 6,540,480

Personnel costs are made up of three parts 1) CMO staff that will be working on the development of the evaluation system 2) the additional compensation that we expect to use for augmenting Teacher salaries and 3) augmenting Principal salaries. Below is a listing of the CMO staff members who will be charged with working on this process and the estimated percentage of their time devoted to the evaluation system. This percentage was based on job descriptions and administrative time spent on Breakthrough's other federal grant.

Position	(b)(4)
Model Leader CA	
Model Leader CLA	
Model Leader PREPS	
Grants Administrator	
Director of Grants & Foundation Relations	
Accountant	
Director of Talent and HR	
HR Associate 1	
HR Associate 2	
Director of Performance Management	
COO	
CFO	

The Model leaders serve as the heads of the educational models and are ultimately responsible for the academic success of the schools. The Grants Administrator, Director of Grants & Foundation Relations, Accountant and Director of Performance Management are the people who will be ensuring proper grant administration, tracking, compliance, and reporting for the grant. The HR staff listed are responsible for maintaining the administration of the staff evaluation processes for the whole network.

One of the major goals of applying for this grant is to increase Teacher salaries by \$5,884 more than current average total compensation (includes base salary, bonuses and stipends for additional work). Below is a table showing the number of teachers each year that would be eligible for the increase. This additional \$5,884 per teacher is included in the total personnel costs by year.

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
CA	28	28	28	28	28
CAE	12	15	19	22	26
CLA	13	19	19	19	19
EP	22	22	28	28	28

VP	30	37	37	37	37
EPWH	9	23	27	29	29
VPWH	17	24	33	40	43
Total teachers	131	168	191	203	210

The remaining personnel costs are to increase the average Principal and Vice Principal salaries by \$8,246. This would be for 2 positions for each school except the The Prep Schools as they do not have a Vice Principal or equivalent position.

Fringe

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
2. Fringe Benefits	\$ 89,759	\$ 1,416,454	\$ 1,589,480	\$ 1,680,667	\$ 1,734,675	\$ 6,511,035

Fringe benefits are calculated as a percentage of the total personnel costs. Health care costs including major medical, dental and life average about 10% of salaries across the network. In addition every staff person is required to participate in the state retirement system and the schools have the obligation to contribute 14% of total compensation. Payroll and other taxes are estimated to be 2.5% of salaries. Full detail for each position is included in Attachment V – Other Budget Details.

Travel

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
3. Travel	\$ 5,300	\$ 5,406	\$ 5,514	\$ 5,624	\$ 5,737	\$ 27,581

Travel in this budget are for the two required annual meetings for awardees - TIF Grantee Meeting and TIF Topical Meeting.

The TIF Grantee Meeting assumes 3 people for 3 nights. We assume air at \$400 for each roundtrip flight and \$60 for ground transportation. Hotel is estimated at \$150 per night and \$50 per day for meals. Travel will be from Cleveland to a major U.S. city.

TIF Topical Meeting assumes 2 people for 3 nights. We assume air at \$400 for each roundtrip flight and \$60 for ground transportation. Hotel is estimated at \$150 per night and \$50 per day for meals. Travel will be from Cleveland to a major U.S. city.

Costs assume a 2% cost increase, based on a reasonable inflation rate, each year.

Equipment

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
4. Equip.	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000

In the third year of the grant we will be working on the long-term solution for the data tools necessary to track and monitor teacher performance. We expect to purchase a dedicated computer (\$2,000) and server (\$8,000). This equipment will house the integrated data system that will enable Breakthrough to share information across different technologies and better inform recruitment, evaluation, professional development and compensation.

Supplies

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

No supplies beyond normal are assumed to be covered under this grant.

Contractual

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
6. Contract.	\$ 605,469	\$ 519,855	\$ 493,340	\$ 223,775	\$ 223,050	\$ 2,065,489

The majority of the contractual costs over the life of this grant are budgeted for the assistance of The New Teacher Project (TNTP). In the first year of the grant, TNTP will assist our network with design of the evaluation system and associated career paths. TNTP assistance will also involve technology support for building requirements and creation of a simple online tool that we will use immediately to start tracking our evaluations of teacher effectiveness until a longer-term solution can be built.

In Year 2 the TNTP work will include the final planning and phase in of the evaluation system across our schools.

In Year 3 TNTP we will work with TNTP or another group to build our longitudinal database that will be used to track and analyze teacher effectiveness.

In Years 4 and 5 of the grant, we have included dollars as we foresee the need for follow up support and refinement of our systems. Please see the “Planning Year” section of the narrative for more detailed information.

Construction

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
7. Construct.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

No construction costs are assumed to be covered under this grant.

Other

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
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8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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No other costs are assumed to be covered under this grant.

Total Direct Costs

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
9. Total Direct Costs	\$ 1,039,240	\$ 3,334,554	\$ 3,633,415	\$ 3,522,802	\$ 3,624,575	\$ 15,154,586

Indirect Costs

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

No indirect costs are assumed to be covered under this grant.

Training Stipends

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

No training stipends are assumed to be covered under this grant.

Total Costs

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
12. Total Costs	\$ 1,039,240	\$ 3,334,554	\$ 3,633,415	\$ 3,522,802	\$ 3,624,575	\$ 15,154,586

Regarding the use of Non-TIF Federal Funds and non-Federal Funds, the network has a broad funding commitment to the success of this project.

The table below shows the amounts of non-federal funds that are or will be directed to the schools each year out of general operating dollars. These funds will be used for personnel costs associated with SHIP including stipends for leadership positions, bonuses given to other personnel and in some cases performance bonuses to teachers and school administration.

Table 1: Non Federal Funds Projection for SHIP

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>TOTAL</u>
	\$					\$
Personnel	\$	(b)(4)				
CA	\$					
CAE	\$					
CLA	\$					
EP	\$					
VP	\$					
EPWH	\$					
VPWH	\$					
Fringe Benefits	\$					
Total Costs	\$					

Table 2 indicates the non-TIF federal funds from the Charter School Program grant and federal entitlement dollars that some schools and Breakthrough are using. The schools are using these funds for performance bonuses or stipend for additional responsibilities undertaken by educators. CA is using federal entitlement dollars for its performance bonuses and stipends and EPWH and VPWH are using CSP dollars this year for stipends. Breakthrough is planning to use CSP funds for its engagement with Teach for America, the personnel cost for the Talent Initiatives Director and to implement Breakthrough University.

Table 2: Non-TIF Federal Funds Projection for SHIP

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>TOTAL</u>
	\$					\$
Personnel	\$	(b)(4)				
CA	\$					
CAE	\$					
CLA	\$					
EP	\$					
VP	\$					
EPWH	\$					
VPWH	\$					

Talent		
Initiative		
Director	\$	(b)(4)
Fringe		
Benefits	\$	
Contractual	\$	
Total Costs	\$ 1	

In total, Breakthrough will be committing \$3,019,369 in non-TIF dollars (both federal and non-federal to the development and implementation of SHIP.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total		Time allocated to SHEP work	Annual Salary 2012-2013	Monthly Salary	Months Covered	Annual Salary 2013-2014	Monthly Salary	Months Covered	Annual Salary 2014-2015	Monthly Salary	Months Covered	Annual Salary 2015-2016	Monthly Salary	Months Covered	Annual Salary 2016-2017	Monthly Salary	Months Covered
1. Personnel	\$																						
Model Leader CA	\$																						
Model Leader CJA	\$																						
Model Leader PREPS	\$																						
Grants Administrator	\$																						
Director of Grants & Foundation Relations	\$																						
Accountant	\$																						
Director of Talent and HR	\$																						
HR Associate 1	\$																						
HR Associate 2	\$																						
Director of Performance Management	\$																						
COO	\$																						
CFO	\$																						
Director of Teacher Recruitment Initiatives	\$																						
Other	\$																						
Other	\$																						
2. Fringe Benefits	\$																						
3. Travel	\$	5,300	\$ 5,406	\$ 5,514	\$ 5,624	\$ 5,737	\$ 27,581																
4. Equipment			\$ 10,000				\$ 10,000																
5. Supplies							\$ -																
6. Contractual	\$	441,000	\$ 255,000	\$ 290,000	\$ 10,000	\$ 5,000	\$ 1,001,000																
7. Construction	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -																
8. Other	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -																
9. Total Direct Costs (1-8)																							
10. Indirect Costs																							
11. Training Stipends																							
12. Total Costs (9-12)																							

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>TOTAL</u>				Total 2013	Total 2014	Total 2015	Total 2016	Total 2017		
1. Personnel	\$ -	\$ 100,028	\$ 123,564	\$ 141,216	\$ 164,752	\$ 529,560	Annual Salary	Proposed Salary	Difference							
Principal		\$ 11,768	\$ 11,768	\$ 11,768	\$ 11,768	\$ 47,072						8,246				
Teachers		\$ 88,260	\$ 111,796	\$ 129,448	\$ 152,984	\$ 482,488						5,884				
Other 1						\$ -										
Other 2						\$ -										
Other 3						\$ -										
Other 4						\$ -										
Other 5						\$ -										
Other 6						\$ -										
Other 7						\$ -										
Other 8						\$ -										
Other 9						\$ -										
Other 10						\$ -										
Other 11						\$ -										
Other 12						\$ -										
2. Fringe Benefits	\$ -	\$ 26,507	\$ 32,744	\$ 37,422	\$ 43,659	\$ 140,333	Health 10.0%	Retirement 14.0%	Taxes 2.5%							
3. Travel						\$ -										
4. Equipment						\$ -										
5. Supplies						\$ -										
6. Contractual	\$ 21,308	\$ 26,081	\$ 31,923	\$ 32,562	\$ 33,213	\$ 145,087										
7. Construction						\$ -										
8. Other						\$ -										
9. Total Direct Costs (1-8)	\$ 21,308	\$ 152,616	\$ 188,232	\$ 211,200	\$ 241,624	\$ 814,980										
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -										
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	PR/Award # S374A120005										
12. Total Costs (9-11)	\$ 21,308	\$ 152,616	\$ 188,232	\$ 211,200	\$ 241,624	\$ 814,980										

Teacher Pay		
		% incr.
Average base	\$42,900	10%
Average bonus/stipend	\$2,500	
Total average/teacher	\$45,400	15%
TIF ASK PER TEACHER	\$5,884	
total system	\$6,219,800	
current sys	\$5,413,670	

		% incr.
Average base	\$77,500	5%
Average bonus/stipend	\$4,500	
Total average/teacher	\$82,000	11%
TIF ASK PER PRINCIPAL	\$8,246	
total system	\$492,000	
current sys	442,527	

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>TOTAL</u>					Total	Total	Total	Total	Total
							Annual Salary	Proposed Salary	Difference		2013	2014	2015	2016	2017
1. Personnel	\$ -	\$ 147,100	\$ 200,056	\$ 241,244	\$ 258,896	\$ 847,296									
Principal		\$ 5,884	\$ 5,884	\$ 5,884	\$ 5,884	\$ 23,536			8,246						
Teachers		\$ 141,216	\$ 194,172	\$ 235,360	\$ 253,012	\$ 823,760			5,884						
Other 1						\$ -									
Other 2						\$ -									
Other 3						\$ -									
Other 4						\$ -									
Other 5						\$ -									
Other 6						\$ -									
Other 7						\$ -									
Other 8						\$ -									
Other 9						\$ -									
Other 10						\$ -									
Other 11						\$ -									
Other 12						\$ -									
2. Fringe Benefits	\$ -	\$ 38,982	\$ 53,015	\$ 63,930	\$ 68,607	\$ 224,533	Health	Retirement	Taxes						
							10.0%	14.0%	2.5%						
3. Travel						\$ -									
4. Equipment						\$ -									
5. Supplies						\$ -									
6. Contractual	\$ 17,000	\$ 26,010	\$ 31,836	\$ 32,473	\$ 33,122	\$ 140,442									
7. Construction						\$ -									
8. Other						\$ -									
9. Total Direct Costs (1-8)	\$ 17,000	\$ 212,092	\$ 284,907	\$ 337,647	\$ 360,626	\$ 1,212,271									
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -									
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -									
12. Total Costs (9-11)	\$ 17,000	\$ 212,092	\$ 284,907	\$ 337,647	\$ 360,626	\$ 1,212,271									

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Breakthrough Charter Schools
Applicant's DUNS Name:	8409414340000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

☒ Yes ☐ No

2. Is the applicant a faith-based organization?

☐ Yes ☒ No

3. Is the applicant a secular organization?

☒ Yes ☐ No

4. Does the applicant have 501(c)(3) status?

☐ Yes ☒ No

5. Is the applicant a local affiliate of a national organization?

☐ Yes ☒ No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

☐ 3 or Fewer ☒ 15-50

☐ 4-5 ☐ 51-100

☐ 6-14 ☐ over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

☐ Less Than \$150,000

☐ \$150,000 - \$299,999

☐ \$300,000 - \$499,999

☐ \$500,000 - \$999,999

☒ \$1,000,000 - \$4,999,999

☐ \$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Breakthrough Charter Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	338,712.00	1,392,838.00	1,535,080.00	1,612,736.00	1,661,113.00	6,540,479.00
2. Fringe Benefits	89,759.00	369,102.00	406,796.00	427,375.00	440,195.00	1,733,227.00
3. Travel	5,300.00	5,406.00	5,514.00	5,624.00	5,737.00	27,581.00
4. Equipment	0.00	0.00	10,000.00	0.00	0.00	10,000.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	605,469.00	519,855.00	493,340.00	223,775.00	223,050.00	2,065,489.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	1,039,240.00	2,287,201.00	2,450,730.00	2,269,510.00	2,330,095.00	10,376,776.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,039,240.00	2,287,201.00	2,450,730.00	2,269,510.00	2,330,095.00	10,376,776.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Breakthrough Charter Schools	

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C - BUDGET NARRATIVE (see instructions)