

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

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

CFDA # 84.385A

PR/Award # S385A100102

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

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	84.385

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Mastery Charter High School

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	████████████████████
Street2:	
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	USA
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:
Mastery Charter School Central Office	Innovation Division

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

Prefix:	Mrs.	* First Name:	Courtney
Middle Name:			

* Last Name: Collins-Shapiro

Suffix:

Title: Deputy Chief Innovation Officer

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 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):

LEA w/ nonprofit status

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS 052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA

84.385

13. Competition Identification Number:

84.385A

Title:

Application for New Grants Under the Teacher Incentive Fund Program

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

Philadelphia, PA
Camden County, NJ

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

Mastery Charter School Network Performance Based Compensation System Expansion and Implementation

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: PA-001

* b. Program/Project: PA-002, PA-013

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/15/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No

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: Mr. * First Name: Scott

Middle Name:

* Last Name: Gordon

Suffix:

Title: Chief Executive Officer, Mastery Charter School

* Telephone Number: [REDACTED]

Fax Number: [REDACTED]

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Mastery Charter High School

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

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

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

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: __/__/__ To: __/__/__ (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%
- (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 8%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Mastery Charter High School

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Scott Gordon

Title: Chief Executive Officer

Date Submitted: 06/24/2010

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Mastery Charter High School

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Mr.	First Name: Scott	Middle Name:
Last Name: Gordon		Suffix:
Title: Chief Executive Officer		

Signature:	Date:
_____	06/24/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : 427 GEPA Compliance

File : C:\fakepath\427 of GEPA attachment MCS.doc

Section 427 of GEPA

At Mastery Charter School, we operate high quality charter schools for low-income youth. As part of our standard practice we work to ensure access to, and participation, in all our programs for students, teachers, and other program beneficiaries with special needs. Barriers recognized under this statute: gender, race, national origin, color, disability, or age are all considered by the Mastery leadership and we believe that our programs and services are fully accessible. This document will address both how we remove participation barriers for students, as well as for adult staff, parents, and community members who engage in our programs/schools.

(1) Adult/ Staff Access:

Mastery Charter School has made accommodations for disabled staff at our schools. For example, we have a visually impaired math teacher for whom the following accommodations are made:

- Rather than provide a mastery issued laptop, the teacher requested to use her own specialized computer with Braille adapted keys and for us to load all our software and programs on to her machine. We did this and set up a compatible docking station with large screen in her classroom for her daily use.
- We arranged for her classroom to be close to one of the first floor entrance as she noted that navigating the building on a daily basis would be a burden.
- We arranged to purchase special, large-print teacher's guides for her use, and had professional development materials reproduced in large print for her.
- Since her disability was a challenge to her meeting our typical timelines for turnaround of feedback on student work, we gave her extended time on all feedback and grading to accommodate her vision challenges.

While we have no physically handicapped faculty or staff at the present time, we have had several, as well as having temporarily handicapped staff due to injury. All our buildings are ADA compliant with ramps and elevators, as well as bathrooms accessible for wheelchair use. In cases where a teacher has had a physical disability, we work with him/her to locate their classroom in the most accessible part of the building that will not distract from the academic program. For example, if we have a 12th grade teacher with walking limitations and 12th grade is on the 4th floor, we will not move the teacher to the first floor, however, we will make sure they have easy access to the elevator and will move their classroom closer to the elevator when at all possible. Whenever we host a professional development program off site, we make sure the facility is ADA compliant and that special needs of our participants are accommodated.

(2) Student Access:

The primary ways we comply with ensuring access to our programs for students, regardless of disability, is to fully comply with all regulations in IDEA.

It is the policy of Mastery Charter School that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEIA 2004"). Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents sufficient to inform parents of children applying to or already enrolled in Mastery Charter School of (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the

identification, location and evaluation of children with disabilities enrolled in Mastery Charter School. The purpose of this Annual Notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code. This Annual Notice is made available both in the school's Parent-Student Handbook and on the school's website: www.masterycharter.org.

Qualifying for Special Education and Related Services

Under the Federal IDEIA 2004, there are two steps for a student to qualify for special education and related services. The first step is a finding that the student has one or more of the following disabilities that interfere with his or her educational performance: (1) autism or pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) mental retardation, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and/or (13) visual impairment including blindness. IDEIA 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language. The second step in determining eligibility for special education and related services is a finding by the school's multi-disciplinary team (MDT) that the student with one or more of these disabilities is in need of specially-designed instruction.

What Parents Can Do If They Think Their Child May Qualify for Special Education

Parents who think their child is eligible for special education may request, at any time, that the school conduct a multi-disciplinary evaluation. Some potential signs of a student having a qualifying disability include experiencing years of difficulties in reading, writing or solving

math problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the classroom, and difficulties controlling emotions (such as anxiety and depression) and/or behaviors. Requests for a multi-disciplinary evaluation must be made in writing to the school's Assistant Principal of Special Education. If a parent makes an oral request for a multi-disciplinary evaluation, the school shall provide the parent with a form for that purpose. If the school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Mastery Charter School's Systematic Screening and Referral Processes

Through our systematic screening and referral processes, Mastery Charter School identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include the initial admissions academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the comprehensive student assistance program known as C-SAP.

The school regularly assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services. If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a

recommendation may be made for interventions other than a multi-disciplinary team evaluation.

Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the school's Assistant Principal of Special Education.

Evaluation

Whenever a student is referred for a multi-disciplinary team evaluation, Mastery Charter School must obtain written consent from a parent before the evaluation can be conducted. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and/or related services. In certain circumstances, a surrogate parent may be appointed. A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child. Reasonable efforts must be made to ensure the assignment of surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

Under IDEIA 2004, an evaluation involves the use of a variety of assessment tools and

strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and assist in determining the content of the child's IEP. This process is conducted by a Multi-Disciplinary Team (MDT) which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The multi-disciplinary team evaluation process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. Mastery Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

The results of the multi-disciplinary evaluation are written in a report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the student's Multi-Disciplinary Team determines that the student is eligible for special education and related services, then a detailed plan for supporting the student in his/her area(s) of need over the coming year is written. This plan is called an Individualized Education Plan or IEP and is written so that the child can be successful in school—and then later in life.

Programs and Services for Children with Disabilities

Mastery Charter School, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the

unique program of special education and related services that the school develops for that child. This program is called an Individualized Education Plan—the IEP—and is different for each student. An IEP Team consists of educators, parents, and other persons with special expertise or familiarity with the child. The participants in the IEP Team are dictated by IDEIA 2004.

The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEIA 2004, there may be situations in which the school may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of present levels of academic achievement and functional performance; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; and (8) multiple disabilities support.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiologist services, counseling, or training. Related services, including psychological counseling, are provided at no cost to parents.

Mastery Charter School ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities, might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3)

regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part-time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting, such as an approved private school or other private facility licensed to serve children with disabilities.

Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Mastery Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.

Services for Protected Handicapped Students, Other Than Special Education Services

Under Section 504 of the Federal Rehabilitation Act of 1973, some school age children with

disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws.

Mastery Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Mastery Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Mastery Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school's Assistant Principal of Special Education.

Confidentiality of Student Information

Every effort is made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and protect the students' privacy rights. The student C-SAP referral process is a strictly confidential process.

After a referral and evaluation is conducted, a written record of the evaluation results is generated. This is called an Evaluation Report. This report may include information regarding the student's physical, mental, emotional, and health functioning through testing and assessment, observation of the student, as well as a review of any records made available to Mastery through the student's physician and other providers of services, such as counselors. Moreover, the evaluation report contains "personally identifiable information" of the student. *Personally identifiable information* includes the child's name, the name of the child's parents or other family member, and a list of characteristics that would make the child's identify easily traceable. Input from parents is also an information source for identification.

Mastery Charter School protects the confidentiality of *personally identifiable information* by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employees' names and positions who have had access to the information. Mastery will inform parents when this information is no longer needed to provide educational services to a student and will destroy the information at the request of the parent. However, general information, such as the student's name, address, phone number, grades, attendance record, classes attended, and grade level completed may be maintained without time limitation.

Parents of students with disabilities have a number of rights regarding the confidentiality of their child's records. The right to inspect and review any educational records related to their child that are collected, maintained, or used by the school. Mastery will comply with a request from parents to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program (called an IEP meeting), and before a hearing should the parents and Mastery Charter School disagree about how to educate the child who needs special education and, in no case, take more than 45 days to furnish parents with the opportunity to inspect and review the child's records.

Parents have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent parents from exercising their right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, Mastery Charter School will provide parents with a list of the types and the location of education records collected, maintained, or used by the school.

Parents have the right to request amendment on their child's education records that parents believe are inaccurate or misleading, or violate the privacy or other rights of the child. Mastery Charter will decide whether to amend the records within a reasonable time of receipt of the parents' request. If school administrators refuse to amend the records, parents will be notified of the refusal and your right to a hearing. At that time, parents will be given, additional information

regarding the hearing procedures and, upon request, Mastery will provide parents with a records hearing to challenge information in the child's educational files.

Parent consent is required before *personally identifiable information* contained in the child's education records is disclosed to anyone other than officials of Mastery collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Additionally, Mastery Charter School, upon request, discloses records without consent to officials of another school district or charter school in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the parent with regard to confidentiality of *personally identifiable information* are transferred to the student.

If parents need additional information regarding the Mastery Charter School's policy on educational records and confidentiality, they should call or write the school's Assistant Principal of Operations.

A parent may file a written complaint alleging that the rights described in this notice were not provided. The complaint should be addressed to:

Pennsylvania Department of Education

Bureau of Special Education
Division of Compliance
333 Market Street
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of Mastery Charter School with regard to confidentiality of *personally identifiable information* may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mrs. Courtney Collins-Shapiro

Address:

* Street1: [REDACTED]
Street2:
* City: [REDACTED]
County: [REDACTED]
* State: PA * Zip / Postal Code: [REDACTED] * Country: USA

* Phone Number (give area code) Fax Number (give area code)
[REDACTED] [REDACTED]

Email Address:

2. Applicant Experience

Novice Applicant Yes No Not applicable

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: Exemptions 1, 2, 4 & 5 exist for internal evaluation component

Please attach an explanation Narrative:

Attachment:

Title : Mastery Charter School TIF Human Subjects Non-Exemption Justification
File : C:\fakepath\MCS Human Subjects Involvement TIF.doc



Mastery Charter School Human Subjects Involvement

Teacher Incentive Fund

All our internal evaluation and research on students and teachers at Mastery that is conducted as part of standard school operation and assessment is exempt from human subjects research regulations under exemption #s B1, B2, B4, and B5. For those not exempt activities, our plan is described below.

(1) Human Subjects Involvement and Characteristics:

Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.

Since the research is focused on the impact of the Mastery Performance Based Compensation Systems (PVTAS and M3) on teacher motivation, retention, and performance; teacher placement in high need classroom; and student achievement linked to teacher behavior, the main participants will be teachers, elementary, middle, and high school students. The age range of the students across the duration of the study will be between 7 and 18 years old.

The study team will collect school records data on approximately 10,000 students from 19 Mastery Schools schools over five years. We also propose to include data on approximately 800 students in comparison schools without a pay for performance system that are also being turned around under Philadelphia's Renaissance program at the same time as Mastery's expansion.

The schools will represent large urban areas, and their student populations are expected to represent a variety of demographic background characteristics. A substantial number of the sample of students will be from low-income families as evidenced by current low-income statistics in the current schools. For the schools to be added in 2011-2014, we assume substantial low-income student participation since none of the schools currently eligible for takeover by Mastery has a low-income student population lower than 72%.

The study team will attempt to electronically survey approximately 50 students per school, for a total of 950 student surveys over five years. In addition, we will attempt to survey a total of 400 students at comparison schools without PBCS over the same time period. The team will attempt to electronically survey all reading/English Language Arts and mathematics teachers in all 19 Mastery schools in the study sample. We are expecting to administer surveys to an estimated 570 teachers (assumes 30 teachers per school), and will attempt to survey up to 200 ELA and Math teachers in comparison schools. The study team will also interview the school principal in each of the 19 participating schools, and the principals at the 8 comparison schools.

(2) Sources of Materials: *Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether*

the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

One of the main sources of data for the proposed evaluation will be existing school records for the students and existing teacher survey data. The study team will also collect several pieces of data from students and adults at the study schools that will be obtained specifically for the purposes of the study. These include:

- surveys of a sample of students,
- surveys of reading/English language arts and mathematics teachers, and
- interviews of administrators at participating schools.

Observations will also be conducted at each school.

(3) Recruitment and Informed Consent: *Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.*

Since we must select an external evaluator using a competitive process, we are not able to identify the actual evaluator in this application. However, we do have some requirements for any evaluator we select, including that they have a policy to present all its projects to its Internal Review Board (IRB) whether or not we expect that the project will be exempt under Human Subjects rules.

We will also present the project to any research review boards in participating school districts, prior to any action.

For students attending the Mastery for whom we plan to collect school records data, it is likely the external evaluator IRB will offer an exemption from collecting consent since most of those students will not be asked to participate in interviews, surveys or any other types of primary data collection. The only data sought from these students will be from existing school records data. However, we do plan to survey a smaller sample of students from each school and before doing so, we will consult with the IRB about the form of consent required.

Consent for adult participants will be collected by the study team before data collection. Written consent will be collected before interviews with school, LEA, or district staff. Consent will also be requested as part of any surveys of staff.

(4) Potential Risks: *Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.*

The greatest potential risks for the types of data being collected for this project are those associated with potential breaches of confidentiality. Data will be collected that has personally

identifiable information (PII). The likelihood of the unintentional release of PII beyond a limited number of members of the research team is minimal, but considered serious.

(5) Protection Against Risk: *Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.*

The external evaluator eventually selected by Mastery for this project will be required to follow the common federal rules for the protection of human subjects of research. All research involving human subjects will be reviewed by the evaluator's internal IRB. Procedures to safeguard against breaches of confidentiality are necessary components of individual-level research projects, and the external evaluator will be required to have safeguarding systems in place (e.g. for confidentiality). Beyond these general safeguarding systems, the team will also set up specific procedures for protecting data shared between Mastery Charter School, the School District of Philadelphia and the team using secure methods for transferring data.

(6) Importance of the Knowledge to be Gained: *Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.*

Given that the risks to participants are minimal, the importance of the knowledge to be obtained from the study is believed to outweigh the risks. Mastery Charter Schools is a school turnaround organization that offers a unique approach to turning around chronically low-performing schools that will include a comprehensive The Performance Based Compensation System for teachers and school leaders at Mastery has the expected benefit of reducing academic achievement gaps for students in those schools and improving the quantifiable quality of teachers in those schools.

The internal research conducted thus far, has shown promising results for linking teacher performance and pay with student achievement, however, no external evaluation on their performance based pay systems have been conducted, and the system for principals and school leaders did not exist at all prior to 2010, and therefore could not be evaluated.

This study will benefit schools across the country, since it will offer new insights into the effectiveness of a 100% performance based compensation program that has the potential to assist a great number of students. Many of the study participants may directly benefit from the program if it is, in fact, effective. The students in non-Mastery schools will not lose services because of their school's participation in the study since they will be offered the same services they would have been offered if Mastery were not implemented.

(7) Collaborating Site(s): If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Collaborating sites will include all current Mastery Schools and future Philadelphia Renaissance schools selected to become Mastery schools as well as the comparison sample selected to participate in the project. For the duration of the study, data collection activities (including surveys, interviews and classroom observations) will take place at the schools participating in the study, both Mastery and non-Mastery schools. School records data collection will be coordinated with the Philadelphia school district's research office.

Project Narrative

Project Abstract

Attachment 1:

Title: **Mastery Charter TIF Abstract** Pages: **1** Uploaded File: **Abstract TIF Mastery.doc**

Abstract: Mastery Charter School Teacher Incentive Fund Project MAIN COMPETITION

Mastery Charter School is a college preparatory K-12 charter school network serving predominantly low-income (80%), minority students (95%) in the high-crime urban communities of Philadelphia. Our expertise is in turning around formerly failing public schools and converting them to excellent charter schools. Mastery schools are created around the vision that we exist to close the achievement gap and deliver break-through results for all children in the communities we serve. Under this model, Mastery was named an Exemplar Charter School by the U.S. Department of Education (1 of 15 nationally), earned the EPIC award for value-added growth two of our campuses in 2009 (only 2/21 charter school winners nationally), and meet or exceed the state average in math and Reading by year four of operation at every school.

The Mastery Charter School TIF grant will support the expansion of Mastery's Performance Based Compensation System (PBCS) for teachers into 15 new charter schools over 5 years and will implement a new PBCS for school leaders (principals, assistant principals, deans) in the four existing Mastery schools and the 15 new schools. The project will provide performance based incentive compensation to more than 700 teachers and 150 leadership staff serving more than 10,000 students. Under the project, the Mastery Value Added System will be launched, providing a real-time tool for predicting and measuring individual student achievement growth at the classroom level. While the majority of TIF dollars for the project will help subsidize incentive payments during the first two years of roll out for each new school, some dollars will also support expansion of professional development and new teacher coaching initiatives, as well as creating a comprehensive system for evaluating and developing school leaders linked to school-wide student achievement outcomes. PBCS at Mastery is fully sustainable at each participating school via per pupil dollars after their third year in the program.

Project Narrative

Application Narrative

Attachment 1:

Title: **Mastery TIF Main Narrative** Pages: **58** Uploaded File: **DRAFT TIF GRANT NARRATIVE v4.doc**

PART FOUR: PROJECT NARRATIVE

Mastery Charter School Teacher Incentive Fund Proposal

PROJECT NARRATIVE

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MASTERY INSTRUCTIONAL STANDARDS
APPENDIX B: MASTERY VALUE ADDED SYSTEM SNAPSHOTS

Absolute and Competitive Priorities:

Absolute Priority #1 – Differentiated levels of compensation for effective teachers and principals

Status: MET

Teachers at Mastery’s four current campuses are now paid using only a performance based compensation system. Under TIF, effective with the 2010-11 academic year, all existing and new Mastery Charter School campuses will be 100% pay for performance for all teachers, principals, and other school personnel. The program narrative describes how we:

- Give significant weight in incentive compensation decisions to student academic growth using a validated data analysis system for this purpose – **see pages 16-20, 27-32, with greater detail on the Mastery Value Added (Data) System on pages 19-20;**
- Include information gathered from 10 to 11 separate teacher evaluations over the course of each year (three types of observation) using objective, evidence-based rubrics aligned with our professional teaching standards (Mastery Instructional Standards) – **see pages 20-22 for observation detail; 16-19 for rubrics, and the “Other Attachments” section of this proposal where a full copy of the Mastery Instructional Standards are provided;**
- Have a coherent, integrated approach to strengthening the educator workforce – **see pages 3-5, 23-27 and details throughout the project narrative;** and
- Include other measures, such as leadership roles or providing student supports beyond school hours as part of the performance based compensation system – **see pages 22-23 under “Mastery Culture and Values”.**

Absolute Priority #2 – Fiscal Sustainability of PBCS

Status: MET

Mastery has piloted our Performance Based Teacher Advancement System over the past three years at our existing schools. The costs of piloting the incentive compensation system in the early years at each current school were supported by private fundraising and were shown to be 100% sustainable by year three of implementation at each participating school. The same financial model used to bring teacher performance pay to sustainability was used to create the sustainability plan for our performance based compensation system for principals and school leaders that will be launched system-wide in Fall 2010. Since we are proposing introducing the performance based compensation system for teachers in three new schools each year of the grant, our five year financial model (included in the budget narrative) shows how we achieve 100% sustainability for each school by the third year that school is supported by the grant. Detailed information on the sustainability plan for our pay for performance systems is included on pages 49-51 of the project narrative and in great detail in Part 5: Budget Narrative Attachment.

Absolute Priority #3 – Comprehensive Approaches to the PBCS

Status: MET

As Exhibit 1.1 on page 8 of the Project Need section shows how Mastery's strategy for turning around failing schools hinges upon our ability to strengthen the educator workforce and have a high quality teacher in every classroom. Our system has four tiers:

- *Clear instructional/Management standards:* The Instructional Standards are the five categories of fundamental best teaching practices that Mastery believes lead to teaching excellence and student achievement (see pages 20-22 for more information on the use of

the standards, and a copy of the standards is included as an attachment to the narrative in the Other Attachments). Each standard is then followed by a series of strands that are subdivided into 37 defined *Student Outcomes* and *Teacher Actions*. The Management Standards for principals and school leaders have been developed using the same methodology: we culled educational and management research for the six Core Management Standards we believe align with Mastery's core values and will lead to exemplary school leadership. All teacher/principal observation and feedback is focused on these standards so that all staff use a common language and seek to perfect their implementation of the standards.

- *Align Support and Supervision:* Principals and teacher coaches are trained in the Instructional Standards and utilize a common rubric for excellence in each area. Individualized teacher support is designed around helping teachers improve in one or more Instructional Standard areas and all observation protocols are tied to the Standards (see pages 20-22 for details). In addition, all Professional Development is based on using data to drive instruction and on improving teacher performance in specific elements of the five standards (see pages 36-41 for details).
- *Student Outcomes:* Student outcomes are what drive everything we do. It is why we use data on a daily basis in our schools and individual classrooms, and why all our systems for instruction and professional development are aligned to the Instructional Standards. Our internal evaluation of teacher and student performance data shows a strong correlation between high quality teacher performance in the five Instructional Practices as evidenced in observations over time with above average student growth and achievement. With the addition of our new Mastery Value Added System to track real-time student

growth and our Human Resources Information System to match teacher performance with student achievement, our laser-focus on student outcomes will only improve. Each year we review our student achievement data and based on that data, fine tune the Instructional Practices and evaluation rubrics. For example, Standard #5: Rigorous Engagement, was refined in 2009 in response to what we saw as a lack of depth in several content areas. Since our goal is not just to eliminate the achievement gap, but to ensure all our students are college ready upon graduation, we did not believe we could do so without incenting and training teachers to push their students to work harder, by including practices such as requiring higher order questioning for at least one-quarter (1/4) of all verbal questions in class, increasing the instructional density of lessons, and shifting the focus over time where students take more control over their learning. Where teachers have scored highly in this area, student growth is twice as high compared to students taught by a teacher with average “rigorous engagement” scores.

- *Pay and Promotion:* The fourth and final step in our system for creating a world-class workforce in our schools is how we pay and promote our teachers. As with everything at Mastery, alignment is key. When we intentionally focus on clear standards, align all teacher support to implementation of these standards, and have no excuses for student outcomes, it is logical that teachers and administrators are paid and promoted based only on their ability to improve as professionals and to deliver academic results for students. We do not just have incremental bonuses to highlight one-time positive performance: the entire system for pay and promotion is based on performance and this creates a culture of focus on student outcomes across all Mastery schools. A teacher with outstanding performance in a Mastery school can earn three times what his/her colleague with

mediocre results earns, and easily out-earns his/her colleagues in surrounding area Districts that use seniority/step pay systems.

Our Performance Based Compensation Systems for teachers and leaders do not exist in a vacuum, but are a part of our comprehensive approach to making sure that we align everything we do at Mastery around our core instructional standards, supporting teachers in improving practice, achieving quantifiable success with students, and paying teachers and staff accordingly.

Competitive Priority #4 – Use of Value Added Measures of Student Achievement

Status: MET

As described on pages 19-20 of the narrative, Mastery has built a comprehensive Mastery Value Added System (MVAS) which will allow us to both predict and measure student growth linked to teachers in each subject area in real time throughout the year. In addition to a year to year measure of individual student growth on state standardized exams in Reading and Math, the MVAS is unique in that it allows teachers and principals to measure value added growth on benchmark exams every six weeks – enabling teachers to adjust instruction in real time for individuals or groups of students throughout the year. More details on the Mastery Value Added System itself are included on pages 19-20 and a sample teacher data report is included in the Other Attachments section of this application.

Competitive Priority #5 – Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard to Staff Subjects in High Need Schools

Status: MET

Mastery’s plan to use Performance Based Compensation to attract and retain teachers in high-need schools serving high-need students is detailed in the narrative on **pages 12-13 & 15**. In summary, we will use our validated Mastery Value Added Data System, which can rank-order teachers based on their ability to add value via student growth and achievement as compared to other teachers. We will then compensate the most effective teachers with the greatest amount of incentive pay (differential can be three times higher than an average teacher incentive) and principals and Central Office staff analyze this teacher effectiveness data to determine if our teacher deployment strategy at each school fits well based on student need. Principals in Mastery schools have already made it a practice to look at growth data and to make classroom assignment decisions based in part on where the student need is greatest. The PBCS makes it possible to provide greater incentives to teachers to take on our hardest to serve students based on their growth potential.

Competitive Priority #6 – New Applicants to TIF

Status: MET

Mastery Charter High School (non-profit LEA lead applicant) and the schools in our Network have not applied for or been awarded a TIF grant from the U.S. Department of Education in a prior competition. All teachers to be covered under this TIF application are in *new* Mastery schools opening in 2010-2014, and our performance based compensation system for principals and other school leaders did not exist prior to 2010, therefore, could not have received funding.

SECTION 1: Need for the Project

Mastery Charter School Network is applying for a TIF grant as a network of LEAs, with Mastery Charter School as the lead applicant. At Mastery Charter School, our area of expertise is turning failing schools into high-quality charter schools. Of the few organizations nationally with any school turnaround track record, only Mastery has a proven management and instructional model that has closed the achievement gap for high need students across multiple schools that were previously failing and has sustained such gains over time. Our model is heavily focused around the belief that quality of implementation drives performance: our success is more about how good the people are who implement our model (great teachers, great school leaders, etc.) and less about the model itself. The “Mastery Way” tightly aligns organizational culture, support, and pay, as seen in Exhibit 1.1 below.

Exhibit 1.1: Mastery Comprehensive Approach to Developing a World Class Workforce



While we are currently a high performing charter organization with a strategic commitment to moving toward 100% pay for performance for all levels of faculty and staff organization-wide, our rapid expansion over the next five years puts great fiscal strain on our ability to do this well without a significant external investment on top of per pupil dollars. We are seeking Teacher Incentive Funding so that we can bring our performance based compensation systems for teachers and school leaders/staff to scale as we open three new schools per year over the next five years. **TIF funds for this project will help support the**

implementation of a 19-school, 10,000 student charter network with 700 teachers paid only based on classroom performance and student growth and achievement. We meet all six absolute and competitive priorities under this competition as described on pages 2-6 and throughout this narrative and we are ready to begin implementation in 2010 with TIF see funding.

We currently operate four, high-need (80% poverty, 95% minority) middle through high schools (grades 7-12) where we have piloted a Performance Based Teacher Advancement System (PBTAS) for teachers over the past three years and are ready to launch a pay for performance system for Principals and other school leaders/staff in Fall 2010. We will open three *new* turnaround elementary schools (two K-5 and one K-8) in September 2010 and our plan is to roll out our tested model of PBTAS using our value added data system for all core teachers (English, math, social studies, science, Spanish, and Special Education) in these new schools. We will then open three additional charter schools in each academic year between 2011-2014 as a part of the School District of Philadelphia's plan to close and reconstitute more than 35 failing schools over the next five years. Mastery is participating in this initiative under the "Restart" model approved by the U.S. Department of Education in the recent School Improvement guidelines. This expansion will bring our school network to a total of 19 schools, 700 teachers, and approximately 10,500 students by Fall 2014; however, this rapid expansion has a price. We know that the first few years of every turnaround effort will create a deficit for Mastery based on other necessary initial investments required to open a new school. Having TIF grant funds available to support part of our performance based compensation system in these schools will allow us to implement performance based pay with fidelity from opening day at each new school. As a TIF grantee, all teachers, principals, and school staff at Mastery campuses will

participate in either our PBTAS or our Mastery Management Model (M3) performance based compensation system effective Fall 2010, as *there will be no other compensation system* at Mastery-affiliated schools going forward.

Starting in fall 2010, Mastery is taking over three failing elementary schools from the School District of Philadelphia, all of which meet the criteria for **high-need schools** (see Exhibit 1.2). These schools will feed into our 7-12 middle and high school charters and will follow the successful Mastery model for turning around failing schools. It is our expectation that these three schools will meet or exceed Pennsylvania state proficiency standards within four years of operation in all tested grades in Reading and Math, closing the achievement gap for our students: this is what we have achieved with our current turnaround schools and we expect to replicate that success in our next 15 schools.

Exhibit 1.2 – Mastery Turnaround Elementary Schools for Fall 2010 Opening Baseline Data 2009 Pre-Mastery Charter School (MCS) Operation

2009 Baseline under District mgmt.	Mann K-5		Harrity K-5		Smedley K-8	
	% Proficient or Advanced on State NCLB Exam (PSSA)					
	PSSA Read	PSSA Math	PSSA Read	PSSA Math	PSSA Read	PSSA Math
Pre MCS	33	45	21	27	19	28
Phila. Avg. 2009	51	49	51	49	51	49
PA Avg. 2009	71	74	71	74	71	74
# Years failing to make AYP	5 consecutive years		6 consecutive years		5 consecutive years	
School District SPI 1/1 = best	10/10 (Lowest decile overall and vs. comparison schools)		10/10 (Lowest decile overall and vs. comparison schools)		10/10 (Lowest decile overall and vs. comparison schools)	
% Low Income (SDP average 76%)	84.2%		90.2%		94.0%	
Student Demographics	African Am. 96.3%	African Am. 98.5%	African Am. 98.5%	African Am. 98.5%	African Am. 71.7%	African Am. 71.7%
SDP average: Af Am 61.2%	Latino 1.0%	Latino 0.1 %	Latino 0.1 %	Latino 0.1 %	Latino 17.6%	Latino 17.6%
	White 0.5%	White 0.3%	White 0.3%	White 0.3%	White 6.0%	White 6.0%
	Asian 0.2%	Asian 0.0%	Asian 0.0%	Asian 0.0%	Asian 0.8%	Asian 0.8%

<i>Latino 17.6%</i> <i>White 13.2%</i>	Other 2.0%	Other 1.0%	Other 3.6%
3-yr Teacher Retention <i>District Avg: 52%</i>	50%	48.6%	34.2%
Special Ed % <i>SDP: 13.9%</i>	6.0%	9.7%	10.6%

For the purpose of this application, the Department of Education has asked us to identify *comparable schools* to our own to show how student achievement in the schools we propose to participate in our performance based compensation system is *lower* than student achievement in comparable schools in the LEA. Since all our schools are turned over to us from the School District of Philadelphia, we will use the School District’s School Performance Index (SPI) as our metric for identifying *comparable schools* in Philadelphia for 2010 and as a proxy for the Mastery turnaround charters scheduled to open between Fall 2011 and Fall 2014. Since the District will only turn over schools with a 10/10 rank to Mastery, and no school with such a score has lower than a 70% poverty level, we are guaranteed all future schools will meet the TIF grant “high need schools” definition.

Based on report card data provided to Mastery by the School District, we know that the three schools Mastery is turning around are in the bottom 10 percent of all District schools in terms of student academic performance and related factors. In 2009-10, the School District of Philadelphia created a **School Performance Index (SPI)** to determine how District schools were doing compared to one another beyond simply using AYP status. Each school received a score of 1-10 (10 being lowest) in each of two categories: (1) overall rank compared to all schools District-wide (10 decile bands) and (2) overall rank compared to the 10 most similar schools by grade configuration and student demographics (poverty, minority student subgroups, Special

Education, and ELL students). The SPI is weighted by school in three areas:

- Student Progress (50%) – Individual student PSSA growth year over year
- Student Achievement (40%) – Achievement Gap, PSSA Proficiency and Below Basic Levels for subgroups (low income, African American or Latino, Special Education, English Language Learners)
- Student Engagement/Parent Satisfaction (10%) – Student Attendance, parent satisfaction results (survey)

The three new Mastery schools for Fall 2010– Mann Elementary, Harrity Elementary, and Smedley Elementary – were all given a rank of 10/10 – the lowest score possible -- in this District-wide SPI comparison that included 239 total comparison schools and 10 demographically similar schools for each school. The SPI scores confirm for Mastery that these three schools where our Performance Based Teacher Advancement System (PBTAS) will be deployed in Fall 2010 currently have much lower student achievement and teacher retention than comparable schools in the School District of Philadelphia, as well as much lower student academic performance compared to the state averages. Exhibit 1.2 on page 10 details the current academic and demographic profile of these three schools and clearly documents how each school’s current performance is far below both comparable school student achievement (based on the District’s SPI rankings) taking into consideration student characteristics.

Teacher retention data from the new schools reveals the huge challenges faced in recruiting and retaining high quality teachers and staff in our turnaround schools. None of the schools we are taking over in Fall 2010 fared better than 50% retention over the last three years. Currently, all three have a reputation as unsafe places for students and adults. We will take over the existing student population and the current facility at each school – but hire new staff. In

Mastery's existing charter schools our three year teacher retention data has increased each year since we began piloting our pay for performance system and we are now at a three-year teacher retention rate of 76.3% from 2007-2010, with our goal to be above 85% retention year to year. We believe that our pay for performance system pilot is leading to not only improved teaching in classrooms and better student outcomes, but more stability in our teaching staff, and we are proving this can be done in even the highest need school.

Principal and administrative team turnover at our new schools during their tenure as School District schools follows a similarly bleak pattern as did District teacher retention in these schools: the average three year retention rate for principals, assistant principals, deans, and counselors at the schools we will take over this fall was 47% under District operation. These schools not only struggle to attract and retain teachers, but they struggle to maintain consistent leadership as well. Principal and Assistant Principal retention at Mastery is 85% over three years, with the administrative teams of our new schools being staffed 90% by internal Mastery candidates from our existing schools. Our new pay for performance system for principals and school leaders will only enhance our efforts to maintain consistent school leadership at each campus and to build a leadership pipeline for future schools.

Our TIF Grant application will focus primarily on the needs of our three new schools for 2010 and the 12 additional failing schools we intend to turnaround in the coming as the locations for TIF investment. However, we believe it is important to lay the foundation in the project need section for what our three current turnaround schools were like when we agreed to take them over from the School District of Philadelphia between 2005 and 2007 (our fourth school is a traditional charter, not a turnaround, however, with a 70% low income population, it also achieves the same impressive results as our turnaround schools). We have been using PBCS

in these current schools since the day each campus opened to dramatic effect for students. Each of these schools was turned over to Mastery with high need student populations as defined in this grant notice and we agreed to enroll all existing students at the time of the turnaround. Today, the student demographics at our existing schools are almost identical to when we opened the schools: high concentration of low-income (ranging from 76-93% eligible for reduced or free lunch, depending on the campus), predominantly minority students (95%) several years below grade level upon entry, and physically situated in high crime/high poverty communities as defined by the City of Philadelphia’s recent crime statistics; **however, their student achievement is now the same or better than in the affluent suburban schools in our state.** Effective teachers who choose to remain in these schools have made all the difference.

Prior to becoming Mastery Schools, each campus had less than a 55% three-year teacher retention rate, and each school had experienced rapid turnover in leadership: not a single one of the schools had had the same principal for more than two years prior to Mastery’s takeover of each school. Student achievement at the three schools was well below the state and District average for proficiency, all having failed to meet Adequate Yearly Progress for multiple years. In Exhibit 1.3 below, we show that **within two years of Mastery operation, each school was exceeding the District average for proficiency in Reading and Math**, and by 2009 the schools open three or more years were meeting or exceeding the state average in both subjects.

Exhibit 1.3 – Mastery Charter School Middle School Turnaround Performance Growth Over Time 2005-2009 (vs. Philadelphia and State Average)

	Thomas (2005)		Shoemaker (2006)		Pickett (2007)	
	Proficiency % on State NCLB Exam (PSSA)					
	PSSA Read	PSSA Math	PSSA Read	PSSA Math	PSSA Read	PSSA Math
Pre MCS	29	39	42	32	21	13
Year 1	39	45	53	47	51	48
Year 2	55	58	72	79	65	70

Year 3	64	67	78	87		
Year 4	73	83				
Phila. Avg. 2009	51	49	51	49	51	49
PA Avg. 2009	71	74	71	74	71	74
% Low Income (2009)	76%		93%		86.4%	
Special Ed % (2009)	15.7%		13.4%		22.7%	

We are closing the achievement gap in a short period of time for students who are typically defined as “educationally disadvantaged.”

Since the schools Mastery is turning around are some of the poorest and lowest performing schools in Philadelphia, the issue for Mastery is not about how to use a pay for performance system to recruit teachers for hard to staff areas: **all of our new schools and every subject would be considered traditionally hard to staff.** Our goal has to be to recruit and retain great teachers for these schools, period. In our model, every subject area needs a great teacher and our job is to work to recruit the best teachers and to invest in the ones we have to be able to produce significant achievement growth with students every year.

SECTION 2: PROJECT DESIGN

The Mastery Charter School Performance Based Teacher Advancement System (PBTAS) and Mastery Management Model (M3) are key elements of our consortium of LEA’s strategy for improving student achievement and rewarding successful teachers, principals, and other school personnel in the highest need schools and classrooms. For the purposes of this application, we will occasionally refer to both systems as simply the Performance Based Compensation System (PBCS). At Mastery, our mission is to ensure that “all children learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.” To achieve our mission we must have an effective teacher in every classroom. While principals have the latitude to incent and deploy their best teachers to the neediest classrooms –

and frequently do so in the early years of school operation -- when we stay focused on hiring, developing, and rewarding world-class teachers, this sort of triage should not be necessary over time when every teacher is able to create better-than-average gains for every student.

Since Mastery is doubling in size in 2010-11 by taking on three new turnaround schools and is slated to open 3 additional schools in each of the following four years, it is our intention to seek Teacher Incentive Fund grants to help us support the following initiatives that will drive our performance based compensation systems:

- **Performance based teacher incentive awards (TIF subsidy of 100% year one, 50% year two) in each new school during the first two years after initial opening;**
- **Performance based compensation incentive pay for our new program-wide Mastery Management Model for principals, assistant principals, and coaches (100% year one, 50% year two) at all current and new Mastery schools during the first two years after each school opens;**
- **Strengthen school and central office implementation and use of our new value added data system to drive student achievement and teacher practice;**
- **Improve the quantity and quality of instructional coaching resources available to teachers at each campus;**
- **Develop a comprehensive training and development system for principals and other school leaders;**
- **Improve consistency and validity of observation and evaluation data through intensive training with principals, assistant principals, and teacher coaches**

Mastery Performance Based Teacher Advancement System (PBTAS) Design

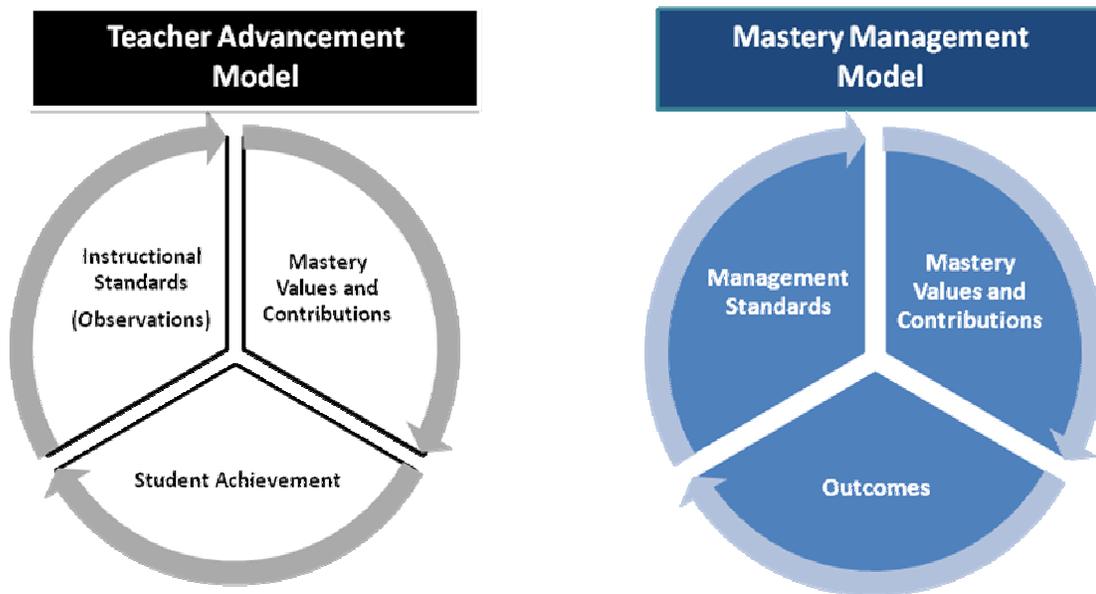
The Mastery PBTAS is a work in progress, having been tested in our existing four schools through a pilot from 2007-08 through 2009-10. The current PBTAS functions as a bonus and promotion system for all teachers in Mastery schools. A “step” pay system or automatic bonus system does not exist in Mastery schools. In 2009-10 Mastery designed our PBCS with principals and other staff through a cross-school design team process, and we are ready to launch that program – called M3 “Mastery Management Model” – in 2010. Thus, the 2010-11 academic year will be the first year in which all faculty and staff will only be compensated using a performance based pay and promotion structure.

The PBTAS at Mastery is based on three components as seen in Exhibit 2.1 (sections not to scale) on page 18: student achievement (45%); mastery values, leadership contributions, and responsibilities (15%); and classroom observations (40%). The M3 performance based compensation system for principals and other staff is also based on three components: management standards (40%), mastery values and contributions (15%), and outcomes (45%). These three components have been designed with input from faculty and staff, are aligned to the core competencies we value at Mastery, and are intended to drive faculty and staff behavior in the areas we believe will most impact student outcomes. Mastery faculty representatives meet three times per year with Central Office staff to discuss the PBTAS implementation and to recommend any changes to the system.

In the Mastery PBTAS for teachers, we lead with student achievement as the initial component in determining teacher bonuses and promotions. **Student achievement** is currently measured by three criteria: (1) interim assessments - each teacher’s aggregate student performance over the course of the year in each of the six benchmark exams in that subject, (2) summative assessments: 4Sight test performance (predictive measure of future performance on

the NCLB test in Pennsylvania, the PSSA) or PSSA performance, and (3) mastery rates: the percentage of students earning course “mastery” that year. The content benchmarks (described below) are designed by the Mastery instructional team and are offered in five core subject areas

Exhibit 2.1 – Mastery Charter School Performance Based Compensation System Models



Note: Section weights in each model are 45% Student Achievement/Outcomes, 40% Instructional/ Management Standards; 15% for Mastery Values and Contributions

six times per year. Their predictive value for State or national standardized tests was validated the statistical experts at Nesso LLC during the development of our Mastery Value Add System.

- English: Benchmarks are aligned to the Pennsylvania state standards measuring progress in grammar, composition, reading, and analytical writing skills.
- Mathematics: Benchmarks are aligned to the recommendations made by the National Council of Teachers of Mathematics and the Pennsylvania State Standards.

- Science: Benchmarks are aligned with the recommendations made by Quality Core (a product of the ACT) and the Pennsylvania State Standards.
- Social Studies: Benchmarks are aligned with the recommendations of the National Council for the Social Studies for each grade and subject, and with the cross-functional literacy demands on the PSSA (Pennsylvania’s high stakes test in Reading)
- Spanish: Benchmarks measure student mastery of vocabulary, listening skills, speaking skills, and reading skills following Pearson’s *Realidades* series.

At present, Mastery uses Pinnacle Analytics to capture and analyze real-time school and student-level data. This currently provides and will continue to provide Mastery with “smart data” on static achievement measures such as course performance and standardized test scores, as well as school-level indicators such as attendance and behavior incidents. However, in the 2010-11 academic year, student achievement in the PBTAS will be measured by our new Mastery Value Added System (MVAS) to more accurately predict and measure individual student growth. This system links student achievement data to both teacher and principal payroll and human resources systems and is integral to our ability to refine our PBTAS. Our design team, led by our Chief Academic Officer and Nesso LLC, has spent the past year creating and validating a diagnostic and summative quantitative tool for mapping student growth based on historical student data and ongoing progress data. The MVAS is particularly important for Mastery’s Performance Based Teacher Advancement System (PBTAS) as it gives us an actionable tool to evaluate the pace of students’ learning. MVAS uses the input data on a student to project, based on past performance of all students in Mastery schools over time, what each student’s level of growth should be during the next benchmark period. This allows teachers

track students' real growth along the path to student proficiency, while fairly representing the starting point and varying challenges at different achievement levels. As each school year goes on, the MVAS system will get "smarter" as it has more data on a student to inform the algorithm, making better predictive assessments of future student performance. Samples of the MVAS teacher and school-level reports are included in Part 6 of this application as Appendix B for a more comprehensive look at this data tool. MVAS will allow us to use quantitative data to compare teachers by their ability to achieve growth with students over the course of the year and to reward them accordingly as part of our student achievement metric in the Performance Based Teacher Advancement System.

This tool will also enable school leadership teams to use the MVAS student growth data to match teachers with outstanding growth performance with classrooms of students who come to us the furthest behind. At present, we can accurately measure achievement; however, student growth is harder to measure. With MVAS, we can identify those teachers whose instruction supported the greatest student growth – accounting for each student's individual starting point. Those teachers will be compensated for delivering these gains. This will also encourage master teachers to want to teach more challenging students, as real financial incentives will come with achieving better than predicted growth with students who start out the year in greatest academic need.

Instructional Standards as evidenced by observations are the second criteria for performance based pay in the PBTAS. Mastery's instructional standards are our common language of fundamental best teaching practices. Built on a foundation of instructional best-practice frameworks from Madeline Hunter to Dough Lemov, we use five Instructional Standards from which all teacher practice is guided at Mastery: 1) Objective Driven Approach,

2) Classroom Systems, 3) Instruction, 4) Student Motivation, and 5) Rigorous Engagement. The Mastery Instructional Standards with all student outcomes and teacher actions related to each are included in Part 6: Other Attachments of this application for further review. Teachers are observed between 10-11 times per year and all feedback is accumulated in mid-year and end of year formal evaluations between the principal and teacher. The observations are defined by three categories:

- *Quick Visit (QV)*: These occur five (5) times per year and are short, five-minute informal observations on one of the 5 instructional standard strands. All QVs are unannounced;
- *Targeted Observations*: These unannounced observations occur 2-4 times per year (once or twice each semester), last 20 minutes each and focus more deeply on an entire strand of activities supporting one of the five instructional standards. For example, if the principal or other instructional leaders is looking at standard #5 “Rigorous Engagement”, s/he will focus on the student outcome of “work hard” and the teacher actions of “instructional density, release of responsibility to students, grabbing engagement, and high order engagement” to gauge teacher mastery of the standard.
- *Formal Observations*: The four-week window for these observations is announced; however, the time and day for each teacher is unannounced. The exception to this rule is that first year teachers are given prior notice regarding the actual day of their first formal observation. Formal observations occur twice per year for advanced and master level teachers, and three times per year for associate and senior associate teachers. (*Note*: More detail on teacher levels at Mastery can be found on p. 24 in Exhibit 2.2) These observations cover an entire class period including a review of the teacher’s lesson plan for that day and samples of evaluated student work.

Teachers receive written and verbal feedback after every observation and participate in this feedback loop. This high volume of rigorous evaluation is supported by our school-level leadership structure and through our centralized instructional coaches. In addition to the principal, each campus has an Assistant Principal for Instruction whose primary role is teacher observation, feedback, and coaching. These two professionals lead our teacher observation team. There is also an Apprentice School Leader (leaders who will be promoted to Principal or Assistant Principal roles in a new school the following year and who spend the year prior learning Mastery systems at an existing school) who also assists with observations at each campus. This team of professionals is rigorously trained on the observation protocols and evaluation rubrics throughout the year and focuses primarily on making sure teachers are supported in working toward mastery of the instructional standards. Centralized instructional coaches also support each campus in working with teachers on improving practice and in assisting with observations.

Mastery Culture and Values: Mastery has a set of nine core values that are reinforced throughout the school year. These values are discussed and re-confirmed by the entire Mastery community as a part of our orientation week each summer. These values (student achievement above all; we serve; the high road; grit; joy and humor; straight talk; open doors; continuous improvement; and one team) guide our work and define how the adults at Mastery interact and make decisions. Progress in upholding the Mastery Values is a topic during goal setting meetings with teachers and is included as a feedback loop at mid-year and end of year evaluations. While the Mastery Values component of the evaluation is the most subjective of the three elements, it is core to who we are as an organization. In addition, concrete points in this section can be earned by teachers for taking on additional responsibilities in the school such

as, teaching Saturday school, offering after school programs or classes for students, participating in a design team for a Mastery-wide project (e.g. providing feedback on the PBTAS, serving on a committee or focus group, helping plan or facilitate professional development), or providing coaching to a less experienced teacher. Mastery encourages a “promote from within” culture and we encourage all faculty to become engaged in the life of the school and to showcase their talents on the way to becoming a Master teacher or a future school leader.

The Mastery PBTAS is not a one-time performance bonus system, but a complete shift in the way teachers are paid. Mastery no longer has a traditional ‘step’ system, so no teacher can just earn more money for seniority. All incentive compensation and promotions are based on the performance system. In Exhibit 2.2 on page 24, we describe the four teacher categories at Mastery. Every teacher is assigned to one of these four status categories. Associate teachers are typically relatively new to teaching when they come to us (1-3 years’ experience). Approximately 50% of new teachers at Mastery are hired into this band. No teacher is hired at the Master level, as we believe that Master status must be earned based on performance in the Mastery system. Since few school districts use any sort of individual performance measure to rate teachers, we choose not to equate time in the profession prior to Mastery as a proxy for high quality. Master teachers are our best teachers as evidenced by the three evaluation criteria, which will be led by our value added student achievement data detailed previously on pages 17-20 of this narrative and in Part 6: Other Attachments to this application. Based on Mastery’s current PBTAS outcomes, our projections indicate that it will take a current teacher with an above-average performance growth trajectory six years to earn Master level status. Since Mastery has only been piloting the pay for performance system for teachers since 2007, very few

of our teachers have had a chance to earn Master status. At present, only 6% of our teaching staff will begin 2010-11 at Master level. During the period of the TIF grant, we will study and

Exhibit 2.2 – Performance Based Teacher Advancement System Salary Ranges (Teacher Categories) and Criteria for Incentive Compensation 2010-11

Teacher Category	Salary Range (inclusive of Bonus)	Criteria		
		Instructional Standards -- Observations(40%)	Mastery Responsibilities, Values and Contributions Expectations (15%)	Student Achievement (45%)
Associate (17% range)	██████████ ██████████	Demonstrates a 2 ('Developing') rating with progress toward a 3 ('Proficient'). Shows progress toward executing the Mastery Instructional Model	Fulfills Mastery job responsibilities and acts consistently with Mastery's values	Evidence of student progress towards academic and achievement goals
Senior Associate (15% range)	██████████ ██████████	Demonstrates a 3 ('Proficient') rating or above in observations and is proficient in executing Mastery's Instructional Model	Fulfills Mastery job responsibilities and acts consistently with Mastery's values	Students meet expected academic and achievement goals
Advanced (11% range)	██████████ ██████████	Demonstrates a 4 ('Accomplished') rating or above in observations and is accomplished in executing Mastery's Instructional Model	Exceeds Mastery job responsibilities and exemplifies Mastery's values. Supports the success of other teachers.	Students demonstrate accelerated academic achievement on multiple and varied measures
Master (11% range)	██████████ ██████████*	Demonstrates a 5 ('Outstanding') rating in observations and is outstanding in executing Mastery's Instructional Model	A leader that drives the Mastery mission and values. Displays consistent, significant and measured impact on the school's performance through	Students demonstrate breakthrough academic achievement on multiple and varied measures.

			instruction, coaching, leadership and PD.	Ambitious academic goals regularly exceeded
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**Testing higher range for Master teachers at top of scale for repeat Master-level performance*

test the need for any additional incentive compensation for Master teachers who reach the top of the range to remain with Mastery. Since our goal is a great teacher in every classroom, we want to make sure our PBCS encourages our absolute best teachers to remain in the classroom.

Each year, there are four possible PBCS bonus outcomes:

Promotion to Next Teacher Category w/ Incentive Differential: When a teacher exceeds the criteria in all three competency areas at the end of year evaluation, the teacher is promoted to the next of the four category levels above his/her current level. As an example we will use the best-case example for a new teacher: a first year teacher making ██████ in 2010-11 who exceeded student achievement targets, exceeded expectation on teaching observations throughout the year, and exceeded expectation in mastery values (including additional or leadership responsibilities) could earn their way to the next status level and earn a new salary of ██████ for 2011-12 academic year – or roughly a 17% increase ██████ in compensation. The differential in pay (17%) for this teacher less the equivalent of COLA (~3% = \$1,342) would be the incentive compensation amount for this teacher based on 2010-11 performance. For this teacher, the total one-year performance pay is ██████ This example is the most extreme version of pay for performance upside. While 2009-10 data reveal that 31 out of 53 Associate level teachers were promoted to the next teacher status level, most of the promoted teachers were not at the bottom of the range, but had worked their way up within their current level over time based on performance. At Mastery as a whole for the 2009-10 PBTAS, the average performance based increase at our current four schools with this system was 8.3%.

Incentive Raise within Existing Teacher Category: When a teacher meets some performance criteria for his/her teacher level and exceeds some criteria, the teacher will be eligible for a performance based raise within that teacher level. For example, an Associate teacher making ██████ who achieves a salary raise within level based on performance could receive an incentive raise within the Associate band between 5 to 16.5% of their current salary.

Cost of Living Adjustment (COLA): For a teacher whose performance in the three categories does not show growth, but does not decline from their current category level, COLA will be the only increase in pay to reflect price inflation – the effect is no incentive compensation for these teachers. While we do everything possible to help a teacher improve, some teachers are not willing or able to improve their practice to meet our performance targets. These teachers will frequently choose to leave as they can make more money in a step based system where pay is determined only by seniority. For example, a teacher who only receives a COLA increase could make twice that annual increase at each of five largest public Districts in our region – based on their step pay systems – despite the fact they did not improve student outcomes. In 2009-10, only 6.5% of our teachers received the COLA.

Non Contract Renewal: If a teacher's student achievement data does not meet targets and evaluations have been unsatisfactory throughout the year, the teacher will not be offered a contract for the following year. At the end of 2009-10, 4% of our 145 teachers were not renewed for 2010-11. For a point of comparison, of the 10,100 teachers in the School District of Philadelphia, only six individuals were not renewed in 2009-10, and poor teaching was not the reason in any case. Prior to a Mastery decision to not renew a teacher's contract, the teacher must receive coaching, a formal warning, a formal improvement plan, and an evaluation from a member of the central office staff. Thus, there is a high level of transparency and due process for

teachers in jeopardy of non-renewal. Our commitment is to support every teacher; however, Mastery's goal is to have a high quality teacher in every classroom, so teachers who cannot meet our standards are released.

The Performance Based Teacher Advancement System (PBTAS) helps Mastery to create a strong fiscal upside for teachers who are working aggressively toward our highest standards and those who achieve them – the difference between mediocre performance and outstanding performance can mean up to a 14% difference in compensation between teachers within the same status level. It also creates a big disincentive for poor performance. We research salary scale data from the five surrounding area school districts (urban and suburban) each year to ensure that we can be fiscally competitive in teacher salaries. What we find is that a solid performer in the Mastery PBTAS can increase their overall salary potential 2-3 times as fast as a teacher in one of the local union step salary systems.

The Mastery Management Model (M3) is the pay for performance system for **principals and other school leaders**. M3 uses a three-part rubric like the Performance Based Teacher Advancement System, however, the M3 rubric is tailored to the outcomes expected of principals and other school personnel. Looking back at Exhibit 2.1 on page 18, the **Mastery Values** component of the matrix is the same as it is with teachers, and principals and other school staff. In the place of student achievement in the teacher performance rubric, management is evaluated on role specific **Outcomes** that are tailored for each position. For example, principal Outcomes are based on the same MVAS data management system we use to show growth, however, they are rated based on school-wide student growth. Principals are also evaluated based on overall student achievement on statewide assessments (PSSA), benchmarks, SAT/PSAT (in the applicable grades), and AP test passage rates (HS only). Examples of other

Outcomes measured for principal performance also include attendance rates, and number and severity of code of student conduct violations. All Outcomes goals are quantitative, set in advance of each school year between the principal and the Mastery Board of Directors, and progress toward the goals is tracked in our data systems in real time throughout the year. In place of Instructional Standards from Observations which resides in the teacher performance system, **Management Standards** is the third evaluated component for principals and other school staff. As with the development of the Instructional Standards for teachers, a team of Mastery principals and support staff worked with the Chief Operating Officer during the 2009-10 academic year to research Management Standards in education and business and came up with a core set of six (6) Management Standards that will drive non-instructional staff behavior at Mastery. These Management Standards are: (1) Execution, (2) Problem Solving, (3) Job-Specific Knowledge, (4) Organization, (5) Talent Management and Development, and (6) Interpersonal and Organizational Communication. Since Fall 2010 will be the first year having a performance based pay and evaluation system for all management staff, we are proposing as part of this grant to hire a full time Deputy Chief Talent Officer. Part of this Central Office leadership team member's role will be to take the work of this committee further by creating quantifiable outcomes and actions in each position that align to each of the six management standards, similar to the way the Instructional Standards rubric for teachers (see Part 6: Other Attachments to this application) is very well defined and easy to interpret and quantify. The Talent Officer will then work with all principals, assistant principals, school-level support staff, instructional coaches, and central office leadership staff to understand, interpret, and improve upon their abilities in each area using a 360 degree feedback process and specialized training. At Mastery, we believe that the key to success is having great people in the right position to do the

work for kids. This means outstanding teachers in every classroom and high-functioning leadership teams in every school and at Central Office

Exhibit 2.3: M3 Principal and Leadership Staff Level Definitions and Criteria Standards

	Mgmt Standards	Values	Outcomes
Senior	A growing leader who exhibits capacity and potential toward executing the Mastery Management Model. Individual demonstrates strengths in some standards while progressing in others.	Consistently acts in accordance with Mastery Values and contributes to the Mastery and school community.	Positive evidence of progress toward meeting performance outcomes. Contributes to overall school-wide goals.
Advanced	A capable leader who consistently delivers on the expectations of the Mastery Management Model. Individual demonstrates strengths in most standards and appropriately identifies and addresses development areas in other standards.	Exemplifies Mastery Values and positively impacts the Mastery and school community.	Meets designated performance outcomes. Contributes to overall school-wide goals.
Master	A proven leader who exemplifies excellence in executing all the standards as part of the Mastery Management Model.	Drives Mastery’s Values and serves as a role model for others within Mastery. Has a significant positive impact on the Mastery and school community.	Consistently meets, and often exceeds, ambitious performance outcomes. Strongly impacts overall school-wide goals.

As with the Performance Based Teacher Advancement System (PBTAS), the Mastery Management Model (M3) has multiple performance categories for each position (senior,

advanced, and master – see Exhibit 2.3). Like teachers, principals and other school staff will have four options for performance generated incentive compensation (Promotion to the next performance category, Salary raise within a performance category, COLA, or non contract renewal). We used the same methodology for setting salary levels and bands for school administrators to be competitive with surrounding public school districts as well as to be able to show principals and other school staff how they could increase their salaries quickly by meeting and exceeding expectations.

Our M3 PBCS basic category schematic and performance rubric in Exhibit 2.3 above, is ready to roll out in 2010-11. The new Deputy Chief Talent Officer position proposed under the TIF grant will have primary responsibility for refining and evaluating this system and making mid-implementation adjustments as we build a robust, reliable pay for performance system for principals and school leaders.

School Based (Mission Metric) Bonuses

In addition to our individual performance incentive pay discussed at length on pages 16-23, Mastery also employs a *school-level incentive* bonus system of up to [REDACTED] per teacher, [REDACTED] per Dean, and [REDACTED] per Principal/Assistant Principal at each school. The intent of the school based bonus is to focus the entire school community on the goals for the year, to build team at the school level, and to provide an incentive for a laser focus on the school's ultimate student growth and achievement targets. An example of one school's performance goals for 2009-10 is shown in Exhibit 2.4. In our culture, part of building a world class workforce is also about surrounding teachers with colleagues who understand the end goal for all students and who work as part of a functional team to help achieve this whether you are the art teacher, the math teacher, or the counselor. The school-level performance bonus is set at up to [REDACTED] per teacher

per year based on a set of pre-determined goals for the school for the year. The Mission Bonus Metric is created for each campus based on both baseline data and stretch goals for the campus.

The weights lean heavily in favor of academic targets based on statewide exams (57% of total)

Exhibit 2.4: Mission Bonus Metric – Mastery Charter High School Thomas 2009-10

THOMAS 2009-10 BONUS FORMULA AND FINAL AWARD (School Grades 7-12)

<u>2010 Goal %</u>	<u>THOMAS MISSION METRIC 2009 GOALS</u>	<u>10 Pro-gress</u>	<u>2010 Goal</u>	<u>2010 ACTUAL</u>	<u>2009 ACTUAL</u>	<u>State (10)</u>
7%	11th Math (% prof/adv)	65	75	56	59	56
7%	11th Reading (% prof/adv)	65	75	65	57	66
2%	11th Writing (% prof/adv)	80	85	92	94	.
3%	10th 5th RP 4Sight - Math	55	65	78	58	
3%	10th 5th RP 4Sight - Reading	55	65	65	56	
3%	9th 5th RP 4Sight - Math	50	58	51	47	
3%	9th 5th RP 4Sight - Reading	50	58	52	58	
7%	8th Math (% prof/adv)	78	85	85	84	72
7%	8th Reading (% prof/adv)	78	85	87	84	81
2%	8th Writing (% prof/adv)	80	85	78	77	
7%	7th Math (% prof/adv)	65	70	88	82	76
7%	7th Reading (% prof/adv)	65	70	64	64	72
3%	11th % Below Basic (BB) Math & Reading Avg	15	11	18	19.1	
3%	8th % BB, Math & Reading Avg	11	9	4	5.9	
3%	7th % BB, Math & Reading Avg	11	9	7	5.5	
25%	Student Retention	90%	92%	90.6%	89.6	na
3%	Attendance (%)	94%	95%	92.8%	93.8	na
2%	% Higher Ed	90%	93%	100		
2%	% 4 Year College	60%	65%	65		
3%	# of Level III's/100 students (discipline)	1.50	1.00	3.5	5	
100% possible = \$920/\$1500 for teachers; \$2,453/\$4000 principal; \$1532/ \$2000 Deans						
61.3% award	Note: Goal award will be granted if actual performance is at or above the Goal target.					

A progress award of 67% of the Goal amount, will be granted if actual performance is at or above the Progress target, but below the Goal target.

No award will be granted if actual performance is below Progress target.

and each teacher, principal, or leadership team member can earn up to this additional amount for the school meeting or making progress toward their goals. We have piloted this bonus system at our current campuses for four years and very rarely does a school meet every goal as we believe in setting aggressive excellence targets for our schools instead of just setting a low bar that everyone can meet.

Linkages between Performance Based Pay and Mission Bonuses with Teacher Behavior:

At Mastery we believe that our BPTAS is a major driver to attract new talent and in retain the teachers who are best at their craft. Teacher feedback and retention trend data shows that PBTAS – focused on individual compensation based on individual performance was the primary driver of teacher behavior. The majority of teachers in a 2009 survey (86% responding) reported they viewed Performance Based Teacher Advancement as (1) an attractive part of the initial job offer, (2) a more equitable way to compensate teachers than a traditional seniority system, and (3) a realistic way to move up and earn more money faster than they could in surrounding districts. Our retention data also reveals that the PBTAS is serving its purpose in helping Mastery retain our better teachers: currently 93% of our Advanced and Master teachers choose to remain at Mastery each year. Whereas teachers who underperform are either exited out through non-renewal (4% of teachers in 2009-10) or often choose to leave when they do not receive any performance pay (30% of all teachers who received only a COLA increase in 2009-10 decided not to remain at Mastery for the coming year).

The school-wide mission performance bonus primarily reinforces our “one team” value – that all members contribute to a culture of high achievement. Teachers noted in focus groups and

surveys that they neither elected to come to or stay at Mastery because of the school-level performance bonuses. However, teachers overwhelmingly agreed (92%) that Mastery's compensation system must have a school-wide bonus component, particularly for teachers in non-core subjects (e.g. Art, PE, Music), for support staff to encourage school-wide focus on the student achievement goals, and to reinforce Mastery school culture (top three cited responses).

Teacher and Staff Involvement in Performance Based Pay

At Mastery we do everything we can to make sure our staff want to work for Mastery and believe in our Mission and core values. Part of that involves creating a culture where feedback from all levels of the organization is sought out and valued. One of our core values listed on page 22 is "open doors." In the employee handbook for Mastery this is described as "everybody is welcome to talk to anybody. We are open and transparent." The CEO of our organization has a cubicle in one of our schools – there are no private offices for Central Office staff -- and our performance based pay system includes financial incentives for teachers and school staff to get involved in the decision-making process at both the school and organizational level. We have been working on the Performance Based Teacher Advancement System for three years and have made many adjustments to the system based on teacher feedback. After the 2008-09 academic year, our human resources team created an anonymous, online teacher survey with an array of questions about everything from observations and school culture, to what teachers believe they need to be more successful and what they thought about performance pay. These results revealed a disconnect in teachers' understanding of the PBTAS system, and sparked a huge effort to expand and improve the professional development surrounding the PBTAS for teachers and school leaders. Our survey results from teachers at the end of the 2009-10 academic year (see Exhibit 2.5) show we are making progress in getting more teachers to understand the system

and believe that the metrics we use to evaluate it make sense and are used in the appropriate ways. Teacher feedback on the survey helped shape our Talent Development/Human Resources team’s foci for outreach and communication during the 2009-10 academic year. We had an 89% response rate in 2009, with a 97% response rate (142/145 teachers) in 2010.

Below are four questions related to teacher evaluation linked to the pilot performance based pay system. The answer options were:

- (1) Strongly Agree, (2) Agree, (3) Somewhat Agree, (4) Somewhat Disagree, (5) Disagree, or (6) Strongly Disagree

With this 6-point Likert scale, we looked at approval ratings in two ways: (1) the percentage of teachers who rated the question with either of the two highest scores (Strongly Agree or Agree), and (2) the percentage of teachers who rated the question with any of the three positive responses (e.g. “net positive” score).

EXHIBIT 2.5: 2009-10 Teacher Perception of Evaluation Metrics under Performance

Based Teacher Advancement System

Survey Question	08-09 (Top 2)	09-10 (Top 2)	08-09 (Net Positive)	09-10 (Net Positive)
Teachers feel evaluation process is fair and consistent	48%	70.5%	61.3%	83.4%
Teachers feel the Mid-Year and End Of Year evaluation timeframes are appropriate	65%	78.0%	72.4%	92.3%
Staff understand the criteria for salary/category recommendations under Performance Based Teacher Advancement	50%	73.2%	66.7%	88.0%
Teachers feel offered salary and category was a good reflection of performance.	42.9%	56.8%	65.8%	78.4%

While we saw marked improvement in teacher understanding of the system, the survey results show both a general understanding of the system by teachers and a need for Mastery to invest in teacher training and communication regarding performance based compensation as we seek to expand PBCS to 15 new schools over the next five years. Finally, we did not have any explicit questions regarding incentive amounts and teachers' perceived connection to daily motivation or levels of personal performance. Under our proposed external evaluation under TIF, we request that the evaluator to help us craft appropriate questions to get at these and other elements of performance pay that will be a part of future surveys and the research team's data analysis.

If we receive grant funds, we will use a portion of the funds to hire a Deputy Chief Talent Officer, and part of his/her role will be to educate teachers on the PBTAS, gather feedback on how to improve the system, and to make any necessary changes to the PBTAS so that it can achieve maximum potential for providing incentives for quality teaching, keeping the best teachers in the most challenged classrooms within our schools, and retaining quality teachers over time within the Mastery school community. We believe with the help of a dedicated staff leader in this area, we will be able to tap into the voices of more teachers, increase understanding of the current system, and make sure we have the best pay for performance system in the country.

As we open new schools it is difficult for us to provide documentation of teacher approval for and involvement in the PBTAS since these teachers are not yet on staff. However, all new teachers are educated about our PBTAS prior to accepting an offer from Mastery. During the interview process, each candidate must do a demonstration lesson for Mastery staff and students. At the end of the lesson, the candidate participates in a feedback linked to the Instructional Standards that is based on our observation protocol. At that time, they are also

educated about how classroom teaching performance and student achievement is the lever for incentive compensation. We provide all teachers with copy of the Teacher Handbook at the time of hire, which clearly outlines the performance rubric and the levels of mastery and pay (copy included in Part Six: Principal/Teacher Support and Surveys), and our Human Resources staff educate candidates on our performance based compensation system prior to hire. Teachers who prefer a traditional seniority or step pay system do not choose to teach at Mastery, and as reflected on page 32 of this narrative, our teacher retention data shows us that PBTAS helps us attract and retain more teachers who are passionate about student achievement and great at their craft.

The M3 pay for performance system for Management level staff will be new in Fall 2010, so we do not have historical outcomes data on how this has worked, however, similar to how we developed the teacher performance system, we involved principals and other school staff in every level of the design process and no new hire will come on board without a full presentation of how the M3 model works. If selected for TIF funding, the new Deputy Chief Talent Officer described earlier in this narrative will ensure that all principals and 12-month staff are educated on and involved in implementation of the M3 PBCS, and that we use a validated 360 degree feedback process to both develop our talent and to accept feedback to better refine the system for future years.

Professional Development: While our application thus far has briefly described how we will seek to increase faculty and staff understanding of and support for the performance based pay systems we will implement at Mastery, we have not discussed how we currently align professional development as a critical tool in increasing the capacity of teachers, principals, and other staff to raise student achievement in our schools. As we describe in Exhibit 2.1 on page

18, there are three performance criteria areas for both our teacher and management performance pay systems. The greatest percentage of a teacher's score comes from student academic growth and achievement (45%), and the greatest percentage of a principal's score from school-wide growth and achievement (45%). Professional development at Mastery is tightly aligned with the Instructional Standards and those Standards are aligned with high student achievement. As we will be hiring 550 new teachers over the next five years, we propose using a small portion of the requested TIF dollars to hire a Director of Professional Development to focus solely on strengthening Mastery's system-wide and school-level professional development initiatives, particularly as they relate to developing teachers with fewer than three years in the classroom. Each August, new teachers participate in a 13-day orientation, which focuses on the Instructional Standards and teacher use of Mastery's data systems. Returning Mastery teachers participate in 8 days of the orientation and they work with each other and the new teacher cohort on modeling lessons, giving feedback, and sharing resources and ideas on everything from lesson design to classroom management to using Mastery data systems to inform daily instructional practice. Every Wednesday afternoon during the academic year, our schools release students early and our teachers participate in two hours of teacher professional development. In addition, every six weeks a full professional development day is held to review benchmark data, classroom level progress, and other indicators of student growth and success. In total, this gives us approximately 128 additional hours of structured professional development time during the academic year to work with teachers on perfecting their craft in the classroom. With the roll out of our new Mastery Value Added System (MVAS) in August 2010, we will spend additional professional development sessions during the year making sure every teacher understands how to use the system, how the predictive algorithms work, and how they can inform their instructional

practice classroom by classroom using this tool. Other professional development sessions are tailored around observation feedback at each school. For example, if after the first round of Targeted Observations a leadership team notes that a majority of teachers are struggling with Student Motivation (Instructional Standard #4), the professional development sessions for a series of weeks will be designed around implementing best practices in this area. Advanced and Master teachers who excel in these areas will be asked to demonstrate concepts for other teachers and video technology will be used to observe, critique, and learn from actual teacher practice in our classrooms in this area. Our Instructional Team at the central office works with principal and assistant principal teams on a weekly basis to design and help deliver a coherent professional development schedule that is adaptable to current needs at each school. No professional development at Mastery is created in a vacuum and everything must be linked to a particular school's instructional needs based on all the data available to us through both our data systems and teacher observation and feedback. Indeed, one of our core values is "continuous improvement: we are engaged in an ongoing cycle of goal setting, action, measurement, and analysis" and this is the way we approach professional development. TIF resources will not only support teacher incentive pay over the next five years, but the new Director of Professional Development will support many of the staff development functions related to improved instruction and use of data.

Two other major strands of professional development for teachers related to the PBTAS are our teacher coaching system and evaluation readiness. Every new teacher at Mastery is assigned a new teacher coach for their first six weeks to assist them with transitioning into the Mastery culture and support their instructional practice. The coach conducts informal observations, meets with teachers individually to provide constructive feedback, makes sure they

are utilizing student data in lesson design and implementation, and provides guidance about instructional resources. At the end of the six weeks, the leadership team at the school meets to review coach feedback to determine which new teachers are most in need of long-term coaching support. The coaching program enables us to make sure new teachers are focused on our Instructional Practices, have a supportive partner in their early weeks on the job, and allocate coaching resources to the teachers in most need of support throughout the year. Under TIF we will be able to explicitly link coaching support to teacher improvement and student achievement by shaping the “outcomes” section of the coaches’ performance pay around this measure. This TIF grant will provide us with funding to add two additional coaches to our team so that each of our new schools will have a full-time coach in their first year of operation as a school. The grant will also enable us to dedicate staff to focus on developing the rigor of our coaching program including creating the right predictive algorithm for what a good coaching investment in a new teacher should yield in terms of observation growth and student growth. Coaches will participate in a two week initial training each summer with principals to align coaching standards and to eliminate inter-rater reliability in both training methods and evaluation scoring. Throughout the year, coaches will convene across all campuses with the Director of Professional Development once per week to discuss coaching progress and review teacher data. In addition, they will have their own half day professional development session on coaching practice at least once per month.

One area where our professional development system had been weak in the past was in evaluation readiness. By this, we mean teachers’ meaningful preparation to be a fully active participant in their own process. While we explained our three performance-based compensation criteria on pages 16-27 (student achievement, observation results, and exhibiting mastery

values), 2008-09 survey data shown in Exhibit 2.5 on page 34 revealed that only 50% of teachers reported that they “agreed” or “strongly agreed” that they understood the criteria for salary/category recommendations under PBTAS. This was a red flag for our Human Resources team. In 2009-10 we hired a new Human Resources Director who spent part of her time this past year devising a plan for communicating better with teachers about the observation process. In the June 2010 survey we saw strong improvement in this area with 73.2% of teachers reporting that they “agreed” or “strongly agreed” with the question– so we are making improvements, however, we need to do more. Our training plan for 2010-11 under TIF will be to host four professional development sessions at each campus (we will have 7 schools in FY 11) to train teachers more deeply on the elements of evaluation and how their behavior determines their own pay. The sessions will be front loaded into September – February and developed for two groups - new faculty and returning faculty – so that the training team can go into more depth with experienced teachers, while covering basics with new teachers. Session one will focus on student achievement data and making sure they understand which measures are used to gauge their performance as a teacher. Session two will focus on the three types of observations, the Instructional Standards scoring rubric, and how they can provide feedback on their observations. Learning will focus not just on written documents and policies, but like all Mastery professional development, with demonstrations of good and bad practice with subsequent explained critique by Mastery leaders. To do this, we will tap into our video library of instructional vignettes used for these training purposes. We believe when faculty can see what the difference is on an Instructional Practice area from Senior Associate to Advanced to Master Level, it will help them improve practice and better understand what their ratings and comments mean after observations. Session three will focus on living up to the Mastery values and how their involvement in school

leadership and extracurriculars can support this aspect of the evaluation. Session four will have them bring the results of their mid-year evaluations and student achievement data to dig into their own progress and to help them work in teams with aspirational colleagues as mentors to focus on their plans for improvement prior to the end of year evaluation is another way we align professional development with our PBTAS. In addition, we will add two-days of PBTAS preparation and training during summer orientation for all new Mastery teachers in summer 2011. Starting with 2011-12, all new Mastery schools will receive this same four part series on the PBTAS and we will roll out optional enhanced education sessions at every established campus at least twice per year.

Another area of concern while rolling out the new system for principal and school staff pay for performance (M3) and scaling up our teacher pay for performance system (PBTAS) is ensuring consistency in rater-reliability for the observations and mastery values areas of incentive compensation. While we have created a rubric for evaluations of teacher practice, including a numerical scoring system with examples of what each score looks like, the reality is that all systems that rely on human judgment are subject to some human error. As we strengthen our full school pay for performance system based on individual performance, it is critical that our systems for rating faculty and staff are not only transparent, but equitable and as consistent as possible across campuses. This past year we began this work with principals and instructional leaders so that if we rate teachers on a scale of 1-4 in each area, a score of “3” means the same thing in each category at each campus. In the way we like to use demonstrations in all professional development, we do the same with principals, showing video of teachers in class, having principals rate these teachers individually and then compare scores and discuss how they can agree on appropriate scoring. They go through this process on all of the Instructional

Practices before each year begins and revisit consistency in scoring throughout the year. In addition, we look at observation data across all schools and if it appears the trend is significantly higher or lower at one campus, we will send the central Instructional team to co-observe classrooms and recalibrate observation scores if necessary. While this is a work in progress, we believe inter-rater reliability in our observation process is critical to the success of our pay for performance system and our local evaluation (briefly described in section on pages 46-47 will address our plans for evaluating the success of these efforts as we seek to help principals and teachers improve student achievement.

SECTION THREE: ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

Mastery Charter School is committed to implementing performance based compensation systems for teachers and management staff. We have not designed this model in order to win a grant, but because we believe it is the most effective way to attract, grow, and retain the highest quality faculty and staff who can achieve optimal results with students. We have piloted and modified our teacher pay for performance model over the past three years at our current schools, showing our dedication to the pay for performance effort prior to any grant funding opportunity. We have also built and committed to using a sophisticated value-added data system to show how teacher performance connects with individual student growth year to year and during a school year. In addition, our management team and principals have spent the past year creating our M3 Mastery Management Model for performance based pay for principals, assistant principals, and all school and central office staff. While being awarded a TIF grant would have a significant positive impact on our ability to strengthen and roll out both systems to full capacity across all our new schools, there is no turning back from performance driven compensation in the Mastery school model. We have built a fiscal model for how to implement and sustain our PBCS and

believe that we have the capacity as an organization to hit all milestones on time and within budget as proposed in this application.

EXHIBIT 3.1 – Timelines and Milestones for the Mastery Teacher Incentive Fund Project

PROJECT OBJECTIVE (summary form)	PERFORMANCE MEASURE (or target)	Responsible Party <i>Project Director oversight for all initiatives</i>	Deadline
PO #1: Raise Student Achievement at new PBCS schools	Each new school under PBTAS will show growth in Reading and Math on the PSSA = to 25% of the current achievement gap at each school	Lead: Principal at each school CO Support: Deputy Chief Academic Officer	July 15 th after year one of each new school opening (2011, 2012, 2013, 2014, 2015)
	Each new school under PBTAS will show growth in Reading and Math on the PSSA = to 50% of the current achievement gap at each school	Lead: Principal at each school CO Support: Deputy Chief Academic Officer	July 15 th after year two of each new school opening (2012, 2013, 2014, 2015)
	Each new school under PBTAS will show growth in Reading and Math on the PSSA = to 75% of the current achievement gap at each school	Lead: Principal at each school CO Support: Deputy Chief Academic Officer	July 15 th after year three of each new school opening (2013, 2014, 2015)
	Each new school under PBTAS will meet or exceed the state average in Reading and Math	Lead: Principal at each school CO Support: Deputy Chief Academic Officer	July 15 th after fourth year of each new school opening (2014, 2015)
	Enhance professional development offerings aligned to PBTAS, instructional standards, and MVAS	Lead: Director of Professional Development CO Support: Instl. Coaches	*4- part PBTAS educational modules delivered by 3/1 each year *August 1, 2011 & 2012: Eval Report on PD enhancements due
PO #2: Increase teacher retention and promotion	10% increase in ‘high quality’ teachers as percentage of Mastery faculty (<i>High Quality defined in narrative</i>)	Lead: Principals CO Support: Deputy Chief Talent Officer	June 1 st each year after contract renewals are due
	90% School Leadership retention	Lead: Regional Director(s) CO Support: Deputy Chief Talent Officer	June 1 st each year after contract renewals are due
	80% Principals, APs, and Deans in M3 PBCS earn performance comp	Lead: Regional Director(s) CO Support: Deputy Chief Talent Officer	July 15 th each year

PROJECT OBJECTIVE (summary form)	PERFORMANCE MEASURE (or target)	Responsible Party <i>Project Director oversight for all initiatives</i>	Deadline
PO #2: Increase teacher retention and promotion (cont.)	70% teachers in the coaching program will earn better than average incentive compensation each year	Lead: Instructional Coaches CO Support: Director of Professional Development	June 15 th each year
	5% point growth in affirmative annual survey responses to PBTAS/M3 or 85% total approval rating	Lead: Director of Human Resources CO Support: Deputy Chief Talent Officer	July 15 th in 2011, 12, and 13 for growth; July 15 th in 2014 and 15 for 85% or higher total approval
PO #3: Improve data systems related to PBCS	MVAS roll out with student growth data used in 100% of evaluations	Lead: Deputy Chief Talent Officer CO Support: Data Analyst (& NESSO consultant)	February 1, 2011 in year one November 1 for all new schools after 9/1/11
	Roll out HRIS platform & report ST and longitudinal teacher promotion, retention, performance data	Lead: Director of Human Resources	November 1, 2010 Roll Out Complete July 15 th each year – longitudinal data reported
	Increase Retention of “high quality” to 90% annually and 83% over three year periods		July 15 th each year for annual goal July 15 th of 2013, 14, and 15 for three year average goals
Sustainability of PBCS at Mastery	Mastery covers 50% of all perf based comp for teachers and leaders in the 2 nd year of operation at each school	Lead: Chief Operating Officer	
	Mastery covers 100% of all perf based comp for teachers and leaders in the 3 rd year of operation at each school	Lead: Chief Operating Officer	
Evaluation of MCS TIF Project	Implement annual internal review and external evaluation of TIF-funded elements of PBTAS and M3	Lead: Project Director CO Support: Director of Human Resources External Evaluator	September 15 each year (2011-2015) external eval report & internal data review due to project director

Key Staff

Mastery Charter School has been led since its inception in 2001 by our **Chief Executive Officer, Scott Gordon**. Mr. Gordon is the dedicated social entrepreneur behind Mastery's success. Prior to starting Mastery, Mr. Gordon, a Yale MBA, launched a worker-owned home health care firm that won the Governor's Achievement Award for its welfare-to-work programs. Mr. Gordon has led the Mastery team from starting one charter school from the ground up in 2001, to the successful turnaround of three failing Philadelphia middle schools between 2005-2009, and led Mastery to winning its first three turnaround "Renaissance Schools" under the School District of Philadelphia's plan to transform 35 failing public schools between 2010-2014. Mr. Gordon is known as a key education entrepreneur in the Philadelphia Region and testified in 2009 for the House Education and Labor Committee on America's Competitiveness through High School Reform based on the proof point of successful Mastery turnaround schools, and included testimony regarding the importance of moving to a performance based pay system in schools to drive student achievement.

The core executive team at Mastery is also led by a **Chief Academic Officer (CAO), Jeff Pestrak and a Chief Operating Officer (COO), Joseph Ferguson**. Mr. Pestrak has been with Mastery since 2005, when he served as the founding principal of our first turnaround school. As CAO, Jeff continues to focus on designing and implementing instructional standards, curricula, benchmark assessments, school-wide performance metrics and professional development as well as administrator and teacher coaching initiatives. He is responsible for all capacity building initiatives at the central office to support quality instruction in Mastery schools. Jeff began his career as a teacher in the Peace Corps – Zimbabwe, and prior to joining Mastery

he had served as a secondary science teacher, teacher coach, and curriculum writer for the School District of Philadelphia.

Joseph Ferguson serves as the Chief Operating Officer of Mastery, where he oversees all direct support functions across all schools and the central office, such as finance, facilities, information technology, and human resources. Prior to joining Mastery, Joe served as a Broad Foundation Resident in Urban Education and most recently served as the Chief of Staff to the School Reform Commission, the state-controlled governing board for the School District of Philadelphia. Joe's professional background prior to education includes more than ten years in professional consulting, most notably with Deloitte, with an expertise in cost-reduction performance reviews, organization structure design, and technology infrastructure.

The **Project Director** for the Mastery Teacher Incentive Fund project will be our current Deputy Chief Innovation Officer, **Courtney Collins-Shapiro**. Ms. Collins-Shapiro has more than 13 years in public secondary and higher education, with a track record of managing the implementation of more than [REDACTED] in competitively awarded federal and private grants, including successfully sustaining grant-seeded programs using per-pupil dollars. Prior to coming to Mastery, she developed and ran the School District of Philadelphia's Multiple Pathways division for out-of-school youth and oversaw the creation of 14 alternative high schools serving more than 5,000 at-risk youth. Ms. Collins-Shapiro joined Mastery in May 2010 to spearhead new initiatives across Mastery schools. If Mastery is selected for a Teacher Incentive Fund grant, her salary will continue to be 100% paid with Mastery funds and her top priority in terms of time and functional responsibilities will become TIF implementation as the Project Director.

Two additional leadership team members will play a key role in our expansion over the next five years. Since so much of Mastery's success depends on the quality of our people, our

Deputy Chief for Coaching and Professional Development, Molly Eigen, will play a key role in moving all new schools toward high student achievement. Molly is a Teach for America alumna, where she taught special education in the Rio Grande Valley. In 2007, Molly became the National Senior Managing Director of Programs, leading the 12 person regional team in Philadelphia and Camden. In this capacity, Molly was charged with training and supporting 300 teachers. Molly joined Mastery in 2009 and will lead all efforts to improve teacher quality in Mastery schools. If we are awarded grant funds, several new coaches and the Director of Professional Development will report directly to her. Rebecca Schatzkin will play another key role on the Talent Development side of Mastery in the areas of teacher recruiting and principal and staff leadership development. Rebecca joined Mastery in 2009 as our **Director of Human Resources** after six years leading human resources and business development for the New Teacher Project. Rebecca will be responsible for recruitment, placement, and orientation for all new teachers and staff to be hired during Mastery's growth phase. She will also lead efforts to understand teacher feedback in development of our human resources and training systems, as well as to plan and lead the roll out of our new performance-based evaluation and compensation system for Mastery principals and other school level and central office staff. Under TIF, Rebecca will support the new Deputy Chief Talent Officer in all PBTAS and M3 (Mastery's PBCS) evaluation, communication, and refinement efforts.

An additional key member of the TIF program leadership is not a Mastery employee, but our Mastery Value Add System developers at Nesso, LLC. Nesso LLC started with an idea that the performance management and predictive analytics currently used in business and industry could be applied with great success to give schools, districts, and CMOs better insights into the performance of students, teachers, and teaching methods. Combining 20 plus years of experience

in assessing group and individual performance in the private sector with a passion for improving educational outcomes, Nesso provides complete end-to-end solutions to target the right metrics and right data for Mastery Charter Schools.

Several key staff under the Mastery TIF program would be hired using grant funds.

While the people in these positions do not yet exist, the roles are critical to the success of our project and are described here:

Deputy Chief Talent Officer: Responsible for all functional aspects of the system improvements in the Performance Based Teacher Advancement System and the implementation of the new Mastery Management Model pay for performance system for principals and school leaders. This key, cabinet-level staff member will ensure that communication with and training for staff on these systems occurs and is evaluated regularly. This leader will also work with our data team to ensure that all inputs for the pay for performance systems are correlating the student outcomes we seek to achieve and to make modifications to the systems and scoring rubrics based on ongoing evaluation of these systems.

Director of Professional Development: Our TIF proposal has us implementing PBCS with more than 550 new teachers over five years, over half of whom will have less than three years of teaching experience. While our current professional development system is incredibly strong, we need an additional skilled teacher trainer to focus on helping our new teachers improve their practice so they can be competitive in the incentive compensation pool and improve their students' achievement at the pace expected by Mastery.

Data Analyst: While Mastery intends to contract out primary responsibility for ongoing design and operation of the Mastery Value Added System to Nesso, LLC., we are in dire need of a skilled statistician with “people skills” in our central office who can work with individual school

teams – principals and teachers – to show them how to pull and interpret reports and use the system with fidelity in real time. In addition, this person will be able to work with our current Assessment Leader at central office on integrating MVAS data with our Human Resources Information System (HRIS) and assisting the Instructional Team with cross school analysis of student growth data.

Instructional Coaches: Mastery currently employs one coach for every 2.5 schools. TIF funds will allow us to hire two additional full-time coaches so that each new school in its founding year will be able to open with its own full-time coach on site. Coaches will be responsible for working with all new teachers in the building, assisting with professional development, and creating the ongoing coaching plan for teachers struggling to meet Mastery performance standards. Coaching value will be evaluated in the first year of the TIF grant so that we can assess the financial value of full-time coaches at each site and sustain the appropriate level of coaching assistance as it correlates with teacher growth.

Sustainability Plan

The five-year fiscal model for Mastery Charter Schools as well as our budget plan for the TIF program is included in Part Five: Budget Narrative and numerically displayed in Part Two: Budget Information, as a part of this application. We recommend reviewers look at these documents for more detail on our financial plan. Since we are in a period of extensive growth at Mastery, we are adding three new schools per year over each of the next five years – a total of 15 new schools and more than 550 new teachers under the PBCS. While we do request funds in this application to support comprehensive implementation of our pay for performance systems for both teachers and management, we only request incentive compensation subsidy for teachers at our new schools. Mastery's financial model cannot absorb the full cost of PBCS during the first

two years of a new school's operations using per pupil dollars, as the fiscal burden of opening a new school is too great to afford PBCS without operating on a deficit for those two years (added human resources costs; new books, materials and computers; facility renovation, etc.). The financial model calls for a deficit that must be closed by some form of external funding if we are to open a school with PBCS in either of the initial two years of operation. We subsidized the initial years of the PBTAS we have in our four current schools through private fundraising and we have now implemented fully sustainable performance based compensation for teachers at all our existing schools. Our track record in bringing performance based teacher pay to scale in a fully sustainable model in less than three years should give the Department of Education a level of comfort that we will do exactly what we say we will do in this application in terms of being able to continue to pay for this system after the life of the grant. In addition, as our charter school network grows from 4 to 19 schools over the next five years, the centrally supported functions we propose to support performance based compensation implementation and scale up, such as talent development, performance management, and instructional coaching, become fully sustainable as the scale of the organization increases (see the Mastery five-year financial model in Part 5: Budget Narrative) and is able to absorb these functions over time through the distribution of a management fee across more schools and more total students.

The project budget requests (see Ed 524 and Budget Narrative) [REDACTED] from the Teacher Incentive Fund to expand the Mastery PBCS for teachers to our new schools and to roll out our Management PBCS for principals, Assistant Principals, and Deans at all schools since that is an entirely new initiative for Mastery. The TIF funds will partially support incentives to 700 teachers and 152 Principals and other school staff over five years at an average cost of [REDACTED] per participating staff member/per year. Mastery will support the project with an

additional \$11,120,184 in subsidy for the project initiatives and incentive compensation over the five-year period, averaging an additional [REDACTED] per participating staff member/per year, with the amounts subsidized by Mastery growing steadily over the life of the grant as evidenced in the Budget Narrative section of this application.

SECTION FOUR: QUALITY OF THE LOCAL EVALUATION

The Mastery Charter School Teacher Incentive Fund project is intended to meet the Secretary's goal of implementing PBCSs for teachers, principals, and other personnel in order to increase educator effectiveness and student achievement measured in part by student growth in high need schools. Mastery did not apply for the evaluation competition as we are interested in implementing the same PBCS model in all our schools. Since we cannot participate in the national evaluation, we included an external evaluation as part of our proposal and have included this in the project budget. We briefly describe that evaluation here. We also define our overarching **project goal** with the **project objectives and performance measures** listed that we will use to evaluate progress toward the goal and ultimate project success. For detailed information on how we intend to implement any of the project objectives defined here, please review the Project Design section of this narrative.

Project Goal, Objectives, and Measures

Goal: To implement a world-class Performance Based Compensation System for teachers, principals, and other staff that drives all Mastery Charter Schools to close the achievement gap for low-income, urban youth enrolled in our schools.

Project Objective #1: Raise student achievement in Mastery schools to at or above the state average in reading and math within four years of operation.

Measured by: Standardized test scores on the Pennsylvania state assessment (PSSA) in grades 3-8 and 11 each year

Performance Measures:

PM 1a. Each school will show achievement growth from the baseline year (2009-10) in their first year of operation greater than or equal to 25% of the achievement gap between the school's baseline scores and the state average.

PM 1b. Each school will show achievement growth from the baseline year (2009-10) in their second year of operation greater than or equal to 50% of the achievement gap between the school's baseline scores and the state average.

PM 1c. Each school will show achievement growth from the baseline year (2009-10) in their third year of operation greater than or equal to 75% of the achievement gap between the school's baseline scores and the state average.

PM 1d. Each school will close the achievement gap by performing at or above the state average in reading and math in their fourth year of operation.

Project Objective #2: Increase retention and promotion of high quality teachers and principals

Measured by: High quality teachers are considered those in the Advanced and Master teacher categories in the Performance Based Teacher Advancement System (PBTAS) or those who are

promoted to the next teacher category each year based on performance. High quality principals and school leaders are those who earn a performance raise or promotion each year.

Performance Measures:

PM 2a. The percentage of high quality teachers (Advanced or Master status; promoted one full quality level within one year) at Mastery will increase by 10% each year as an overall percentage of Mastery teachers.

PM 2b. 90% of School Leadership positions (defined as Principals and Assistant Principals) will be retained or promoted at Mastery each year.

PM 2c. The percentage of school and management staff under the M3 pay for performance system (all Principals, APs, Deans) earning an individual performance bonus or being promoted a level will meet or exceed 80% of staff each year.

PM2d. 70% of new teachers participating in 1:1 instructional coaching for more than six weeks will earn a performance incentive greater than or equal to the average performance incentive earned by all Mastery teachers each year.

PM2e. The percentage M3 pay for performance-eligible staff (Principals, APs, school management staff) who “Agree or Strongly Agree” that the M3 system is clearly understood and used appropriately as a performance system on the annual survey will increase by 5 percentage points each year in years 1-3 of the grant, with the target of 85% of all non-instructional staff rating M3 at this level by year four of the grant.

Project Objective #3: Improve data systems within Mastery related to teacher pay and performance to have consistent and transparent data reporting and tracking over multiple years.

Performance Measures:

PM 3a: Implement full roll-out of the Mastery Value Added System (MVAS) for student growth linked to teacher performance where growth data is used in 100% of teacher evaluations by the end of FY 2010-11.

PM3b: Implement full roll-out of the Human Resources Information System (HRIS) platform in FY 2010-11 to provide consistent short-term and longitudinal data on teacher promotion, retention, performance, and bonuses/raises

PM3c: Teacher retention for faculty Mastery seeks to retain (those who qualify for a performance raise or promotion each year based on MVAS and teacher evaluation data) is accurately reported at greater than or equal to 90% each year, and greater than or equal to 83% over each three year period.

External Evaluation

If Mastery is selected for a TIF grant, we will issue a Request for Proposals to external evaluators to be our partner for the term of the grant. We have budgeted [REDACTED] for this evaluation based on preliminary discussions with three separate evaluators with expertise in this area. Since we have the capacity to do much of the data gathering and analysis internally, the external evaluator will do some primary data analysis, but will also serve to review and validate our internal data collection and analysis findings, and conduct qualitative research with teachers and principals. Sample questions the evaluator will explore during the life of the grant include:

- Reviewing teacher survey questions for validity and adding new questions to measure effectiveness of PBCS and how incentive amounts are linked to performance
- Creating metrics to measure the value-proposition of instructional coaching and testing the validity of these metrics

- Assessing the Mastery Teacher Evaluation process and Instructional Standards to determine which elements of the current rubrics are most highly correlated with student achievement
- Evaluate inter-rater reliability of teacher evaluation scoring
- Compare teacher retention data for Mastery teachers with teachers in School District comparison schools (*permission granted by District for comparison data*)
- Interviews and focus groups with random sample of Mastery teachers to explore perceptions of PBCS
- Qualitative analysis of the grant implementation process at Mastery

If selected for a grant, we will work with the Department of Education TIF team to ensure that external evaluation priorities for this grant are in line with the interests of the Department.

CORE ELEMENTS VERIFICATION

Eligibility:

Mastery Charter High School is its own non-profit LEA in the State of Pennsylvania. Since all charter schools in Pennsylvania are their own LEA, this application is a partnership of 4 current and 15 new Mastery Charter Schools with Mastery Charter High School as the lead, non-profit applicant. All current Mastery schools have a signed legal management agreement with Mastery Charter High School to provide central office functions and leadership for the programs. New Mastery schools in the Network open with these agreements in place. The Board of Directors is the same for all Mastery schools, including parent members from each campus.

Core Elements:

Mastery's application narrative has shown how we meet or exceed all five core elements

of a PBCS to proceed, if funded, without a planning period. Reference points for all five elements are listed below:

(a) A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS . CONDITION MET -- See pages 33-36 & 40-41 for more detail on this plan. **OVERVIEW:** Teachers, principals and other staff are involved in the development and period review of the PBCS at Mastery. All new teachers are oriented on the PBCS through discussion at hiring, printed material in the Teacher Handbook, and a session at August orientation on the PBCS. Mastery's TIF grant includes a four-part education series for teachers on PBCS going forward to enhance their knowledge of the system. Annual surveys are conducted with staff regarding understanding of the PBCS system. Community members do not weigh heavily into our communication plan on PBCS as this is a system that impacts teachers and school staff. For each of our new schools, however, the Mastery team had to present to the school community prior to our selection as the turnaround organization for each school. In this presentation we focus on student outcomes and do include a brief piece on our PBCS. In feedback from parents and community members, they appear to be interested in the student outcomes piece, but do not give much weight to our incentive system. We believe as long as we effectively communicate often and continue to plan with our faculty and staff regarding expansion and implementation of the PBCS, we will have significant buy-in for the system.

(b) The involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective

bargaining) that is needed to carry out the grant. CONDITION MET -- Refer to pages see page 16-17 for cross-system design team approach for teachers, principals and other school staff and pages 35-36 for efforts to involve teachers and school staff in the PBCS. Also see the teacher survey data and principal letter of support attached to this application. Mastery does not have any teacher or professional unions, however, each school has a school leadership team to provide feedback to the central office and to make school-level decisions, and members of the faculty and staff volunteer to serve on the committees to develop and refine our PBCSs throughout the year.

(c) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same). CONDITION MET -- See pages 16-27 for detail on teacher evaluation, including value added growth measure, rubric for Instructional teaching Standards, observation detail (~ 11 per year), multiple measures of effectiveness, and focus on training for leaders to reduce inter-rater reliability (additional information on inter-rater

reliability on pages 41-42). For information on rigorous evaluation systems for principals and other school staff, see pages 27-30.

(d) A data-management system that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems.

CONDITION MET – Refer to pages 6 and 19-20 for information on Mastery’s Pinnacle Analytics and Value Added Systems. The Mastery Human Resources Information System (HRIS) links to these systems to create accurate teacher performance data for our performance compensation system. Mastery Charter School can confirm that our PBCS complies with FERPA, including the regulations in 34 CFR, Part 99, as well as all applicable State and local requirements regarding privacy.

(e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice. CONDITION MET – See pages 16-30 on how teachers, principals and other school staff are evaluated under PBCS. All see pages 36-41 for a detailed account of our current and planned professional development system to train teachers on the PBCSs. Training on Mastery data systems and how to use Pinnacle Analytics and MVAS are built into the regular professional development schedule and summer orientation training for all teachers and staff.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Mastery High Need Schools Doc** Pages: **1** Uploaded File: **High Need Schools Documentation TIF.doc**

**Mastery Charter School
High Need Schools Documentation
2010-11**

Each Mastery Charter School Campus has its own administration, faculty, student body, facility and governing board. All campuses have signed a management agreement with Mastery Charter High School to provide consulting services including: teacher recruitment, orientation, professional development, and support; general human resources and finance functions; facility planning and improvements, common data systems management, instructional benchmark assessments, etc.

Low Income Percentages range from 69.75% - 94% at each school currently operated by Mastery or scheduled to open in FY 11 are listed below based on eligibility for Free and Reduced Price Lunch.

As noted in the grant application, all future campuses of Mastery to use the pay for performance system will have a low-income population of at least 60% or higher. At present, both Philadelphia and Camden School Districts have no failing schools on their turnaround lists as possible Mastery schools in FY 12-15 with lower than 70% poverty rates.

Mastery Charter High School
35 South 4th Street
Philadelphia, PA 19106
215-922-1902
Principal: Steve Kollar
Low Income: 69.75%

Mastery Charter School – Mann Campus (new)
5376 W. Berks Avenue
Philadelphia, PA 19131
Principal: Stan Bobowski
Low Income: 84.20%

Mastery Charter School – Thomas Campus
927 Johnston Street
Philadelphia, PA 19148
267-236-0036
Principal: Matt Troha
Low Income: 67.70%

Mastery Charter School – Harrity Campus (new)
5601 Christian Street
Philadelphia, PA 19143
Principal: Deborah Durso
Low Income: 90.20%

Mastery Charter School – Shoemaker Campus
5301 Media Street
Philadelphia, PA 19131
267-296-7111
Principal: Sharif El Mekki
Low Income: 70.19%

Mastery Charter School – Smedley Campus
(new)
1790 Bridge Street
Philadelphia, PA 19124
Principal: Brian McLaughlin
Low Income: 94.00

Mastery Charter School – Pickett Campus
5700 Wayne Avenue
Philadelphia, PA 19144
215-866-9000
Principal: Kelly Seaton
Low Income: 87.50%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Teacher Princ Letters Surveys support and Handbook Pages: 20** Uploaded File: **20 TIF letters teach princ survey handbook compressed.pdf**

PROJECT NARRATIVE ATTACHMENT:

TEACHER, PRINCIPAL COMMITMENT LETTERS OR SURVEYS

Due to the timing of the release and deadline for the TIF grant, Mastery Charter School Network was unable to conduct an independent survey of all current teachers participating in our PBCS pilot, or the 145 new teachers we are in the process of hiring for August 2010 for our three new schools. However, we do have two years of teacher survey results on questions related to PBCS that can serve as a proxy for teacher awareness of and commitment to our evaluation and pay system. In addition, we included a copy of the Mastery Teacher Handbook from this past year as pages 4-5 (orig document pages) detail how Mastery aligns our Instructional Standards to ongoing professional development for teachers and pages 8-11 walk teacher through the PBCS in detail. This handbook is reviewed with every teacher during the summer orientation and several hours are spent on the PBCS section of the handbook.

Finally, for our new M3 PBCS for principals and school leaders, we have a letter of commitment from all four current and three new principals that they have been involved in the design process and believe this is the direction Mastery needs to go for compensating leadership members.

Attached:

- 1. 2010 Teacher Survey Results – Questions Related to PBCS** **p. 2**
- 2. Letter of Support for M3 and PBTAS from Mastery Principals** **p. 3**
- 3. Mastery Teacher Handbook 2009-10** **pp. 4-25**

Mastery Teacher Survey Data 2010
***Items Related to PBCS**

Anonymous, web-based teacher satisfaction surveys were first administered as a pilot in 2008-09 to capture baseline data. Teacher feedback on the survey helped shape our Talent Development/Human Resources team's foci for outreach and communication during the 2009-10 academic year. We had an 89% response rate in 2009, with a 97% response rate (142/145 teachers) in 2010.

Below are four questions related to teacher evaluation linked to the pilot performance based pay system. The answer options were:

- (1) Strongly Agree, (2) Agree, (3) Somewhat Agree, (4) Somewhat Disagree, (5) Disagree, or (6) Strongly Disagree

With this 6-point Likert scale, we looked at approval ratings in two ways: (1) the percentage of teachers who rated the question with either of the two highest scores (Strongly Agree or Agree), and (2) the percentage of teachers who rated the question with any of the three positive responses (e.g. "net positive" score).

Survey Question	08-09 (Top 2)	09-10 (Top 2)	08-09 (Net Positive)	09-10 (Net Positive)
Teachers feel evaluation process is fair and consistent	48%	70.5%	61.3%	83.4%
Teachers feel the Mid-Year and End Of Year evaluation timeframes are appropriate	65%	78.0%	72.4%	92.3%
Staff understand the criteria for salary/category recommendations under Performance Based Teacher Advancement	50%	73.2%	66.7%	88.0%
Teachers feel offered salary and category was a good reflection of performance.	42.9%	56.8%	65.8%	78.4%

While we saw marked improvement in teacher understanding of the system, the survey results show both a general approval for the system by teachers and a need for Mastery to invest in teacher training and communication regarding performance based compensation as we seek to expand this model to 15 new schools over the next five years. Finally, since we were more focused on the evaluative piece of the performance based compensation system, we did not have any explicit questions regarding amounts of bonuses and their perceived connection to motivation. Under our proposed external evaluation under TIF, we request the evaluator to help us craft appropriate questions to get at these and other elements of performance pay that will be a part of future surveys and the research team's data analysis.



5700 Wayne Avenue
Philadelphia, PA 19144
215-866-9000
www.masterycharter.org

June 25, 2010

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

Dear Secretary Duncan,

This letter is to express the commitment of the Mastery Charter School Principals for our organization's launch of a performance based compensation system for principals and other school staff (M3: Mastery Management Model).

As you may know, Mastery has been implementing a performance pay system at our four original schools since fall 2007. This has led to our comfort level with how student achievement, observation data, and living up to Mastery values play into compensation, and we have been pleased to be able to offer significantly higher financial rewards to our best teachers under this system. It seems only fair that principals, APs, and other school personnel would now be evaluated on the basis of individual performance.

Several of us have been involved in the design and planning of M3 over the past year and we believe the financial incentives offered through individual performance compensation are the right way to move if we truly believe that student outcomes are the bottom line, not just for teachers, but for administrators. We believe Mastery is committed to our value of "open doors" where we can voice concerns at any time and that as the system rolls out, we will be able to bring concerns and recommendations to the central office team at any time.

We look forward to participating in M3 next year and are hopeful that the Department of Education will invest in Mastery's pursuit of excellence for all teachers and leaders.

Sincerely,

David McDonough
Principal
Mastery Charter High School

Matt Troha
Principal
Mastery at Thomas

Sharif El-Mekki,
Principal
Mastery at Shoemaker

Kelli Seaton
Principal
Mastery at Pickett

Brian McLaughlin
Principal
Mastery at Smedley

Stan Bobowki
Principal
Mastery at Mann

Debra Durso
Principal
Mastery at Harrity



Mastery Charter Schools
Excellence. No Excuses.

Excellence by Design

**Mastery Charter Schools
Teacher Handbook
2009-2010**

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All students learn the academic and personal skills they need to succeed in higher education compete in the global economy and pursue their dreams.

Welcome to the Mastery Community,

Together, we will ensure that all students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. We believe that educational inequity is the most pressing social problem facing our country—the civil rights issue of our day. Mastery exists to solve the problem. We believe it is imperative that every child receives a quality, college-preparatory education. With your support, Mastery is creating a network of exceptionally high performing urban schools that demonstrate that all students—not just those attending selective schools—can succeed and achieve academically. Our purpose is to raise the bar for urban education and prompt system changes. We live by our motto: “Excellence. No Excuses.”

We are relentlessly committed to student achievement. We know that all students can and must achieve. Our expectations are high, our desire for success is intense and our timeline is aggressive. We use clear and concrete measures to determine achievement. When we fail, we own it and look to develop better and more effective methods. We constantly explore new strategies to increase our effectiveness and we never get hung up on pedagogical fads or ideologies. We know that high expectations must be matched by high and efficient support. We are united by our shared mission, the urgency of the calling and our relentless pursuit of academic achievement for all.

Mastery integrates modern management and effective educational practices to drive student achievement. Our program is distinct in several ways. Most importantly, our teachers are outstanding and relentlessly committed to student achievement. Mastery instruction means teaching and supporting students until they learn. Our teachers continually improve their craft through frequent feedback, coaching, and collaborative support. Instruction is grounded by a common pedagogical model and guided by focused standards-based curricula. We align assessments to clear objectives and use assessment data to direct instruction. We utilize a mastery-based grading system and a scaffolded course structure that addresses students at their incoming skill level, yet holds all students to a single college preparatory graduation standard.

Mastery creates an achievement-focused school culture by sweating the small stuff while fostering meaningful, personalized relationships between students and adults. To support the transition to a high expectations culture, we explicitly teach students problem-solving and social-emotional skills. All students receive workplace skills training and participate in internships to ensure they develop the real world skills required for college and the global economy. In short, Mastery insists on high expectations and high support so all students can achieve success.

Our actions are supported by our VALUES:

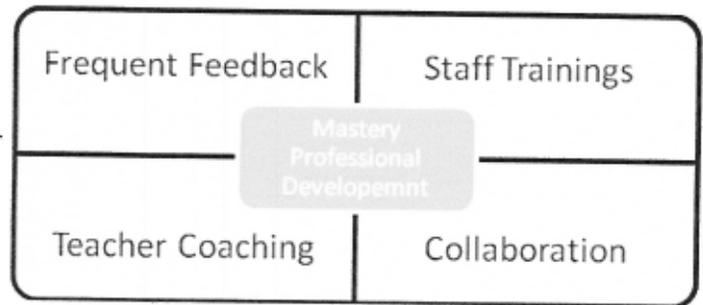
- 1. Student Achievement -- Above All**
Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.
- 2. We Serve**
We serve students and their families first. Our business is their success.
- 3. The High Road**
We do the right thing. We are fair and treat folks with respect.
- 4. Grit**
Our students' futures are at stake – we don't give up. We do more with less. If it doesn't work, we fix it. We find a way.
- 5. Joy and Humor**
Our positive, caring culture supports student and staff success. We like fun. We love to laugh.
- 6. Straight Talk**
We face reality, communicate honestly and respectfully, and hold each other accountable.
- 7. Open Doors**
Everybody is welcome to talk to anybody. We are open and transparent.
- 8. Continuous Improvement**
We seek a better way – always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.
- 9. One Team**
We are in this together. We may disagree, but at the end of the day, we support each other 100%.



Professional Development and Feedback

Overview:

Mastery Charter's PD program is comprised of four ongoing initiatives: a) Frequent Feedback b) Staff Trainings c) Teacher Coaching d) Collaboration and Peer Observations. These initiatives are united by a common model of instruction and classroom management that values measurable success, efficiency and a positive student-teacher rapport. This model is referred to as Mastery's Instructional Standards.



The Mastery Instructional Standards:

The Instructional Standards are a compilation of fundamental best teaching practices, successful teacher traits as well as common measures of student success. The standards have been distilled from a wide variety of resources and are supported by Madeline Hunter's classic instructional text: Mastery Teaching. Each standard is designed to create an objective-driven, rigorous and effective classroom experience that will serve to prepare students for higher education, the global economy and the pursuit of their dreams.

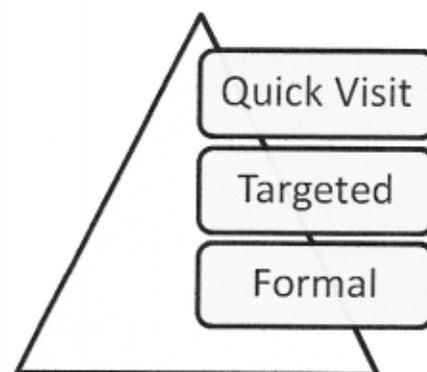
There are 5 Standards: Each standard is followed by a series of strands. Strands are divided into "Student Outcomes" and "Teacher Actions". Student Outcomes convey the expected result of successful routine implementation of the standard. "Teacher Actions" convey the requisite implementation practices for the standard. Each student outcome and teacher action is written at a level of proficiency. Under select teacher actions, suggested strategies are bulleted. Further explanation regarding these suggested strategies can be found within the Mastery Charter PD Library.

INSTRUCTIONAL STANDARDS
1. Objective Driven Approach
2. Classroom Systems
3. Instruction
4. Student Motivation
5. Rigorous Engagement

Teachers are encouraged to routinely reflect on their practice in light of the Instructional Standards. The standards provide a common language and expectation to facilitate peer and administrative observations as well as coaching and professional development. At the student level, the standards serve to create a common instructional experience across classes by instituting valuable rituals and strategies.

The Mastery Instructional Standards and Teacher Feedback:

Frequent and high quality feedback is at the core of Mastery's PD program. Feedback is developed via three modes of observation: Quick Visits, Targeted Observations and Formal Observations. Each mode results in documented feedback on the teacher's observed performance in relation to the Instructional Standards. Members of the school's Leadership Team serve as observers. Observations are typically not scheduled to facilitate a random sampling. In situations in which the teacher believes the observation timing did or will not result in a typical representation of performance, they are encouraged to inform the observer as soon as possible.



Characteristics of Feedback Modes

Observation Mode	Focus	Characteristics	Feedback Presentation	Feedback Results	Minimum Frequency
Quick Visit (QV) Observations	5 QV Strands	2-5 minute	QV check Box Form placed in mailbox the day of	General and brief feedback	1/report period (1-5) Total=5
Targeted Observations	Specific strand or set of strands.	5-20 minutes	Targeted Feedback Form placed in mail box by EOW	General and brief feedback	2/semester Total=4
Formal Observations	All Instructional Standards	Full class period + lesson/unit plan and student work evaluation. Optional pre-meetings	Formal Observation Feedback Form is presented during scheduled debrief	1-5 overall rating as well as individual standards ratings	Assoc/Sr. Assoc <ul style="list-style-type: none"> • 3/3 phases Adv/Master • 2/3 phases Phases:* 1. 9/21-10/30 2. 11/2-1/8 3. 1/11-3/26
Mid Year Evaluation	Summative feedback re: <ul style="list-style-type: none"> • Observations • Mastery Values, Contributions, & Responsibilities • Student Achievement 	Administrator-Teacher Conference	Mid Year Evaluation Form	Narrative feedback with summarized results	Once between:* 1/11 and 2/12
End of Year Evaluation	Summative feedback re: <ul style="list-style-type: none"> • Observations • Mastery Values, Contributions, & Responsibilities • Student Achievement 	Administrator-Teacher Conference	End of Year Evaluation Form	Narrative feedback with summarized results	Once between:* 4/12 and 4/30

**Dates may vary slightly*

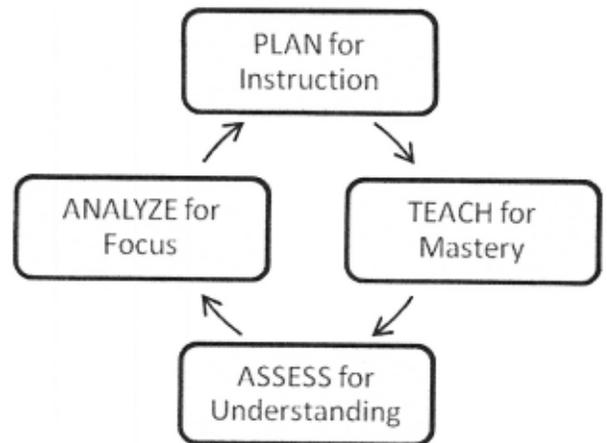
Mastery Coaching Model:

A primary facet of individual teacher support at Mastery is the Mastery Coaching Model based upon the Instructional Standards. The Mastery Coaching Model begins with setting clear concrete goals for teacher improvement, designing and executing a series of aligned coach supports and monitoring teacher improvement. Through Mastery Coaching, teachers build new skills, ingrain effective habits, incorporate best practices and utilize excellent instructional strategies. Coaching facilitates teacher improvement from struggling to solid, solid to strong, and strong to exemplary. At each campus the leadership team and select teachers serve as coaches and work with individual teachers throughout the year.



The Instructional Cycle

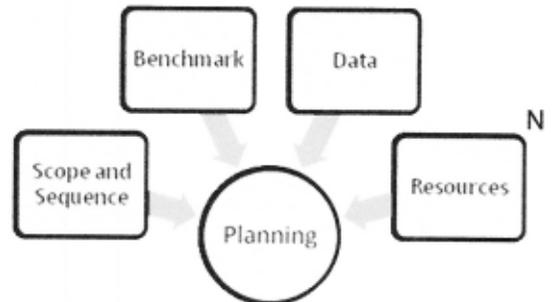
The Mastery Instructional Cycle is a workflow that ensures instructional time is targeting new and review material as well as addressing deficits. In addition, the cycle helps ensure that struggling students are identified and receive the supports they need to be successful. The cycle is comprised of four components: a) Planning, b) Teaching, c) Assessment, d) Analysis. The Cycle plays out in multiple arenas. At the CMO (Charter Management Organization) level, assessment data is analyzed to augment curricula and benchmarks. At the school level, data supports the design of additional after school and Saturday programming. And, most importantly, at the teacher level, unit and lesson plans as well as individualized supports are influenced by the data and CFU.



Planning

The single most important question is “what to teach?” A series of sequential actions supports the answer and requisite planning. In an idealized planning session:

1. The **Scope and Sequence** document specifies the content that will be measured on the Benchmark. This is the step that supports the identification of baseline content/skills that should be taught within the report period.
2. Next, a thorough examination of the end assessment occurs. In most instances, the end assessment is the Mastery **Benchmark** or a teacher developed assessment that measures a subset of the benchmark skills. Planning with the end in mind and backmapping from that end will dramatically impact student success. Reviewing the benchmark assists the teacher in translating the standards into the questions that will be used to measure acquisition of the skills/content. This is an essential honing exercise.



3. An examination of available **data** is the next step. Typically, available data includes
 - a. Individual student and class data regarding whole assessment data (% correct).
 - b. Individual student and class data regarding performance on individual standards.
 - c. Individual student and class data regarding performance on individual questions.
 - d. Current and past report period grades

Reviewing the data often results in multiple significant outcomes such as:

- a. Which standards need to be readdressed?
- b. Which students need support regarding a specific standard?
- c. How are students doing on specific question types- open ended, multiple choice, diagram-based, etc...?
- d. Which students require significant broad intervention?
- e. What is the most common cause for current course failure?

4. **Resources** are now reviewed. What does the teacher have to support instruction? Textbooks, teacher resources, ancillaries, strategies, etc...

Once the Scope and Sequence, upcoming assessment, data and resources have been reviewed, a unit plan and lesson plans are developed.

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Teaching

During instruction, the unit and lesson plans as well as checking for understanding are supporting the teacher's development of daily objectives and the instructional standards are driving instructional delivery and values.

Assessment and Analysis

All instruction culminates in assessment. The analysis of the assessment results produces the data that is used in the next planning phase.



Benchmark Assessment Manual

Who takes the Benchmarks?

Students who have qualified or likely will qualify for the PASA (Pennsylvania Alternate System of Assessment) may be excused from taking the Benchmarks. The school's Special Education Department is responsible for creating an alternate and appropriate proxy assessment. All other students are required to take the Benchmarks.

How do Benchmarks impact report period grades?

Each Benchmark is counted as predetermined percentage of the student's grade for each subject for each report period. If this conflicts with information or the spirit of information in an IEP, the Principal can alter this percentage.

What accommodations/modifications are permitted?

Accommodations for the Benchmark are limited to those that are considered acceptable for the PSSA. For a complete list of PSSA accommodations go to:

http://www.pde.state.pa.us/a_and_t/lib/a_and_t/AccommodationsforallStudents2007.pdf

Modifications to the form and content of the Benchmark assessment are performed only by the CMO. In such cases, the revised Benchmarks are used across all schools. Posters, visuals and other aids that may provide support during testing are to be removed or covered. PSSA approved tools such as formula sheets are permitted. Typically, modifications or exemptions are only granted to students that would qualify for PSSA modifications such as PASA.

To what extent should the Benchmark guide instruction?

The Benchmark is designed to complement the scope and sequence in providing guidance regarding both instructional content and rigor. Mirroring question stems, format and model during instruction is encouraged yet not to the degree to which a Benchmark question or assessment becomes invalid or "gamed". Professional judgment is a must and teacher-administrator communication is encouraged when considering gray areas.

General Guidelines

- Avoid providing background regarding reading passage content or vocabulary
- Teach the skills/content tested on the BM rather than the questions on the benchmark
- Avoid providing details regarding the test or test format that are not available with the PSSA

Test Security

Schools and teachers are required to take all precautions in maintaining the security of the Benchmarks. Benchmark questions and entire assessments are often recycled yearly. Students should never have access to the assessments outside of the classroom. Students should never receive copies of the assessments or information that will permit them or their associates to have an advantage. Concerns regarding test security should be reported to the Principal immediately.

Scheduling/Pacing

Benchmark schedules are always to be followed regardless of the individual teacher's pacing.

1. Classroom Observations: Instructional Effectiveness

Mastery's Instructional Standards (IS) are the basis for our instructional model. The standards serve to create a common definition of instructional quality. During Quick Visits, Targeted Observation and Formal Observations, success is measured by comparing teacher/student actions against the practices described in the IS.

2. Mastery Values, Contributions & Responsibilities

We believe that in order to achieve our ambitious mission, all staff must uphold the Mastery values, fulfill their responsibilities and actively contribute to the school community. Consequently, teachers will receive feedback regarding performance in:

- Upholding the Mastery Values in relationship to the Mastery community, including students, peers, administrators, and parents.
- Fulfilling the responsibilities described in this handbook as well as other reasonable requests made by their supervisor.
- Contributing to the success of the school especially when going above and beyond the expectation.

3. Student Achievement

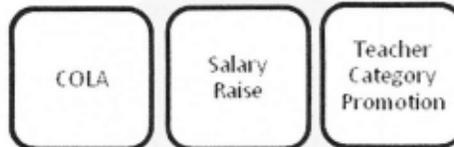
Annual academic goals regarding assessments and grades are developed for each teacher, by the leadership team in collaboration with the teacher. In addition, Mastery will pilot a value-add program that is intended to increase the accuracy of expectations. All academic goals will also take into account the course level and students served.

The chart below details the different teacher categories, salary ranges for each category, and the expectations for teachers in the different categories for observations and visits, Mastery values, and student achievement.

Teacher Category	Salary Range	Criteria		
		Observation Score Expectations	Mastery Responsibilities, Values and Contributions Expectations	Student Achievement
Associate		Demonstrates a 2 ('Developing') rating with progress toward a 3 ('Proficient'). Shows progress toward executing the Mastery Instructional Model	Fulfills Mastery job responsibilities and acts consistently with Mastery's values	Evidence of student progress towards academic and achievement goals
Senior Associate		Demonstrates a 3 ('Proficient') rating or above in observations and is proficient in executing Mastery's Instructional Model	Fulfills Mastery job responsibilities and acts consistently with Mastery's values	Students meet expected academic and achievement goals
Advanced		Demonstrates a 4 ('Accomplished') rating or above in observations and is accomplished in executing Mastery's Instructional Model	Exceeds Mastery job responsibilities and exemplifies Mastery's values. Supports the success of other teachers.	Students demonstrate accelerated academic achievement on multiple and varied measures
Master		Demonstrates a 5 ('Outstanding') rating in observations and is outstanding in executing Mastery's Instructional Model	A leader that drives the Mastery mission and values. Displays consistent, significant and measured impact on the school's performance through instruction, coaching, leadership and PD.	Students demonstrate breakthrough academic achievement on multiple and varied measures. Ambitious academic goals regularly exceeded

End of Year Evaluation

The major function of the End of Year Evaluation is to determine the contract offer for the coming year. Typically, contracts are renewed with one of three outcomes:



Teacher Category Promotion (includes salary raise)

Meets the criteria for promotion in all areas:

- Observation performance in all competencies are always at the promoted category level
- Always meets the described performance level for job responsibilities and Mastery values at the promoted category level
- Meets student achievement criteria described by promoted category level
- Teachers newly promoted to a category are placed at the beginning of that category salary scale

Salary Raise

Meets the criteria for current level and exceeds criteria in some areas:

- Observation performances are mixed, with some scores or competency areas at the next higher category level and others at the existing category level
- Meets, and often exceeds, the described performance level for job responsibilities and Mastery values at the current category level
- Meets student achievement criteria described by current category level
- Teachers who meet all criteria for the category are placed in the middle of the salary range. Teachers who exceed in many areas but have not met the criteria for promotion are placed at the higher end of the salary range.

COLA (Cost of Living Adjustment)

- Performance is at the current category level for observations and some competency areas may be below expectation
- Usually meets the described performance level for job responsibilities and Mastery values at the current category level
- Makes limited progress toward academic goals for students
- Teachers who are struggling to meet all criteria for the category will receive a COLA (an annual increase in pay to reflect price inflation)

Non Contract Renewal

If the teacher's evaluations have been unsatisfactory, the teacher may not be offered a contract for the following school year. To ensure such decisions are not capricious, the following procedures must be followed:

- The teacher will receive a warning letter regarding unsatisfactory performance.
- A second warning letter must be offered with notice that performance is unsatisfactory and that a teacher's current position or contract offer for the following year is in jeopardy. An Improvement Plan must be offered, with the second warning, which makes improvement expectations clear. The plan should offer supports to the teacher in meeting the expectations. Mastery's Human Resource Director and CAO will be notified.
- A written evaluation of the Improvement Plan is created. The evaluation must state whether the goals of the Improvement Plan have been met.

Note: this process does not apply in cases where the teacher's actions have violated the law, placed students or staff in danger, or otherwise violate employment regulations that constitute grounds for immediate dismissal.

Appeal/Review Process

A teacher who feels his/her salary placement has not been determined consistently with the above guidelines, should first discuss these concerns with his/her Principal. If the matter is not resolved with the Principal, the teacher should contact HR and request that HR review the salary determination. HR will require that the teacher state in writing the reason they believe the salary placement guidelines have not been followed appropriately.

HR will review the evaluation data and discuss the matter with the Principal. HR will make a recommendation and review the recommendation with the CEO and COO. The decision will be presented to the teacher.

Contract Signing

In May, teachers decide whether to accept a contract for the following school year. In order to hold a position, contracts must be signed and returned within two weeks of receiving it. Teachers who notify the Principal prior to May 1, 2010 that they are returning will be eligible for a signing bonus described in the contract. Reneging on a signed contract will result in a loss of accrued benefits and the annual bonus described in the contract.



Course Options

The following is a listing of courses commonly offered at each grade. Actual campus schedules will vary. Select courses are offered at different levels.

	English	Math	Science	Social Studies	SEL	Enrichment
7	-Literature 7 -Reading 7 -Writing 7	-Math 7		-Ancient World History	-7 th Seminar	-Music 7 -Art 7 -PE 7
8	-Literature 7 -Reading 7 -Writing 7	-Math 8 -Algebra 8	-Science		-Elective	-Music 8 -Art 8 -PE 8
9	-Eng Lit 9 -Eng Comp 9	-Pre-Algebra -Algebra I -Geometry	-Intro Physics		-Fresh Seminar -Health/PE9	-Tech 9
10	-Eng Lit 10 -Eng 10	-Algebra I -Geometry -Algebra II/Trig	-Biology	-Mdrn World Hist -AP Human Geog -AP Psych	-Soph Seminar	-Music 10 -Art 10
11	-American Lit -AP Lang	-Geometry -Algebra II/Trig -Pre-Calc	-Chemistry	-US History -AP US Hist	-Jr. Seminar	-Spanish I
12	-Brit and Wrld Lit -AP Lit	-Algebra II/Trig -Pre-Calc -AP Calc AB	-Physics -AP Bio -AP Chemistry	-Government -Economics	-Sr. Seminar	-Spanish II

Report Cards, Grades and Attendance Reporting

The Mastery school year is divided into semesters 1 and 2. Each semester contains three report periods. Each report period grade is a non-cumulative grade. At the end of a semester, a cumulative semester grade is determined. The cumulative semester grade determines pass/fail status and is reported on the student's transcript

Rather than a traditional A-F grading system, Mastery utilizes an M and I system. "M" represents course Mastery (76% or above). "I" represents Incomplete mastery (75% or less). An "I" is the equivalent to a failure. Courses that result in a cumulative semester grade must be recovered in summer.

Semester 1			Semester 2		
Report Period 1 77 (M)	Report Period 2 75 (I)	Report Period 3 80 (M)	Report Period 4 81 (M)	Report Period 5 85 (M)	Report Period 6 90 (M)
Final Course Grade = 77.3 (M)			Final Course Grade = 85.3 (M)		

In general, report period grades are divided into three categories:

25% Benchmark score

25% Homework

50% Tests, Quizzes and Classwork

See individual course scope and sequences for course specific information.

Course Credit and Credit Recovery

All courses are limited to 1 semester. Courses that meet 5 or more times per week for 1 semester earn 1 credit.

Courses that meet 2 times per week for 1 semester earn 0.5 credits. Independent Reading (IR) is embedded within advisory. Students earn a 0.5 credit IR grade.

Students that fail ≤ 3.5 credits are required to recover those credits during summer school. If all credits are not recovered by the end of summer school, the student is retained and repeats the grade in the fall (including all passed and failed courses.)

Students that fail >3.5 credits are automatically retained and repeat the grade in the fall (including all passed and failed courses.) Summer school is not an option for these students.

Exceptions and accommodations may be made but course recovery is generally not permitted during the school day.



Student Culture Programs

The Mastery Code of Conduct

The Mastery Code of Conduct drives school culture. Its language should be utilized often when motivating students. Students should be familiar with the code and able to recite it from memory.

CODE OF CONDUCT
I choose to be here. I am here to learn and achieve. I am responsible for my actions. I contribute to a safe, respectful, cooperative community. I come with a clear mind and healthy body. This is my school... I make it shine.

The Road to College

Mastery Charter is a college preparatory school. Our mission centers on success in higher education. Most of our students will be the first in their family to graduate from college. It is vital that we instill in our students the expectation of college graduation as an inevitable event on their road towards success. We discuss college experiences, goals, considerations, etc... with our students. College is an ongoing theme. We create environments that show college pride and engage students in conversation about our experiences.

Merits, Demerits and Dean Referrals

Merits

Each student is assigned a Merit Card and carries the card in their ID badge holder. When a staff member observes exemplary behavior, s/he asks for the Merit card and applies a merit to the card. Students are not to receive multiple merits for a single behavior/action. Students that solicit merits should not be accommodated. After acquiring a predetermined number of merits, students are awarded prizes according to an incentive menu.

Demerits

Each student is also assigned a Demerit Card and carries the card in their ID badge holder. When a staff member observes an offense, s/he respectfully asks for the Demerit Card and records the following: code of offense, date of offense, signature. Staff are encouraged to NOT engage in conversation about the demerit. The intent is for the demerit to be quick, focused feedback on negative behavior. The demerit serves as a warning. Thus, warning students that they might receive a demerit for their behavior is not encouraged. Students are not to be given multiple demerits for a single offense. If the offense is deserving of greater attention, the student should be referred to the Dean. If the offense is the sixth in a series of offenses, the staff member holds the card, signs and dates it and then contacts the Dean for pick up. The Dean is responsible for ensuring that a replacement card is distributed as soon as possible. Students that fill a demerit card are scheduled to attend a ~3 hour detention on the following Wednesday.

Dean Referrals

Teachers are expected to manage general student behavior and address low level infractions through proactive and reactive strategies (including the demerit system). Students exhibiting level II infractions such as:

- | | | | |
|------------|------------------|---------------|--------------|
| -Pre-fight | -Insubordination | -Intimidation | - Plagiarism |
| -Threats | - Cheating | -Bullying | - Harassment |

should be referred to the Dean. To conduct a Dean Referral, contact the Dean and request an escort. In the event that the Dean does not answer, contact the front desk. If the situation allows, complete a Dean Referral form and present it to the escort. The form should be completed prior to a student's removal. Please make every effort to ensure sensitive information remains confidential.

The Culture Team is responsible for determining actions/consequences and communicating those actions to the teacher within 24 hours. In addition, teachers are expected to use the incident as a teaching/relationship building opportunity and follow up with the student and parent.

The line between Level I and II infractions is sometimes gray. During these gray situations, the teacher is expected to balance the needs of the individual student against the needs of the class. It is important to remember that once a student is removed from the classroom, the student loses valuable academic time. However, if the student is uncontrollable and is preventing others from learning, the student should be removed. Reasonable effort to address the situation is expected in order to maximize academic time for all students.

Restorative Practices

Restorative Practice is an approach to wrongdoing that emphasizes relationships and raises attention to the harm done to victims, offenders, and the overall community. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. The "giving back" does not necessarily replace punitive actions that may result from the infraction. Rather, they are often in addition to such actions. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

Restorative consequences are typically designed to restore the wrong doing. If graffiti was the infraction, covering the wall with paint is a reasonable restorative consequence. When trust is broken, facilitated conversations and or apologies may result. The goal is always to take responsibility and make amends.

Code Awards

The Code Awards serve to recognize and motivate students who epitomize characteristics reflective of the Code of Conduct. Awards are granted for displays of success or progress in character, initiative or citizenship. Code Awards are presented during community meetings and other functions.

Key Awards

The Mastery Key Award honors students who master the personal skills/attributes needed to excel in life beyond Mastery Charter – both in higher education and the global community. Periodically, the staff will review the key award nominees and conference on whether the candidate's attitude and talents match the high expectations of a Mastery

Key Holder. If a nominee is conferred with the award, it will be announced at Community Meeting. If a nominee is not conferred with the award, they may be re-nominated later in the year.

Cohort Behavior Clipboard

The Cohort Behavior Clipboard (CBC) serves to assess general cohort behavior (grades 7 and 8) and encourage a positive classroom environment. A CBC (clipboard and evaluation form) is assigned to each 7th and 8th grade cohort. Teachers use the CBC scale (1-5) to evaluate the cohort during the lesson. The evaluation is based on whole group performance in the following areas: participation, body language, and adherence to the classroom rules. The rating may change throughout the lesson. The final rating for the lesson is recorded on the clipboard. The clipboard is carried from class to class in order for each teacher to record a CBC rating. The last period teacher will average the ratings for all periods for the day and return the completed CBC to the Advisor. The process repeats each day. Every Friday, by 4:00, the last period teacher averages the scores for the week, reports this score at the bottom of the page and returns the CBC. The AP of School Culture evaluates the forms, identifies top and bottom cohorts and responds.

School Uniform

Mastery Students wear their uniforms with pride. Teachers consistently demand uniform compliance and excellence in appearance by ensuring that students tuck their shirts, tie their shoes, wear their pants at or above their waist and avoid wearing outerwear or book bags in class. Students who fail to follow these rules should receive a demerit – not a warning.

Goal-Oriented Student Engagement

When addressing misbehaving students, our engagement is always goal oriented. Our objective always serves the needs of the student. Common student engagement objectives include: 1) de-escalation, 2) student accountability, 3) encouragement/inspiration/motivation, 4) re-orientation. Students are never ridiculed, embarrassed, insulted, etc... We never engage in battles of authority or employ empty threats. When engaging students, we model our code of conduct – a respectful, achievement focused community.

Community Meetings

Community Meetings serve to convey school-wide announcements, recognize student achievement and develop a sense of community within the school. All students attend one community meeting weekly. Teachers, along with the support of the Culture Team, organize and run community meetings.

Circles

Circles lay the foundation for a restorative community. Circles foster community, create a safe environment for students to express themselves, and provide an opportunity for students to learn and practice alternative means of expression. Circles are used to address issues before and after they arise or as a check-in. In Circles, everyone is equal and has a voice. Circles are scheduled during one advisory weekly. Each Circle lasts approximately 15-25 minutes.

At the start of the circle, students rearrange the classroom furniture to create a circle of chairs. No furniture is allowed in the middle of the circle. Students' hands should be empty. They should not bring anything into the circle. There should be unobstructed views of each member (i.e. no one sitting behind a desk or table).

Circles can be managed in two ways, "go-around" format, in which every student participating has a turn to speak and will do so in an orderly fashion, or "at will" format where students speak as they feel the need to express themselves and their point of view. Teachers should decide whether or not to use a talking piece to designate the speaker. Three ground rules guide the circle:

1. Active Listening: All members give their attention to the speaker.
2. Respect the Response: Responses are accepted without judgment or discussion.
3. Audible Sharing: Speakers project in order for all participants to hear.

The circle has three phases:

1. Opening/introduction of topic: Students are greeted and the ground rules are reviewed. The prompt is stated and repeated and a response is modeled. The circle format is described and time is give for students to consider their response.
2. Sharing: Students share responses. The facilitator ensures the ground rules are followed.

3. Closing: The facilitator summarizes the responses and thanks the participants for sharing. Furniture is reorganized.

Clear Hallways

Academic time is highly valued. All efforts are made to keep all students in class during academic time. Visits to the restroom, water fountains, nurse, deans, counselor, etc. are granted only during emergencies. Students should use the restrooms during transitions. Students should never be permitted to miss instructional time to go to the photocopier, mailboxes, front desk, or other non-emergency errands. Teachers evaluate and respond to emergencies on a case by case basis. Maintaining a firm policy from the first day of class will likely prevent constant requests.

Universal Silencing Sign

The Mastery universal silencing sign is used to request silence from groups of students in a respectful and familiar way. The sign consists of a raised hand. Once the teacher raises his/her hand, the students are expected to become silent and raise their hands.

Student Personal Electronics

Students are never permitted to use mobile phones, portable music devices, video game devices, laser pointers, etc...in class or hallways. Using such devices as a calculator is prohibited. Such devices should never be visible within class or in hallways. Once confiscated, teachers immediately give the devices to a dean. Confiscated items are only returned to the parent/guardian and only during regular school hours.

Food in Class

In an effort to maintain the quality of the learning environment, avoid pest infestations, and minimize distractions, eating, drinking and gum chewing is strictly prohibited during academic time. Exceptions must be approved by the administration.



Special Education and Student Services

Student Assistance Program (SAP)

The Student Assistance Program (SAP) is one of the mechanisms by which Mastery provides student support. It is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's learning and school success. The primary goal of SAP is to help students overcome these barriers in order that they may achieve, remain in school, and advance. If the problem or barrier to learning is beyond the scope of the Mastery, SAP provides the parent and student with information so they may access services within the community. SAP team members do not diagnose, treat, or refer for treatment, but they *may refer students for an assessment for treatment*. It is the parents' right to be involved in the process and to have full access to all school records under state and federal laws and regulations.

Mastery Charter School Child Find Policy

It is the policy of Mastery Charter School that all children with disabilities, regardless of the severity of their disability, and who are in need of special education and related services, are identified and evaluated. Mastery Charter School annually reports special education and related services to the State which children are being served and what services are being provided through the Penn Data system. This applies to all children with disabilities, including highly mobile children (such as migrant and homeless children), and children who are suspected of being eligible under IDEA, even though they are advancing grade to grade.

A practical method has been developed and implemented to determine which children are currently receiving needed special education and related services is reported in accordance to Mastery Charter School's special education plan submitted to the Department of Education in accordance with 22 PA Code § 14.104.

All data and information collected and used under the child find requirements of this section are subject to the confidentiality requirements of 34 CFR § 300.560-300.577.

The Mastery Special Education Overview:

Mastery holds high expectations of every student, regardless of special education status. We are committed to preparing all of our students for success in college and beyond. To accomplish this, all teachers provide a tremendous amount of support for each student. As a result, there is a culture of achievement and a belief that hard work and effort pay off. We prepare all of our students for the same world.

Instruction:

All Mastery teachers take responsibility for student learning in their classroom. They modify and accommodate their curriculum, lessons and instruction to match student need. If one strategy or accommodation fails, a Mastery teacher utilizes another until special education students experience success. In this way, students in special education are provided with the strategies, tools and instruction that allow them to perform independently at the same level as their peers. The AP of Special Education is available as resource and support to all teachers in supporting students with special needs and should be consulted when multiple strategies are unsuccessful.

Assessment:

Mastery teachers use assessments to target and individualize instruction for students in special education. Assessments such as Mastery Benchmarks, 4Sight, GRADE, and GMADE are just some of the tools we use to measure academic success. Assessment allows us to measure student achievement and growing independence. Inasmuch as possible, we provide a standardized administration of our assessments so we can measure student growth over time. When an IEP determines that testing accommodations are necessary for an individual student, we consult the PSSA test accommodations for specific modifications and administer in full accordance with their individualized education plan. The achievement criteria for Benchmark grades may be modified with the principal and AP of Special Education's consent and is typically found in a student's IEP.

Curriculum:

Mastery offers innovative programs to prevent student failure and intervention programs to accelerate learning for students who have fallen behind their peers. Mastery's tiered and leveled curricula are designed to create environments in which students with more basic skills can receive instruction that will ramp up their levels. Every six weeks, students are assessed to determine which skills need to be reviewed and retaught. After school achievement classes are required for students in general and special education students who need additional support. Because our efforts are based on assessment data and not special education status, Mastery nurtures an inclusive culture that responds to student need.

Regulations:

All Federal and State laws, regulations and procedures related to the education of students with disabilities are strictly followed. Mastery's philosophy of high expectations and high support is crucial in helping us to fulfill these regulations.

Child Abuse Reporting Policy

It is the law in the State of Pennsylvania and the policy of Mastery Charter School that all school employees are mandated reporters of suspected child abuse, which means that all teachers and all staff members are mandated by law to report to the designated administrator, if they receive information or have suspicions that a child/student is being physically, emotionally or sexually abused, whether at home or at school. The following is the procedure to be followed if a suspicion arises:

The AP of Special Education is the school's primary designated reporter for all instances of suspected child abuse. The secondary designated reporter is the Principal. When a school employee suspects that a child/student has been abused, s/he must report the suspicions immediately to the Assistant Principal of Special Education. The Assistant Principal of Special Education will then meet with the Counselor to present the report. The Counselor conducts a brief investigation to assure that there is sufficient suspicion and then contacts Childline, Pennsylvania's Child Abuse Hotline. The Counselor may choose to alert the parents to the report or may choose to not alert them if the parents are the suspected abusers. The School keeps all discussions entirely confidential and all employees are mandated by this policy to maintain confidentiality within the counselor's determination of a need-to-know basis for the benefit of the student, the family, the employees and the institution. All relevant materials are kept by the Counselor in his/her office. Once a suspicion is reported to authorities, all staff members are required to give their full cooperation to investigators as requested. This primarily means being interviewed by investigators. All interviews are confidential.



Beyond the Classroom

In order to facilitate communication between teachers, administrators and parents, teachers are routinely required to complete and submit documents, attend meetings and participate in a range of professional tasks. The following list identifies several examples of such tasks.

Document Submission	Meetings/Conferences/PD	Miscellaneous
Lesson Plans	Parent Events/Meetings	Report Period Grade Verification
Unit Plans	Staff Meetings/PD	Timely Grade Book Updates
Phone Logs	IEP Meetings	Timely Attendance Updates
Data Analysis Forms	Disc./Atten Hearing/Meetings	Performance and Feedback Surveys
Emergency Lesson Plans	Admin-Teach Conferences	Book tracking
	Peer Reviews	Room Maintenance

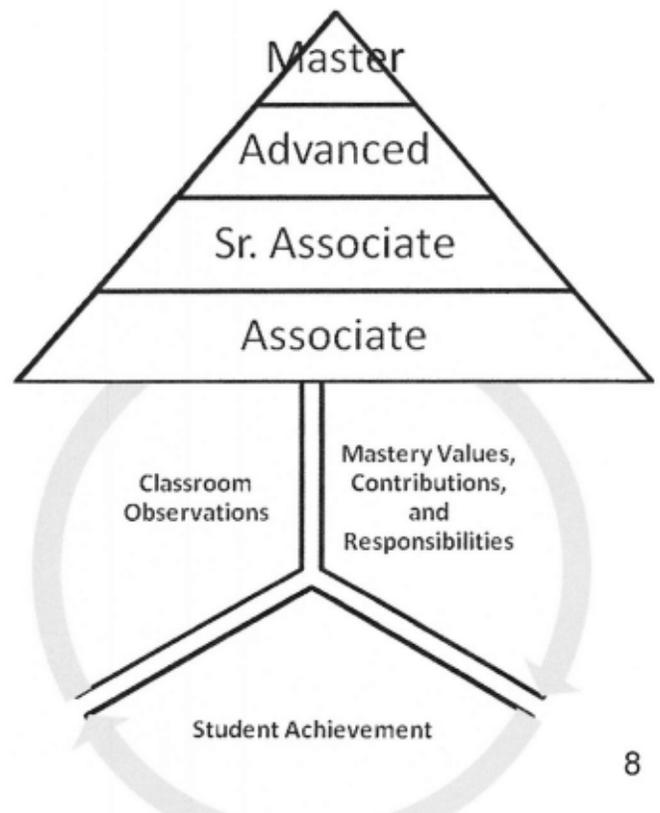
School Management Committee (SMC)

Instructor participation in the ongoing management of the school is valued at Mastery. Mastery leadership has an open door policy and instructors are encouraged to raise any concerns, assist in problem-solving, and propose new initiatives. The SMC is comprised of a minimum of three instructor representatives from differing departments and members of the non instructional teams. SMC meetings are typically held either biweekly or monthly with the principal. The meetings are intended to address concerns raised by staff, review policy, and proactively problem-solve school needs and interests.



Performance-Based Teacher Advancement System

Mastery Charter employs a performance based teacher advancement system. By basing advancement on performance rather than seniority, Mastery intends to attract, support, and retain the highest quality teachers and therefore provide our students with the best possible instruction. The system has four teacher categories, each with a specific advancement criteria and salary range. The teacher categories are "Associate", "Senior Associate", "Advanced" and "Master." Consistent with Mastery Values, the system strives to make the advancement standards, processes, and salaries fair and transparent.



Advancement Criteria

For the 2009-10 school year there are three criteria areas that determine advancement:

Project Narrative

Other Attachments

Attachment 1:

Title: **Instructional Standards and MVAS Pages: 16** Uploaded File: **TIF oth attac IS and MVAS.pdf**



Mastery Charter Schools- Instructional Standards 2009-2010

What are the Instructional Standards?

The Instructional Standards are a compilation of fundamental best teaching practices, successful teacher traits as well as common measures of student success. The standards have been distilled from a wide variety of resources and are supported by Madeline Hunter's classic instructional text: Mastery Teaching. Each standard is designed to create an objective-driven, rigorous and effective classroom experience that will serve to prepare students for higher education, the global economy and the pursuit of their dreams.

How are the Instructional Standards Organized?

Instructional Standards	1. Objective Driven Approach
	2. Classroom Systems
	3. Instruction
	4. Student Motivation
	5. Rigorous Engagement

There are 5 Standards: Each standard is followed by a series of strands that are subdivided into *Student Outcomes* and *Teacher Actions*. *Student Outcomes* convey the expected result of successful routine implementation of the standard. *Teacher Actions* convey the requisite implementation practices for the standard. Each strand is described at a level 3 (proficient). A level 5 (outstanding) description is included for each standard. Under select *Teacher Actions* suggested strategies are bulleted. Further explanation regarding these suggested strategies can be found within the Mastery Charter PD Library.

How are the Instructional Standards used?

Teachers are encouraged to routinely reflect on their practice in light of the Instructional Standards. The standards provide a common language and expectation to facilitate peer and administrative observations as well as coaching and professional development. At the student level, the standards serve to create a common instructional experience across classes by instituting valuable rituals and strategies.

Classroom Observations:

During observations, success is measured by comparing teacher and student actions against the practices described in the Instructional Standards. During formal observations, each category is separately rated. An overall observation rating is also provided. **The overall rating is not an average but rather a determination of the degree to which all categories were delivered with success.** The following describes the category and overall rating systems for formal observations.

	Individual Standard Rating System	Overall Observation Rating System
1=unsatisfactory:	The integrity of the standard was not maintained. The standard is an area of considerable concern. Typically, two or more strands were not observed at the proficient level.	One or more standards were rated a 1.
2=developing:	The integrity of the standard was insufficiently maintained. The standard is an area of some concern. Typically, two or fewer strands were not observed at the proficient level.	All standards were rated at least a 2.
3=proficient:	The integrity of the standard was maintained. The standard is not an area of concern. Typically, most or all strands were observed at the proficient level.	All standards were rated at least a 3.
4=advanced:	All strands were observed when appropriate and delivered in an exemplary fashion. Several qualities described in the "outstanding" description were observed.	All standards were rated at least a 3 with three or more standards rated a 4 or 5.
5=outstanding:	All strands were observed when appropriate and delivered in an exemplary fashion. Most qualities described in the "outstanding" description were observed. The spirit of the standard was raised to new heights.	All standards were rated at least a 4 with two or more standards rated a 5.

Objective-Driven Approach		Mastery lessons are objective-driven! Instruction serves to meet the objective in an efficient and urgent manner. The objective is measurable and addresses content/skills that are prioritized by the curriculum and student data. Success is determined at the end of every lesson. Objective- Instruction- Assessment. We're focused!...Super focused!	
		3- proficient	5- outstanding
STRANDS	STUDENT OUTCOMES	Objective Focus	Students understand and maintain focus on the objective throughout the lesson.
	TEACHER ACTIONS	Appropriate Objective	The objective(s) was selected based on identified instructional need via curricular pacing, BM analysis, and student achievement data. The objective is rigorous and consistently above the students' independent work level.
		Well-Constructed Objective	The objective(s) is student centered, action oriented, and measureable.
		Conveyed	The objective(s) is introduced to students at the start of class and continually reinforced throughout the lesson.
		Driving Objective	The objective(s) serves as the overt driving force of the lesson. Minimum of 75% of lesson time is allocated to directly addressing lesson objective(s). DI, GP and IP directly reinforce the objective. Background information, supportive review and management are limited to less than 25% of the lesson.
		Objective Assessment	By the end of class, students are assessed to determine their success in meeting the objective. Either through IP, exit slips, sampling, etc. students and teacher are made aware of the success of the lesson. Objective and Assessment are 100% aligned. Quantitative data informs regarding the number of students who experienced success.
		Instruction focuses on a rigorous learning objective that was expertly designed and selected to meet the needs of the students and serve the school goals. Students and teacher connect the lesson objective with future larger goals. The cycle of objective- instruction- assessment is implemented with integrity. The teacher is highly in tune with the students' experience and is very aware of what is being learned and who is learning it. Throughout the lesson, students are keenly aware of the purpose of the lesson and how content/skills will be acquired and assessed. Progress is apparent and conveys inevitable success. The objective(s) pervade all aspects of instruction. Homework, posters, worksheets... all communication is centered around and focused on the objective(s). Assessment confirms that an instructionally transformative experience occurred.	

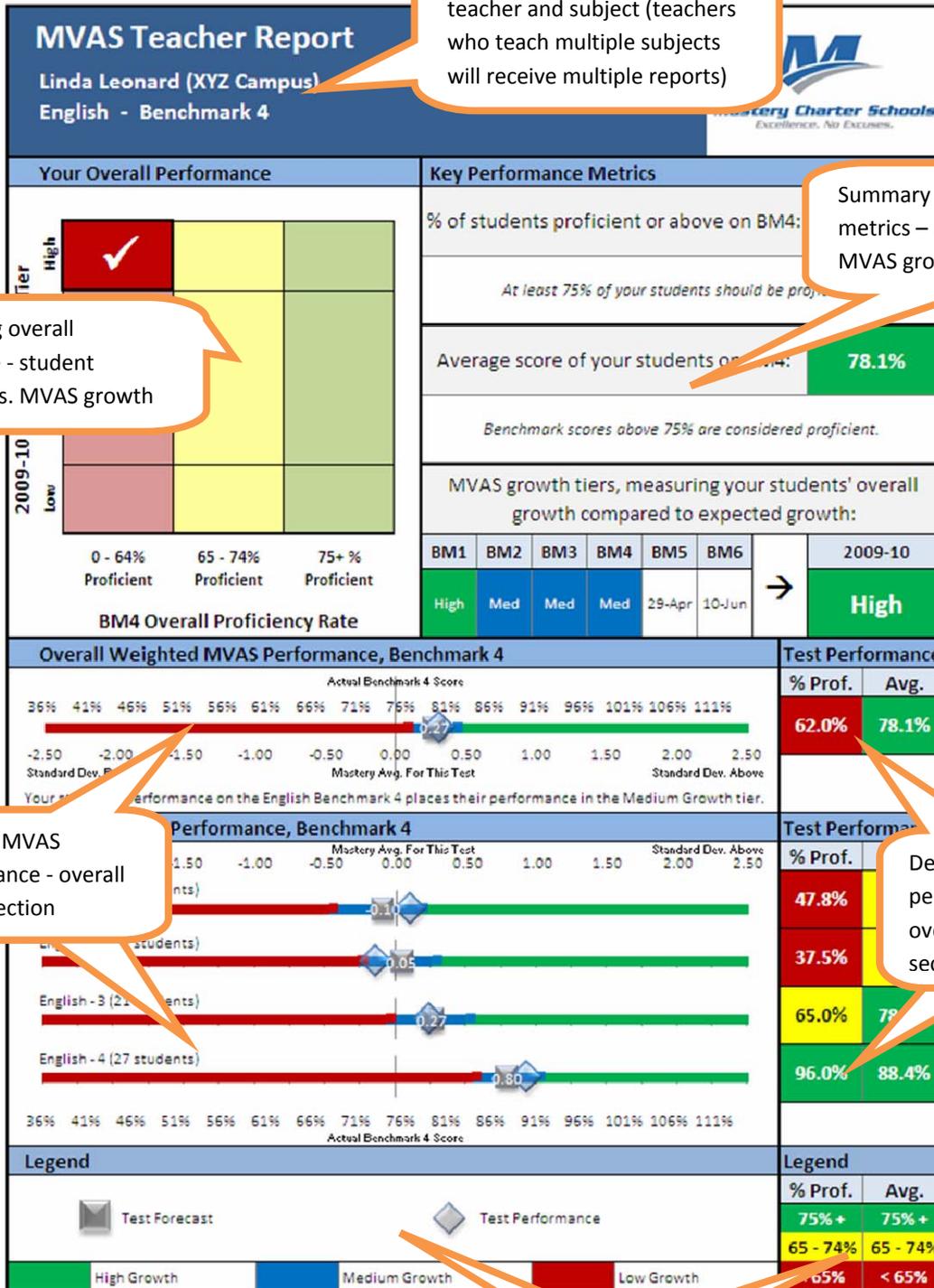
Classroom Systems		Excellence begins at the door and continues until the last student leaves! Classroom procedures and the physical environment drive student achievement. Instruction is organized and efficient. Urgency, organization, and an academic focus are ever-present. There is not a minute to lose!		
		3- proficient		
STRANDS	STUDENT OUTCOMES	Ready to Learn	100% of students are prepared and ready to learn. The students' body language conveys buy-in. They are properly uniformed and prepared with the correct instructional materials, books, pens, etc... Distractions such as bags, food, beverages, electronics, etc. are out of sight.	
		Following Procedures	Once entered, students start working with minimal verbal prompting. Throughout the lesson, students follow well established routines and rituals.	
	TEACHER ACTIONS	Routines	Predetermined classroom procedures regarding instructional routines, student organization, and behavior are consistently reviewed, retaught and enforced in an effort to increase efficiency and maintain discipline.	
		Introduction	The introduction is limited to 10 minutes and consists of a) greeting students at the door, b) conducting a "do now" and c) reviewing the agenda board and objective.	
		Seating	Chair/table organization is designed to match current instructional/management strategy (group/pair work, testing, teacher centered, etc.) Chairs are facing instructional source.	
		Board	Agenda board and general boardwork font is visible from all student seats. Information is complete, updated daily and addresses the current class. The agenda board is prominently displayed, organized, informative and contains the following: a) greeting, b) date, c) do now, d) objective e) day's agenda f) homework.	
		Neat	The classroom is neat, organized and clutter free.	
			5- outstanding	The classroom is neat and orderly. The lesson runs like a well-oiled machine. From the minute they enter, all students are intensely engaged in academics. Routines, rituals and strong organization serve to maximize time and increase achievement. Student actions and behaviors are the result of positive well-rehearsed procedures and significant student buy-in. Teacher prompting is replaced by positive ingrained student habit. The agenda board informs students and maintains teacher-student alignment. The physical environment is expertly used to support instruction and motivate students. No opportunity is missed. Teacher directed systems positively influence student organization regarding note-taking, daily planning, materials maintenance, etc... The classroom, students and teacher create a refreshing, inviting and highly efficient feel. <input type="checkbox"/>

Instruction		Effective instruction means all students learn. Great lessons are focused and responsive. Instruction provides the modeling, guidance and practice required for students to meet the objective. Students are engaged and challenged. Instruction results in students' ability to independently demonstrate skill and/or content knowledge. Mastery teachers believe in the transformative power of instruction!		
		3- proficient	5- outstanding	
STRANDS	STUDENT OUTCOMES	Mastery	All students display evidence of significant progress or mastery of the objective.	
	TEACHER ACTIONS	Direct Instruction	Instructor delivers information needed for students to meet lesson objective. Direct instruction models learning/cognitive process and expected student end products.	Independent student success is the goal and it is achieved. Modeling provides clear guidelines for success and GP addresses misconceptions and struggles. Efficient and clear communication results in desired student actions. Instruction supports full release of responsibility during independent practice. Examples, models and practice assignments are highly purposeful in design and confirm the students' ability to transfer skill from one scenario to multiple other scenarios. Student concerns and pitfalls have been forecast and resources have been proactively put in place to facilitate student independence. Reliance on handouts, teacher guidance and visuals is evident as a necessary intermediate step but never an end goal. Instruction is rich and dense, filled with experiences that are precisely aligned to the objective. Checking for understanding is constant, efficient and inclusive of all students. Instruction is differentiated in response to assessment and other data sources. Academic visual aids are exemplary in function and presentation.
		Guided Practice	Instructor provides opportunity for students to demonstrate new learning or review while under direct supervision and in collaboration with the instructor. The instructor is constantly assessing students. If student success is determined, independent practice is implemented. If students display a lack of success, additional direct instruction or guided practice is provided.	
		Independent Practice	Instructor provides opportunity for students to independently demonstrate new learning. Independent practice is focused on short, meaningful chunks with high repetitive frequency. Full release of responsibility is experienced. Confirmation of understanding during independent practice is rewarded rather than completion of examples or speed during practice.	
		Checking for Understanding	Teacher frequently checks for understanding using appropriate, strategic and efficient strategies. • Whole Questioning • Wait Time • Scanning	
		Clear Directions	Directions regarding student actions and behavior are frequent, clear, specific, sequential and observable. Directions are often communicated both verbally and visually. Directions regarding student behavior focus on what to do rather than what not to do.	
		Visuals	Transparencies, slide shows and other visuals are prepped to guide instruction. Key words & graphics are presented to clearly stand out and are isolated in an effort to focus student attention. Relevant permanent & semi-permanent visual aids are visible from all student seats and not encumbered by or accommodating less relevant information.	
		Homework	Assigned homework is estimated to require a minimum of 45 min for major and 30 min for minor subjects. Homework is provided at the students' independent work level and focuses on review and the practice of confirmed learned skills. Homework is not used to introduce new content/skills. Homework is assigned every day.	

Student Motivation		Mastery teachers motivate their students to greatness! Classroom management sets the stage for quality instruction. Direct communication, relationships and proactive/reactive strategies are consistently employed to motivate and require active participation in the lesson. High expectations are matched by equally high support and positive student-teacher rapport. The ship is sailing and everyone is on board! Ahoy!		
		3- proficient	5- outstanding	
STRANDS	STUDENT OUTCOMES	Respect	Student engagement is respectful and goal oriented.	The teacher is clearly in command and well respected. 100% of students are participating and on task. Students are engaged, displaying urgency, motivation and focus. Student ownership of learning and classroom involvement is exemplary. Misbehaviors are always addressed and always with confidence and respect. The bar for student performance is high and never provides room for off-task behavior. Student behaviors reflect the teacher's high expectations. Teacher interventions and motivating strategies focus on raising the bar not merely meeting it. The classroom rapport is positive and motivating as well as compliant and orderly. Individual student needs are considered when providing motivation. Students don't merely believe they can be successful; they are provided with the plan and the rationale. Displays of student work are common, recent and exemplary. They serve to push the bar higher. Public tracking systems conveniently assist the students and teacher in determining progress and maintaining focus on the goals. The teacher's persistence, determination and dedica
		Participating	≥95% of students are actively participating in the lesson, engaging the instructor and playing a non-passive role in the class.	
		On Task	100% of students are actively on task, displaying academic posture and maintaining appropriate focus.	
		Urgency	Students display a sense of organized urgency during all parts of the lesson.	
	TEACHER ACTIONS	Strong Presence	The teacher's presence is commanding, respectful and purpose-driven. • Economy of Language • One Voice • Stay on Track • Face and Focus • Calm Before the Storm • Registers	
		Positive	the lesson. A minimum ratio of 3 positive comments to 1 negative comment is employed. • Assume the best • Narrate the positive • Speak Success and Challenge • Motivation and Praise	
		Pacing	Activities are openly timed and time constraints are enforced and respected. All parts of the lesson are adequately delivered. "Down time" is avoided. A sense of urgency is evident during all parts of the lesson.	
		Redirection	• Proximity • Group Reminder • Anonymous Reminder • Signaling • Quick Word • Quick Public Correction • Consequence	
		Sweat It All	Posture, uniform and other nondisruptive yet non-compliant issues are readily addressed. The bar is set high and maintained.	
		Rapport	The teacher displays positive professional relationships with all students and consistently models appropriate communication skills.	
		Displaying	Classroom is adorned with recent student work, recognition of student achievement and tracking systems. Displayed student work is exemplary and grade appropriate.	

Rigorous Engagement		Challenge is the name of the game! Mastery teachers know that instructional time is best utilized when students are reaching for that next rung on the ladder. Rigorous student engagement means academic sweat. This isn't a maintenance workout. We're always stepping it up! Students are constantly facing new challenges along with the opportunities to practice and the motivation to be successful.	
		3- proficient	5- outstanding
STRANDS	STUDENT OUTCOMES	Work Hard!	Students are consistently cognitively engaged and working hard. Students actively address the challenges provided.
	TEACHER ACTIONS	Instructional Density	Direct and instructionally dense activities are chosen over less efficient or artificial activities. Instructional choices maximize students' cognitive engagement and encourage students to bear the load of as much of the work as possible. All facets of the lesson (objective, instruction, questioning, assessment, etc...) push students to work, engage, think and focus. "Busy work" is avoided.
		Release of Responsibility	The tide of instruction is overtly moving towards student independence. As success is observed, the teacher reduces support in an effort to reach full independent student proficiency.
		Grabbing Engagement	During review or GP, the teacher constantly identifies opportunities for students to engage and share the cognitive load. <ul style="list-style-type: none"> • What's next? • Stopping Short • Puppeting • Whole Questioning
		High Order Engagement	High order engagement accounts for a minimum of 1/4 of all verbal questioning. High order is defined as comprehension, application, analysis, synthesis and evaluation as opposed to knowledge (basic recall). <ul style="list-style-type: none"> • On The Hook • Specific, Complete and Well-Presented Answers • Defend Support and Improve
		<p>All students are being challenged and working hard throughout the lesson. The lesson, from design to execution, is characterized by rigor. The objective is ambitious yet still met with success. The teacher, skillfully challenges students without frustrating or demotivating them. The lesson is made instructionally dense by taking advantage of opportunities to engage students and push the majority of the cognitive work onto their plates. When questioning/engaging students, the teacher, consistently and effectively asks for more. Less than excellent responses are seen as opportunities for further engagement. High order questioning is frequent and exemplary. The bar is high and the pervasive message is- we must reach it.</p>	

MVAS Teacher Report Reference – 2009-2010



One report is created for each teacher and subject (teachers who teach multiple subjects will receive multiple reports)

Summary of key performance metrics – raw test scores and MVAS growth

Grid showing overall performance - student proficiency vs. MVAS growth

Detailed MVAS performance - overall and by section

Detailed student performance - overall and by section

Legends for the charts on the report

MVAS Teacher Report Reference – 2009-2010

Student Details						
Name	Section	Forecast	Actual	Difference	Growth Tier	
Noyes, R	English - 1	69% (-0.27 SD)	67%	-3%	Med	
Grande, E	English - 1	69% (-0.31 SD)	76%	7%	Med	
		68% (-0.39 SD)	Not Taken	N/A	N/A	
		70% (-0.22 SD)	67%	-3%	Med	
		70% (-0.19 SD)	82%	12%	High	
		71% (-0.11 SD)	Not Taken	N/A	N/A	
		80% (0.77 SD)	91%	11%	Med	
		67% (-0.50 SD)	79%	12%	High	
		No prediction	67%	N/A	N/A	
		74% (0.21 SD)	85%	11%	High	
		74% (-0.37 SD)	74%	6%	Med	
		76% (0.35 SD)	88%	12%	High	
		75% (0.32 SD)	56%	-19%	Low	
		78% (0.60 SD)	88%	10%	Med	
		70% (-0.19 SD)	70%	-1%	Med	
		77% (0.44 SD)	95%	19%	High	
Falkner, D	English - 1	76% (0.42 SD)	83%	7%	Med	
Blumenthal, J	English - 1	53% (-1.96 SD)	45%	-7%	Med	
Cloutier, K	English - 1	68% (-0.39 SD)	61%	-8%	Med	
Aston, M	English - 1	No prediction	41%	N/A	N/A	
Lemmons, E	English - 1	73% (0.09 SD)	91%	18%	High	
Sandifer, N	English - 1	76% (0.34 SD)	67%	-9%	Low	
Heller, H	English - 1	75% (0.25 SD)	73%	-2%	Med	
Bloomer, R	English - 1	68% (-0.43 SD)	71%	3%	Med	
Sussman, M	English - 1	62% (-1.04 SD)	80%	19%	High	
Kirsch, F	English - 2	No prediction	Not Taken	N/A	N/A	
Gagnon, F	English - 2	73% (0.05 SD)	79%	6%	Med	
Kuhn, J	English - 2	74% (0.16 SD)	73%	-1%	Med	
Sigler, J	English - 2	74% (0.20 SD)	64%	-11%	Low	
Luke, D	English - 2	68% (-0.42 SD)	53%	-15%	Low	
Crandall, T	English - 2	76% (0.34 SD)	Not Taken	N/A	N/A	
Giroux, K	English - 2	75% (0.29 SD)	85%	10%	Med	
Guevara, V	English - 2	77% (0.45 SD)	82%	5%	Med	
Kennon, L	English - 2	No prediction	59%	N/A	N/A	
Bellows, J	English - 2	73% (0.05 SD)	58%	-15%	Low	
Byington, P	English - 2	67% (-0.47 SD)	71%	4%	Med	
Lathan, J	English - 2	78% (0.63 SD)	83%	5%	Med	
Nicholas, T	English - 2	65% (-0.70 SD)	64%	-2%	Med	
Huynh, J	English - 2	71% (-0.13 SD)	59%	-12%	Low	
Nickelson, M	English - 2	72% (0.02 SD)	74%	2%	Med	
Warrington, L	English - 2	75% (0.31 SD)	74%	-1%	Med	
Carley, D	English - 2	77% (0.46 SD)	77%	1%	Med	
Cropper, W	English - 2	74% (0.15 SD)	65%	-9%	Low	
Stricker, F	English - 2	75% (0.32 SD)	71%	-4%	Low	
Denman, B	English - 2	74% (0.16 SD)	Not Taken	N/A	N/A	
Christman, E	English - 2	75% (0.30 SD)	91%	16%	High	
Usher, J	English - 2	76% (0.38 SD)	73%	-3%	Low	
Rembert, J	English - 2	60% (-1.25 SD)	50%	-10%	Med	
Lucas, M	English - 2	68% (-0.38 SD)	77%	9%	Med	
Finch, A	English - 2	74% (0.21 SD)	83%	9%	Med	
Hoy, C	English - 2	73% (0.04 SD)	74%	2%	Med	
Singleton, C	English - 2	78% (0.55 SD)	79%	1%	Med	
Harrelson, T	English - 3	76% (0.41 SD)	88%	12%	High	
Mccall, P	English - 3	74% (0.19 SD)	79%	5%	Med	
Lund, S	English - 3	79% (0.72 SD)	91%	12%	Med	
Means, R	English - 3	69% (-0.36 SD)	71%	3%	Med	
Baucom, C	English - 3	78% (0.63 SD)	88%	9%	Med	
Mertz, A	English - 3	73% (0.06 SD)	55%	-18%	Low	

Each student's actual performance for this benchmark

Difference between actual test score and forecasted test score (only shown on result report)

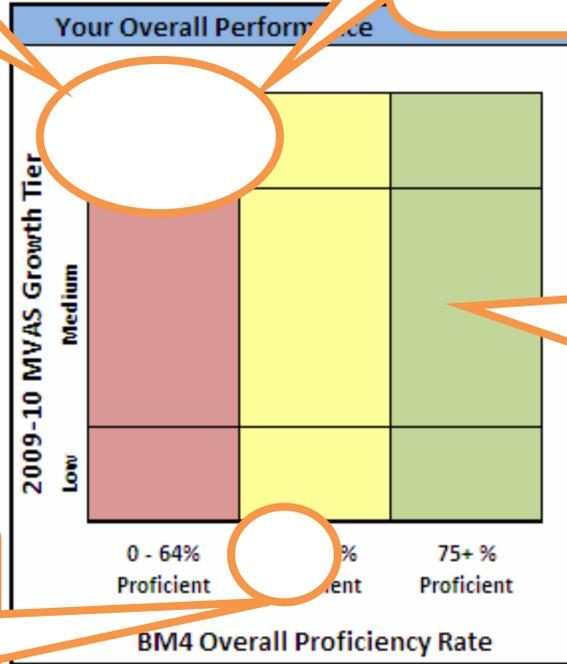
Each student's test forecast for this benchmark. Prediction reports will show only standard deviations, result reports will show score and standard deviation. The forecast is based on each student's test history.

Each student's MVAS growth for this benchmark

MVAS Teacher Report Reference – 2009-2010

This teacher's students demonstrated High MVAS growth

Less than 65% of this teacher's students achieved proficiency (>75% on the benchmark = proficient).



The green color band indicates a satisfactory percentage of students at proficient or higher

The starting point of the yellow range adjusts to account for the test's level of difficulty.

Percentage of this teacher's students scoring 75% or greater on the most recent benchmark exam

Key Performance Metrics							
% of students proficient or above on BM4:						62.0%	
<i>At least 75% of your students should be proficient.</i>							
Average score of your students on BM4:						78.1%	
<i>Benchmark scores above 75% are considered proficient.</i>							
MVAS growth tiers, measuring your students' overall growth compared to expected growth:							
BM1	BM2	BM3	BM4	BM5	BM6		2009-10
High	Med	Med	Med	29-Apr	10-Jun	→	High

Weighted average score on the most recent benchmark exam for all of this teacher's students across all of their sections

MVAS growth for each reporting period

Year-to-date MVAS growth

MVAS Teacher Report Reference – 2009-2010

0.00 standard deviations = Mastery average

On this benchmark, Mastery average was 76%

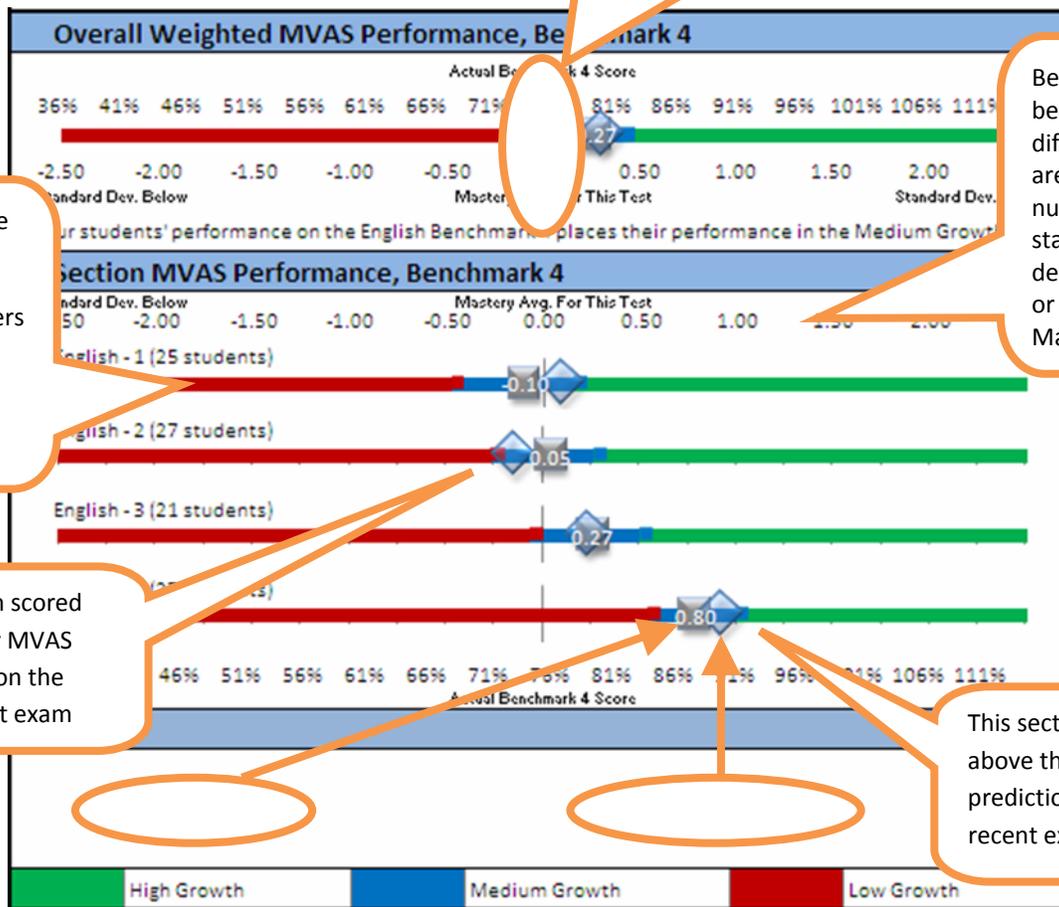
Because each benchmark is different, scores are based on the number of standard deviations above or below the Mastery average.

The colors on the line charts represent the MVAS growth tiers

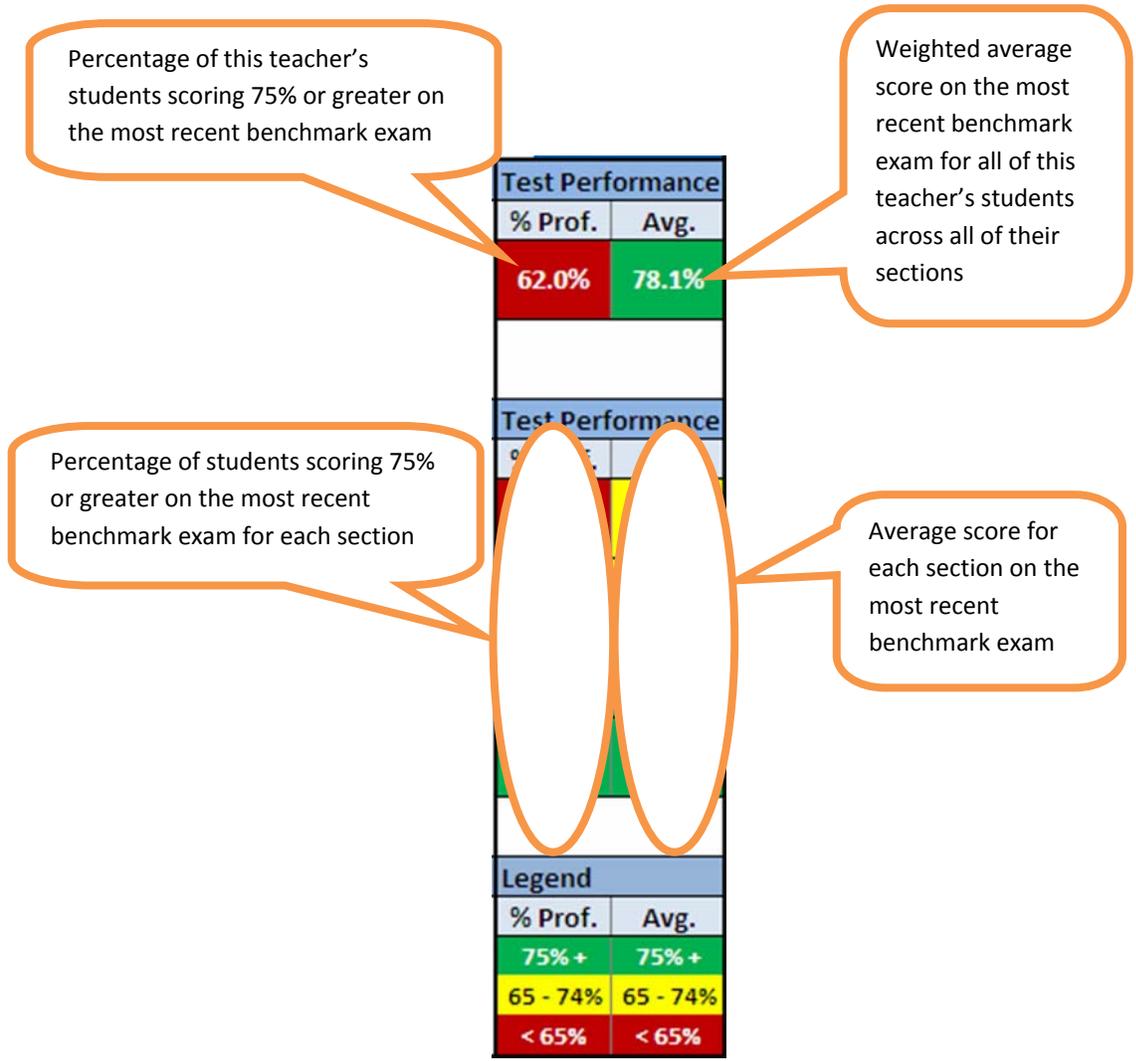
Green = High
Blue = Medium
Red = Low

This section scored below their MVAS prediction on the most recent exam

This section scored above their MVAS prediction on the most recent exam



MVAS Teacher Report Reference – 2009-2010



MVAS Teacher Report Reference – 2009-2010

Eades, F		70% (-0.19 SD)		12%	
Bryant, R	English - 1	71% (-0.11 SD)		N/A	
Steffens, J	English - 1	80% (0.77 SD)		11%	
Conger, P	English - 1		79%	12%	Med
Hatch, C	English - 1		67%	N/A	High
Cardona, M	English - 1		85%	11%	N/A
Bilodeau, K	English - 1	68% (-0.37 SD)	74%	6%	High
Palomino, H	English - 1	76% (0.35 SD)	88%	12%	Med
Blackford, G	English - 1	75% (0.32 SD)	56%	-19%	High
Whitt, M	English - 1	78% (0.60 SD)	88%	10%	Low
Payton, D	English - 1	70% (-0.19 SD)	70%	-1%	Med
Townley, J	English - 1	77% (0.44 SD)	95%	19%	Med
Falkner, D	English - 1	76% (0.42 SD)	83%	7%	High
Blumenthal, J	English - 1	53% (-1.96 SD)	45%	-7%	Med
Cloutier, K	English - 1	68% (-0.39 SD)	61%	-8%	Med
Aston, M	English - 1	No prediction	41%	N/A	Med
Lemmons, E	English - 1	73% (0.09 SD)	91%	18%	N/A
Sandifer, N	English - 1	76% (0.34 SD)	67%	-9%	High
Heller, H	English - 1	75% (0.25 SD)		-2%	Low
Bloomer, R	English - 1	68% (-0.43 SD)		3%	Med
Sussman, M	English - 1	62% (-1.04 SD)		19%	
Kirsch, F	English - 2	No prediction	Not Taken	N/A	
Gagnon, F	English - 2	73% (0.05 SD)	79%	6%	
Kuhn, J	English - 2	74% (0.16 SD)	73%	-1%	Med
Sigler, J	English - 2	74% (0.16 SD)	64%	-11%	Low

Some students who do not have enough test history will not have a prediction generated

This student received a prediction, but did not take the exam

Students who had a predicted score and took the exam will have an MVAS growth tier calculated

This color band is based on actual test score

Green = 75% +
Yellow = 65-74%
Red = less than 65%

If a student does not have a prediction OR does not take the exam, no MVAS growth tier will be calculated

MVAS Frequently Asked Questions – 2009-2010

General Questions

Why is this system being implemented now?

MVAS adds to the fabric of feedback that teachers currently receive and creates additional opportunity for recognition beyond raw test scores because it takes student starting points into account. It is the only metric that currently is neutral regarding student level. In other words, obtaining a high MVAS growth score is not easier for the teacher teaching gifted students than it is for the teacher teaching average students. It is also not influenced by the difficulty of a particular assessment.

Why this system?

MVAS provides a view of teacher performance that is neutral to students' starting proficiency levels because each student's predicted test performance is tailored to that student's individual history. This allows teachers the opportunity to show growth along the path to bringing a student to proficiency while fairly representing the starting point and varying challenges at different achievement levels.

Rollout Questions

How will this be explained to teachers?

We will set up a session at each campus to review MVAS and the new reports that are being created during May or June. Reports will be provided to teachers after each report period that provide updates on performance based on recent benchmark results. Teachers will be provided with an annotated reference that walks them through their report and explains how to interpret the results. The Principals and APIs will be a resource for answering questions.

What communication tools will be provided?

- *MVAS FAQ document* – compiles frequently asked questions
- *MVAS Teacher Report Reference* – explains details of the information shown on the teacher report

Report Questions

Which is more important in the matrix, MVAS Growth or the percent proficient?

Although growth is very important, the primary mission of Mastery is bringing each student up to proficiency and beyond. The MVAS growth metric creates additional opportunity for recognition beyond raw test scores because it takes student starting points into account. The colors on the matrix have been designed to reflect this – although we would prefer to have high growth, it is more important to be towards the right of the matrix.

MVAS Frequently Asked Questions – 2009-2010

What do “% Proficient” and “Proficiency Rate” mean?

These metrics show you the total percentage of the students that achieved a score of at least 75% on the current benchmark. This proficiency rate is displayed both as an overall weighted rate across all of your sections, as well as for each of your sections individually. Note that this proficiency rate may combine multiple benchmarks if you teach multiple grade levels.

What does “Average Score” mean?

“Average Score” represents the average of all of your students for the current benchmark. This average is displayed both as an overall weighted average across all of your sections, as well as for each of your sections individually. Note that this average may combine multiple benchmarks if you teach multiple grade levels.

What do the rows of numbers above and below the line charts mean?

The rows of numbers represent the test scoring scale. The numbers shown in 0.50 increments represent standard deviations above and below the Mastery average for that test. This translates the test scale into a normalized format that adjusts for the difficulty of the test. The numbers shown in percentages (if applicable) represent the actual test score. Note that this is not displayed on the prediction reports released prior to the test administration, and is not shown if you teach across multiple benchmark exams, as the test scale is different for each of the benchmarks.

What does the number in the box on the chart represent?

The number in the box is the number of standard deviations above or below the Mastery average that represents each section’s prediction (or your overall weighted average) for this benchmark exam.

Why does the average score on my line chart not match the average score in the “Test Performance” box?

The average score on the line chart represents the average of all of your students who both had a prediction and also took the test. The average score shown in the “Test Performance” box represents the average of all of your students who took the test.

When will the reports be available?

Reports will generally be available approximately 10-15 days after the benchmark exams are taken.

How will teachers receive their reports?

Reports will initially be delivered as printed hard copy reports, although we may switch to electronic delivery in the future.

MVAS Frequently Asked Questions – 2009-2010

Technical Questions

How is the determination of High, Medium, or Low growth made?

The determination of your MVAS growth tier is based on the average score of your students relative to their predictions. The width of the tiers is based on how much range there is in each student's predicted score. If your students on average perform significantly better than their predictions, you will fall into the High growth tier, while if they perform significantly below their predictions, you will fall into the High growth tier.

What data is used to generate predictions?

It depends on subject, however, for all subjects, the prior two benchmarks are the most significant contributor. In addition, benchmarks from complementary subjects, previous 4Sight exams, and the GRADE exam from the prior year can contribute to the prediction.

How accurate are the predictions?

The predictions vary in accuracy by grade level, size of the student population, and the subject. In most cases, the models predict 70-80% of the variation between students and greater than 90% of the variation between sections

Is the predicted growth the same for every student?

No, MVAS creates predictions for each individual student in each subject based on that student's past test history and what similar students have done in the same situation. Predictions are capped so that a student cannot receive a prediction higher than a 95% score on any exam or greater than one standard deviation above Mastery average.

How many students does a teacher need to have for this information to be meaningful?

Approximately 20 students should provide enough data to generate an accurate prediction. Note that the predictions will become more meaningful and accurate over the course of the year.

If a teacher shows growth early in the year, will they receive unrealistic predictions of future growth?

Because each model uses recent test performance along with historical information, teachers will continue to receive a realistic expectation of further growth opportunity with their students. They will be challenged to continue building upon the gains they have already established.

Why is the MVAS tier a YTD metric?

MVAS Frequently Asked Questions – 2009-2010

In order to best measure growth over the full year, we build history as the year goes on. The cumulative information is more reliable and a better measure of growth than the individual benchmark views.

How does MVAS account for the differing difficulty of benchmark exams?

Because the benchmarks are not norm-referenced exams, MVAS creates a prediction in terms of standard deviations above/below the Mastery average. If a test is particularly challenging or easy, the predictions will automatically reflect that when they are translated into test scores. This allows for the combination of different test types into a unified measure.

Can all of the teachers show “High” growth?

Although not all of the teachers at Mastery can show high growth, the system has been designed to allow all teachers to achieve at least medium growth. First, the system has been designed to give each individual teacher and each individual section the opportunity to achieve High growth, regardless of the section’s starting point. Second, a teacher will achieve Medium growth if (on average) a teacher’s students come close to or exceed their MVAS predictions for the year. Third, if a teacher has medium growth for at least 2/3 of the benchmark periods, they will have at least Medium growth for the year-to-date growth tier regardless of the aggregate MVAS tier determination.

Budget Narrative

Budget Narrative

Attachment 1:

Title: **TIF Budget Narrative Mastery Pages: 10** Uploaded File: **Budget Narr PDF v2 final resub.pdf**

Part 5: Budget Narrative Attachment

1. Detail narrative on spending line items pp. 1-8
2. Mastery Charter School Network TIF Grant Budget 2010-2015 p. 9
3. Performance Based Compensation Subsidy Breakdown by Year pp. 10-11
with Sustainability Pattern

Part 5: Item #1 – Written Budget Narrative Detail

1) Personnel Expenditures

Mastery Charter School Network is requesting partial funding for five full time staff under the TIF grant over the next five years.

MCS Funded – no TIF \$ required

PROJECT DIRECTOR: Will serve 50% time on the TIF grant and this amount of her salary [REDACTED] in FY 10) will be provided by Mastery operating funds. The PD will be responsible for overall leadership of the grant, all reporting to the Department of Education, and oversight for the implementation of the PBCS at Mastery. Her qualifications are described on page 48 of the grant narrative.

DEPUTY CHIEF TALENT OFFICER: Will responsible for all functional aspects of the system improvements in the Performance Based Teacher Advancement System and the implementation of the new Mastery Management Model pay for performance system for principals and school leaders. This key, cabinet-level staff member will ensure that communication with and training for staff on these systems occurs and is evaluated regularly. This leader will also work with our

data team to ensure that all inputs for the pay for performance systems are correlating the student outcomes we seek to achieve and to make modifications to the systems and scoring rubrics based on ongoing evaluation of these systems. This position is critical to our ability to effectively implement PBCS and to strengthen the system over time.

Director of Professional Development: Our TIF proposal has us implementing PBCS with more than 550 new teachers over five years, over half of whom will have less than three years of teaching experience. While our current professional development system is incredibly strong, we need an additional skilled teacher trainer to focus solely on helping our new teachers improve their practice so they can be competitive in the incentive compensation pool and improve their students' achievement at the pace expected by Mastery.

Data Analyst: While Mastery intends to contract out primary responsibility for ongoing design and operation of the Mastery Value Added System to Nesso, LLC., we are in dire need of a skilled statistician with “people skills” in our central office who can work with individual school teams – principals and teachers – to show them how to pull and interpret reports and use the system with fidelity in real time. In addition, this person will be able to work with our current Assessment Leader at central office on integrating MVAS data with our Human Resources Information System (HRIS) and assisting the Instructional Team with cross school analysis of student growth data.

Instructional Coaches: TIF funds will allow us to hire two additional full-time coaches so each new school in its founding year will be able to open with its own full-time coach on site. Coaches will be responsible for working with all teachers with fewer than 3 years in the classroom at each school (approx 20 per school in year 1), creating personalized growth plans for

each one, assisting with professional development, and creating the ongoing coaching plan for teachers struggling to meet Mastery performance standards.

Personnel: The following requested personnel will all be hired as employees of the project	% FTE	Base Salary (*for FY 11, increase ests were included in 5 year budget)	5 years TIF Funding	5 Years Mastery Funding (Match)
Project Director	50%	██████████	█	██████████
For all FTEs listed below, TIF funds will pay 100% of salary in years 1-3, 80% in year 4, and 50% in year 5 as part of our sustainability strategy				
Deputy Chief Talent Officer	100%	\$██████████	██████████	██████████
Director, PD	100%	██████████	██████████	██████████
Instructional Coaches	100% -- 2 people	██████████	██████████	██████████
Data Analyst	100%	██████████	██████████	██████████

2) Fringe Expenditures –

Mastery has a 32% fringe rate applied to all full time salaries of staff. The TIF grant will cover ██████████ in fringe costs for the five FTEs covered by the grant over the five-year period.

Mastery will cover ██████████ in fringe costs associated with these five staff and the 50% fringe equivalent for the Project Director over the same period.

3) Travel --

Mastery has included ██████████ per year in the travel line. This is our estimate for the cost of sending two staff to the two annual overnight conferences with the Teacher Incentive Fund staff based on the cost of attending these overnight meetings in Washington, DC. Travel will include train, hotel, local transportation, and meal stipend. Any other local or long-distance travel

required for implementation of the grant will be covered by Mastery Charter Schools' Central Office and was not included in the grant or match budget.

<i>Travel: Expenses include R/T train of [redacted]/each; hotel rooms at [redacted] night for 2 nights, local transportation of [redacted] and per diem of \$ [redacted]</i>	<p># Trips</p> <p>2 people/ 2x/yr – TIF annual grantee meetings</p>	<p>\$ per Trip</p> <p>[redacted] per trip</p>	<p>Total TIF Funding</p> <p>[redacted] over 5 years</p>
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4) EQUIPMENT – We have not requested any funding for equipment under TIF.

5) SUPPLIES – We have not requested any funding for supplies under TIF. Any materials or supplies required to implement PBCS at Mastery have been included in the operating budget for each school and the Central Office. These have not been requested from TIF and we have not included any match for these items in the budget.

6) CONTRACTUAL

Mastery has included two (2) contracts in the grant budget, which we believe are critical to the implementation of our PBCS.

Mastery Value Added System: Mastery has developed our new Value Added System with NESSO, LLC. over the 2009-10 academic year and this system is critical to our ability to use real-time value added growth measures linked to individual students and their teachers in our PBCS. The contract award will allow all new Mastery schools to purchase their initial site licenses for the software (1x fee spread over 2 initial years after opening), have all new student

data loaded into the system for predictive purposes, link MVAS to the Human Resources Information System for the teachers at the new schools, and provide comprehensive on-site training to all teachers and school leaders on use of the system to drive instructional change. NESSO will also be available through an online help-desk feature and will work directly with Mastery’s on site Data Analyst to troubleshoot school-level issues with MVAS. They will also assess the system each year and make upgrades as appropriate.

External Evaluation: Since Mastery is not applying under the Evaluation competition for TIF, we thought it was extremely important to be able to have externally validated research on the impact of our PBCS. We will use a competitive process to select the evaluator and will ensure that all FERPA and Human Subjects requirements are met.

<i>Contracted Services</i>	<i>Timing of Costs</i>	<i>Total TIF Funds</i>	<i>Total Mastery Match</i>
NESSO, LLC for MVAS implementation and new school licenses	Monthly, due upon invoicing at agreed hourly rate and per school license fees	██████████/over 5 years	██████████ver 5 years
External Evaluator	Bi-Annual at time of receipt of evaluation reports by MCS	██████████	

7) CONSTRUCTION – N/A

8) OTHER

<i>Other Personnel: Differentiated Compensation & Incentives</i>	# staff	Amount of Awards pd by TIF (5 years)	Amount of Awards pd by Mastery (5 years)
Other Personnel: Awards for teachers in new Mastery schools based on the three Mastery Criteria for PBCS, including a 45% value on individual student achievement in the five tested core subjects (math, ELA, Science, Social Studies, & Spanish) in grades 7-12 and grade teachers in K-6	372 493 *	██████████	██████████ (*An additional 121 teachers are covered wholly by Mastery at all times and not by TIF \$)
Other Personnel: Awards based on the three Mastery criteria for PBCS, including a 45% school-level student achievement factor for Principals & Assistant Principals	80	██████████	██████████
Other Personnel: Mastery Misson Metric bonuses for all teachers , related to how well the whole school meets mission-related goals (e.g. academic achievement, attendance, student retention, discipline infractions, etc.)	700	██████████	██████████
Other Personnel: Mastery Misson Metric bonuses for all principals, APs, and Deans related to how well the whole school meets mission-related goals (e.g. academic achievement, attendance, student retention, discipline infractions, etc.)	152	██████████	██████████

Mastery’s PBCS for teachers and other school leaders is described in detail throughout the project narrative. The key elements for which TIF grant dollars are requested are:

- Two-years of funding to support PBCS implementation at all new Mastery turnaround charter schools immediately upon opening. TIF dollars will pay for 100% of individual

teacher incentive compensation for teachers in the core tested grades (those with quantifiable student growth data) and for 50% of this incentive compensation in the second year after opening. By year three of each school's existence, the full PBCS costs are borne by the school itself as part of its fiscal model.

- Two years of initial funding for our new PBCS for principals and Assistant Principals network-wide. Since we are launching this for the first time in Fall 2010 and all our schools – current and new – are high-need as defined in the grant notice, we are asking for TIF dollars to support 100% of the roll out of these incentives in year one (paid out in FY 12) and 50% in year two of the grant. Each year we add a new school, this 100% to 50% to 0% model will hold in the fiscal model, with each new school becoming fully sustainable under the PBCS for school leaders by year three of school operation.
- One year of initial funding *for each new school* to support the Mastery Mission Metric bonus for all teachers (including non-core subject), principals, assistant principals and Deans. Mastery will be able to absorb the cost of this bonus after the initial year of school operation as part of our sustainability plan.

It is important to note that Mastery's PBCS is a fully sustainable model after the third year a school is in operation. We shift the entire pool of funds for what would be step or seniority pay, plus some additional dollars from each school's operating budget to create the incentive pool. Since we do not also have to fund a step system, we can shift more dollars into PBCS to reward quality teaching. Our only challenge with PBCS is that when we open a new school, our up-front costs are so high in the first two years, it is impossible for us to afford PBCS until year three. TIF grant funds will allow us to implement PBCS in all new schools effective the year

they open creating the desired teacher behavior with an immediate focus on student growth and achievement.

9) TOTAL DIRECT COSTS

The total direct costs requested from the Department of Education to support the Mastery Charter Schools TIF Proposal is [REDACTED]

10) INDIRECT COSTS

Mastery Charter School does not have an indirect cost rate and must apply for funding based on an 8% indirect rate. We will apply for an indirect cost rate and if we are awarded a grant, we will shift funds in the budget to reflect the expenditure of the actual rate approved. The five year indirect rate based on the 8% factor is [REDACTED]

11) TRAINING STIPENDS -- N/A

12) TOTAL COSTS

The total cost of the project for TIF grant dollars is [REDACTED]. In addition, Mastery Charter Schools is providing [REDACTED] in matching support to cover the full cost of the PBCS initiative proposed in the grant narrative.

Costs for each year of the project are listed below:

	FY 11	FY 12	FY 13	FY 14	FY 15	TOTAL
TIF \$	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Mastery \$	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Mastery Charter School Network Teacher Incentive Fund Grant Budget

	Grant Yr 1 2010-11	Grant Yr 2 2011-12	Grant Yr 3 2012-13	Grant Yr 4 2013-14	Grant Yr 5 2014-15
Number of New Schools	3	3	3	3	3
Total Number of MCS Schools Participating	7	10	13	16	19

	FY 11	FY 12	FY 13	FY 14	FY 15	Sub-Total
PERSONNEL						
Personnel (100% yrs 1-3; 80% yr 4; 50% yr 5)						
Deputy Chief - Talent						
Director of Professional Development						
Teacher Coaches (2 deployed to schools)						
Data Analyst -Value Add Performance						
Subtotal TIF Funds Personnel						
MCS: TIF Project Director (50% yr 1-4; 35% yr 5)						
Subtotal Mastery Funds - Personnel						
FRINGE						
Fringe (32% FT rate)						
Subtotal Mastery Funds - Fringe						
TRAVEL						
2x/annually, 2 ppl for DOE conferences -- required						
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Contracts						
NESSO, LLC (MVAS Data System dev,impl, licensing)						
External Evaluation (TBD by bid)						
Subtotal Mastery Funds - contracts						
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other						
Perf based incentive comp awards - TIF pd.						
Mastery Paid Performance Based Comp						
*See p. 2 with breakdown by year/incentive program						
Total Direct Grant Costs						
Indirect Grant Costs (8%)						
Total TIF Grant Funded Project Costs						
Total Mastery Paid Project Costs						
TOTAL AWARD REQUESTED						

8445809

PERFORMANCE BASED COMPENSATION SUBSIDY BREAKDOWNS FY 11-15: TEACHER INCENTIVE FUND PROPOSAL

*Paid in FY after earned

	FY 11	FY 12	FY 13	FY 14	FY 15	Subtotals	
Individual Incentive Comp Awards - Teachers	121	121+93	121+93+93	214+93+93	307+93+93	493	new core teachers
100%	\$0						
50%	\$0						
*FY 11 inc comp avg: Pd by Mastery							TIF paid MCS paid
Individual Incentive Comp Awards -- Principals/Aps	0	35	35+15	35+15+15	50+15+15	80	
100%	\$0						
50%*	\$0						
Pd by Mastery	\$0						TIF paid MCS paid
School-based Mission Metric Performance Incentives							
Paid in year earned	(3 new schs)						
Teachers-- All (~ 37 per new school)							
~ /yr	145+111	256+111	367+111	478+111	589+111		
100% year 1 new schools paid by TIF							
100% year 2 paid by MCS & all current schools							
Principal and Assistant Principals (5/school) ~							
~ /yr	20+15	35+15	50+15	65+15	80+15		
100% year 1 new schools paid by TIF							
100% year 2 paid by MCS & all current schools							
Deans and Social Workers (3/school)							
	12+9	21+9	30+9	39+9	48+9		
100% year 1 new schools paid by TIF							
100% year 2 paid by MCS & all current schools							
TIF Paid Incentive Comp Totals by Year							TIF Paid Incentives
Mastery Paid Incentive Comp Totals by Year							MCS Paid Incentives

	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Year Indiv. Incentive Payable (earned on prior year perf)						
TEACHERS						
Avg Base						
Avg incentive increase						
Less COLA						
Avg Performance Based Increase (~8.3% less COLA)						
PRINCIPALS/APIs						
Avg Base						
Avg incentive increase						
Less COLA						
Avg Performance Based Increase (~8.3% less COLA)						

Assumptions:

INDIVIDUAL Performance Based Factor

3 new schools/yr

Teachers: 93 new tested content/year

100% factor yr 1, 50% yr 2, fully sustained yr 3

Principals/Aps -- 35 x7 in Year 1; 15/yr new FY 12-15

100% factor yr 1, 50% yr 2, fully sustained yr 3