

# **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 # S385A100155**

OMB No. 1810-0700, Expiration Date: 11/30/2010  
Closing Date: JUL 06, 2010

# \*\*Table of Contents\*\*

## Forms

1.	Application for Federal Assistance (SF-424) _____	e1
	Achievement First TIF Grant Congressional Districts _____	e5
2.	Standard Budget Sheet (ED 524) _____	e6
3.	SF-424B - Assurances Non-Construction Programs _____	e8
4.	Disclosure of Lobbying Activities _____	e10
5.	ED 80-0013 Certification _____	e11
6.	427 GEPA _____	e12
	Achievement First - TIF GEPA Section 427 Compliance _____	e14
7.	Dept of Education Supplemental Information for SF-424 _____	e15

## Narratives

1.	Project Narrative - (Project Abstract...) _____	e16
	Achievement First Teacher Incentive Fund Project Abstract _____	e17
2.	Project Narrative - (Application Narrative...) _____	e18
	Achievement First Teacher Incentive Grant Application Narrative _____	e19
3.	Project Narrative - (High-Need Schools Documentation...) _____	e69
	Achievement First - Teacher Incentive Fund High Needs Documentation _____	e70
4.	Project Narrative - (Union, Teacher, Principal Commitment Letters or.....) _____	e72
	Achievement First Teacher Incentive Fund Commitment Letters _____	e73
5.	Project Narrative - (Other Attachments...) _____	e79
	Achievement First Teacher Incentive Fund Other Attachments _____	e80
6.	Budget Narrative - (Budget Narrative...) _____	e153
	Achievement First Teacher Incentive Fund Budget Narrative _____	e154

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.).

<b>Application for Federal Assistance SF-424</b>		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:	
		Not applicable	
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>			
* a. Legal Name: Achievement First, Inc.			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
[REDACTED]		[REDACTED]	
<b>d. Address:</b>			
* Street1:		[REDACTED]	
Street2:			
* City:		[REDACTED]	
County:		King's	
State:		NY	
Province:			
* Country:		USA	
* Zip / Postal Code:		[REDACTED]	
<b>e. Organizational Unit:</b>			
Department Name:		Division Name:	
Organization Development			
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
Prefix:		Ms. * First Name: Sarah	
Middle Name:			

\* Last Name: Coon

Suffix:

Title: Chief of Staff

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):

**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:**

Title:

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

The applicant operates a growing network of public charter schools in Bridgeport, Hartford and New Haven, Connecticut and Brooklyn, New York, with plans to expand to Providence/Cranston, Rhode Island.

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

Achievement First: Recognizing Instructional Excellence through Creating a Teacher Career Pathway

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: NY-010; CT-003

\* b. Program/Project: NY-010; NY -012

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

**Attachment:**

Title : Achievement First TIF Grant Congressional Districts

File : C:\Documents and Settings\karagreico\My Documents\Career Pathways\Teacher Incentive Fund Grant\TIF Grant Application SF 424 Congressional Districts 070210.doc

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 10/1/2015

**18. Estimated Funding (\$):**

a. Federal	\$
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$ [REDACTED]
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: Ms. \* First Name: Dacia

Middle Name: M

\* Last Name: Toll

Suffix:

Title: Co-Chief Executive Officer and President

\* Telephone Number: [REDACTED] Fax Number: [REDACTED]

\* Email: [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.

Achievement First: Rewarding Instructional Excellence Through Creating a Teacher Career  
Pathway

Standard Form 424: #16 Congressional Districts

Applicant

- Connecticut Office: CT-003
- New York Office: NY-010

Program

- Connecticut Schools: CT-001; CT-003; CT-004
- New York Schools: NY-011; NY-012
- Rhode Island Schools: RI-002\*

\*AF's expansion to Rhode Island is in the planning stages and an official location has not yet been identified. Current plans project opening AF schools in the Providence/Cranston region.

The majority of this region is in congressional district RI-002.



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Achievement First, Inc.

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
4. Equipment	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Achievement First, Inc.

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
4. Equipment	\$ ██████	█ █	█ █	█ █	█ █	█ ██████
5. Supplies	\$ ██████	█ █	█ █	█ █	█ █	█ ██████
6. Contractual	\$ ██████	█ █	█ █	█ █	█ █	█ ██████ 4
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)	\$ ██████	█ ██████	█ ██████	█ ██████	█ ██████	█ ██████

## 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:** Dacia M. Toll

**Title:** Co- Chief Executive Officer and Presiden

**Date Submitted:** 07/02/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dacia M. Toll Title: Co-Chief Executive Officer and President Applicant: Achievement First, Inc. Date: 07/02/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## 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**

Achievement First, Inc.

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Ms.      First Name: Dacia      Middle Name: M  
Last Name: Toll      Suffix:  
Title: Co-Chief Executive Officer and President

Signature: \_\_\_\_\_ Date: 07/02/2010

## 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 : Achievement First - TIF GEPA Section 427 Compliance

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## **Achievement First GEPA Section 427 Compliance**

In accordance with the provisions of GEPA Section 427, we have outlined below the many important steps Achievement First has taken to ensure equitable access to, and participation in our program by students, teachers, and other program beneficiaries from historically disadvantaged backgrounds. As the mission of our organization and constituent network schools is to serve and close the achievement gap for socio-economically disadvantaged minorities, we have worked hard to ensure that our schools have been chartered and sited in the most high-poverty, economically isolated areas of Connecticut and Brooklyn. We actively seek out high-need students from high-poverty neighborhoods by advertising with Head Start programs, churches, and after school programs in these neighborhoods. We aggressively recruit students and families using recruitment brochures and informational sessions provided in both English and Spanish in order to ensure that we are reaching socio-economically disadvantaged Spanish-speaking populations. All of our students are admitted through a blind lottery system, and preference is given to students from our host districts, which are very high-poverty, in order to ensure that we are serving large proportions of historically racially disadvantaged students. As a result, 80% of our students are African American and 19% of our students are Hispanic; 74% of our students qualify for free/reduced price lunch through Title I programs.

Moreover, our teacher recruitment efforts seek to ensure that our instructional teams are racially diverse. We aggressively recruit and hire at historically black colleges and universities and are proactive in ensuring that our teacher recruitment marketing materials mirror the diversity we aim to build in our staff. We aggressively seek out male and minority applicants, and we pride ourselves on being equal opportunity employers. As a result, at least 39% of our school staff network-wide is of minority background; 25% of our teaching staff is male.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Ms. Sarah Coon

Address:

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

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

Email Address:

SARAHCOON@ACHIEVEMENTFIRST.ORG

**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:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# Project Narrative

## Project Abstract

Attachment 1:

Title: **Achievement First Teacher Incentive Fund Project Abstract** Pages: **0** Uploaded File: **C:\Documents and Settings\karagreico\My Documents\Career Pathways\Teacher Incentive Fund Grant\Achievement First\_TIF Abstract\_07062010.pdf**

**Achievement First Main Competition Abstract:** Achievement First (AF) is submitting an application for the Main Competition of the Teacher Incentive Fund for \$ [REDACTED] for a 60 month project period from October 2010 to September 2015. Funds from this grant will be used to support AF's Teacher Career Pathway performance-based compensation model, which will include higher levels of compensation for individual teachers who demonstrate increasing effectiveness, and school-wide bonuses for student achievement growth.

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. AF is a non-profit charter management organization operating 19 campuses under nine charters in New York City and Connecticut. Hailing from some of the lowest performing districts in their states, students arrive at AF schools already performing two to three years below grade level. Despite this achievement gap, network-wide, our scholars quickly grow to outperform their district and state peers across the board, proving that our country's vexing achievement gap can be closed.

AF's most significant challenge is in attracting, developing and retaining highly effective teachers, particularly as we grow to serve over 12,000 students. Aligned with our overall talent strategy, AF would like to implement a Teacher Career Pathway; a formal, sustained model for recognizing and developing excellence in teaching. During a teacher's career, they will have an opportunity to move up through a four-tiered career pathway, accompanied by increased financial compensation and differentiated professional opportunities. Teachers will be evaluated on both the *outcomes* of their teaching: (1) student achievement growth and (2) development of student character; and their *inputs* (3) quality instruction and planning and (4) professional core values and contributions to team achievement. Our theory of action is that by recognizing and rewarding excellence, we will be able to recruit and retain talented teachers for our scholars.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **Achievement First Teacher Incentive Grant Application Narrative Pages: 50** Uploaded File: **C:\Documents and Settings\karagreico\My Documents\Career Pathways\Teacher Incentive Fund Grant\Achievement First\_TIF Project Narrative\_07062010.pdf**

**Achievement First**  
**Teacher Incentive Fund Application**  
**Project Narrative**  
**July 2010**

## Table of Contents

Achievement First.....	4
Need for the Project .....	5
Need for the Project (1): Teacher Recruitment and Retention .....	5
(i) Teacher Recruitment.....	5
(ii) Teacher Retention.....	7
Need for the Project (2): Student Achievement.....	7
Need for the Project (3): Comparable Districts .....	14
Project Design: Achievement First Teacher Career Pathway.....	15
Project Design (1): Network Talent Strategy ( <i>also Priority 3</i> ).....	15
(i) Valid and Reliable Measures of Student Growth .....	18
(ii) Awards Sufficient in Size to Affect Behavior .....	18
(iii) How Teachers are Determined to Be Effective .....	19
Project Design (2): Developed with Teachers .....	19
Project Design (3): Evaluation Systems .....	20
Project Design (4): Data-Management System.....	28
Project Design (5): Professional Development.....	30
Adequacy of Support for the Proposed Project.....	31
Adequacy of Support (1): Management Plan.....	31
Adequacy of Support (2): Project Leadership .....	39
Adequacy of Support (3): Additional Resources ( <i>also Priority 2</i> ).....	44
Adequacy of Support (4): Project Costs .....	45
Quality of Local Evaluation.....	45

Quality of Local Evaluation (1): Strong and Measurable Performance Objectives ..... 45

Quality of Local Evaluation (2): Evaluation Data ..... 47

Quality of Local Evaluation (3): Evaluation Procedures ..... 47

Appendices..... 50

# Achievement First

The mission of Achievement First (AF) is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. AF schools provide all of our students with the academic skills and strength of character they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders for our communities. AF opened its first school, Amistad Academy, in New Haven, Connecticut in 1999. Since then, AF has grown to operate with an annual network-wide budget of \$88 million in fall 2010 and has founded and grown 19 urban public charter schools in Brooklyn, New York and in Hartford, Bridgeport and New Haven, Connecticut. These schools comprise a growing district-like, non-profit charter management organization that has trained and employs 629 teachers, schools leaders and in-school support staff and oversees operations support staff and a network support office of 83 people who support the success of our schools.

Our belief is that all children can succeed academically if they are provided with a rigorous curriculum, great teaching, integrated character education, and a supportive school culture. AF schools are located in urban communities with student populations that are most at risk for academic failure – low income, minority children. AF students, all of whom matriculate through blind lottery, represent the most traditionally underserved populations: 72% of AF students are eligible for a free or reduced priced lunch and 99% are Black/African American or Hispanic. In the 2010-11 school year we will serve 5,600 students from kindergarten through twelfth grade, and will grow to serve over 12,000 students by the 2014-15 school year, the final year of the Teacher Incentive Fund award. According to the National Center for Education Statistics, in the

2014-2015 school year, the AF network will be larger than 95% of all public school districts in the country.

## Need for the Project

### **Need for the Project (1): Teacher Recruitment and Retention**

#### **(i) Teacher Recruitment**

As a public charter school operator working in urban districts, AF faces challenges in identifying, attracting, and retaining high-quality teachers, particularly as we grow to serve more than 12,000 students from high-need districts across Connecticut, New York City and Rhode Island (planned school opening in Rhode Island in fall 2011). This will mean identifying, recruiting, and retaining 989 excellent teachers who will ensure continued success in closing the achievement gap.

AF sets a high bar for its teaching staff, requiring a rigorous application and selection process in order for a teacher to be hired to teach at our schools. AF has experienced some success in recruiting and encouraging teachers to apply for positions but continues to struggle to find and attract the requisite number of top quality teachers, particularly in hard-to-staff positions and geographies. Hard-to-staff positions include teachers certified in math, science, and special education across all grade levels, as well as talented teachers certified to teach English language arts in the middle school grades. This challenge is reflected in our current hiring statistics. As of June 2010, 34% of 2010-2011 open positions in AF schools remain vacant. It is particularly difficult to recruit highly effective teachers in Bridgeport, Connecticut; 69% of all of AF's Connecticut vacancies for next year are located in our AF Bridgeport Middle School. The table below outlines our forecasted hiring needs over the next 5 years, as well as in the final year of our growth.

<b>TEACHER HIRING NEEDS</b>						
<b>YEAR OF TIF PROJECT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>At Steady State with 34 Schools</b>
<b>FISCAL YEAR</b>	<b>2010-2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2021</b>
<b>Number of AF Students</b>	<b>5,400</b>	<b>6,700</b>	<b>8,000</b>	<b>9,100</b>	<b>10,000</b>	<b>12,600</b>
<b>Number of New Hires</b> (new positions due to new schools and school growth)	79	98	95	87	81	15
<b>Estimated Number of Attrition Resultant Hires</b> (assume approximately 20% annual attrition)	56	68	83	97	110	146
<b>Total New Hires Each Year</b>	<b>135</b>	<b>166</b>	<b>178</b>	<b>184</b>	<b>191</b>	<b>161</b>

In order to meet the need an increasing number of motivated and effective teachers, AF must institute a performance based compensation system that will enable AF to more aggressively pursue and attract these teachers and enable us to grow the network, even in our most difficult-to-staff geographies. *(Priority 5)*

**(ii) Teacher Retention**

AF also faces challenges retaining highly qualified teachers. Annually, approximately 18-22% of teachers leave the AF network of schools. Retention is particularly difficult in the aforementioned shortage areas: math, science, and special education. Expectations of AF teachers are extremely high and the work is demanding, albeit very rewarding. Our teachers work longer school days than do traditional district staff (approximately 1.5 hours longer) and, as a result of our extended summer programs, our school year is roughly 8% longer. The majority of our teachers are young professionals early in their careers – talented, ambitious, high-energy individuals with incredibly strong work ethics and high expectations for what they will achieve professionally. The very same high expectations, ambition, and talent for which we screen and hire these teachers that makes them so successful in the classroom also drives them to seek meaningful advances in their careers. A performance based compensation system would provide an additional incentive for highly qualified teachers to stay at AF schools, particularly when combined with opportunities to advance in their careers in the AF network. *(Priority 5)*

**Need for the Project (2): Student Achievement**

Our students are drawn from some of the lowest-performing districts and schools in their states. Overall, student achievement in our students’ home districts is much lower than state averages, and far lower than neighboring, more affluent districts. The tables below display the state testing results and graduation rates for the home districts of our students.

<b>Connecticut Districts (scores on the 2009 Connecticut Mastery Test)</b>		
	Four-year high school graduation rate (2007)	Percentage of students at or above proficiency in math, reading, and writing

		<b>Fourth Grade</b>	<b>Eight Grade</b>	<b>Tenth Grade</b>
All Connecticut	77% <sup>1</sup>	81%	83%	81%
Bridgeport	53.4%	54%	55%	42%
Hartford	39.8%	51%	56%	50%
New Haven	52.0% <sup>2</sup>	60%	62%	53%
<b>New York Districts (Scores on the 2009 New York State Tests)</b>				
	Four-year high school graduation rate (2008)	Percentage of students at or above proficiency in math, reading, and writing		
		<b>Fourth Grade</b>	<b>Eight Grade</b>	<b>Tenth Grade</b>
All New York State	72% <sup>3</sup>	82%	75%	na
New York City	63% <sup>4</sup>	77%	64%	na

Our students' home districts also have some of the highest achievement gaps in their states. The table below outlines the average student achievement for low income, African American and Hispanic students in Connecticut as a whole, and in our Connecticut students' three home districts.

<sup>1</sup> Alliance for Excellent Education. "Understanding High School Graduation Rates in Connecticut." July 2009. [http://www.all4ed.org/files/Connecticut\\_wc.pdf](http://www.all4ed.org/files/Connecticut_wc.pdf)

<sup>2</sup> Education Week. "Diplomas Count 2007". <http://www.edweek.org/ew/toc/2010/06/10/index.html?intc=ml>.

<sup>3</sup> New York State Education Department. "New Graduation Results Released for High Schools Statewide." March 9, 2010. [http://www.oms.nysed.gov/press/2009\\_Grad\\_Rates03092010.html](http://www.oms.nysed.gov/press/2009_Grad_Rates03092010.html).

<sup>4</sup> New York City Department of Education. "Mayor Bloomberg and Chancellor Klein Announce That High School Graduation Rate Rises to All-Time High of 63 Percent, Marking the Eighth Consecutive Year of Gains." March 9, 2010. <http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2009-2010/09gradrates030910.htm>

% of students meeting state goals across all subjects <sup>5</sup>			
Avg. % of low-income, African-American, and Hispanic *	Elementary School	Middle School	High School
Connecticut State Average	36.8%	39.0%	18.4%
Bridgeport	31.3%	26.5%	11.1%
Hartford	24.7%	24.3%	11.6%
New Haven	31.6%	28.0%	11.1%
% of all students	Elementary School	Middle School	High School
Connecticut State Average	62.7%	66.6%	48.8%
Bridgeport	33.4%	28.5%	12.4%
Hartford	25.6%	29.0%	15.1%
New Haven	37.1%	32.7%	16.2%

\* This percentage is the average percent of students who qualify for free and reduced lunch or are African American or are Hispanic. This number does not take into account double counting due to students who are eligible for free or reduced lunch and are either African American or Hispanic.

Despite the fact that students arrive at Achievement First schools already performing two to three years below grade level, over the past 11 years, AF has consistently proved that *the achievement gap can be closed* between economically disadvantaged students and their non-disadvantaged peers. Two recent external studies have independently validated AF’s dramatic success in raising student academic achievement.

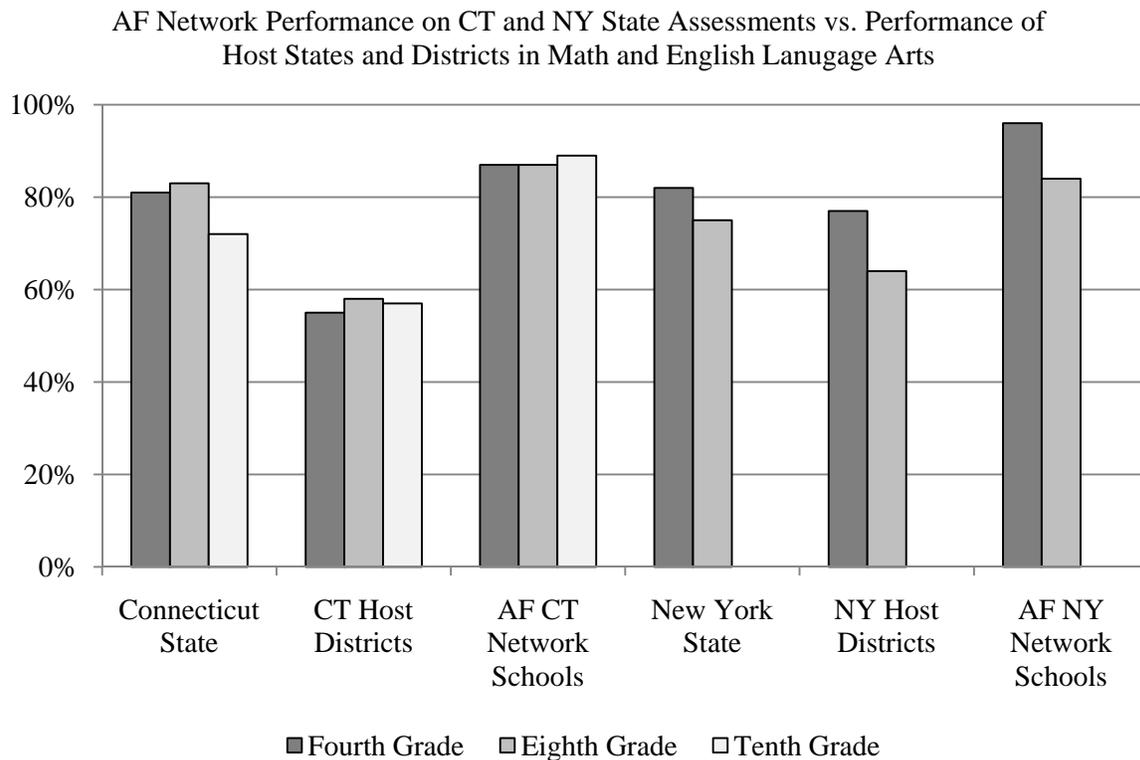
<sup>5</sup> ConnCan. School and District Report Cards. <http://www.conncan.org/learn/reportcards>

- Yale University Professor Justine Hastings conducted an evaluation of AF in New Haven, Connecticut that explored the random admission of students to AF schools through the lottery admission process. Hastings also conducted an instrumental variables analysis to explicitly test for AF's causal impact on student achievement. The study found that *attending an AF school for just one year increased students' reading and writing achievement scores significantly and substantially in reading and writing (.71 and .30 student level standard deviations, respectively) relative to attending other New Haven Public Schools.*
- Mathematica Policy Research, Inc. conducted a rigorous quasi-experimental analysis of the impact on student achievement of five middle schools operated by AF and by Uncommon Schools—a sister charter school network in New York City. The study used propensity score matching to compare performance over time of charter students entering these AF and Uncommon middle schools to non-charter students who had comparable baseline student achievement and demographic characteristics. This analysis found *significant and substantially meaningful impacts on student achievement within two years of charter school enrollment in math achievement, and in both math and reading within three years.* The study estimated that the third-year effect sizes translate to an 0.9 years of accelerated growth in student math learning, and 0.7 years of accelerated growth in reading, relative to students attending other New York City schools.

Appendix 1 includes a case study by the Aspen Institute detailing Achievement First's talent management practices.

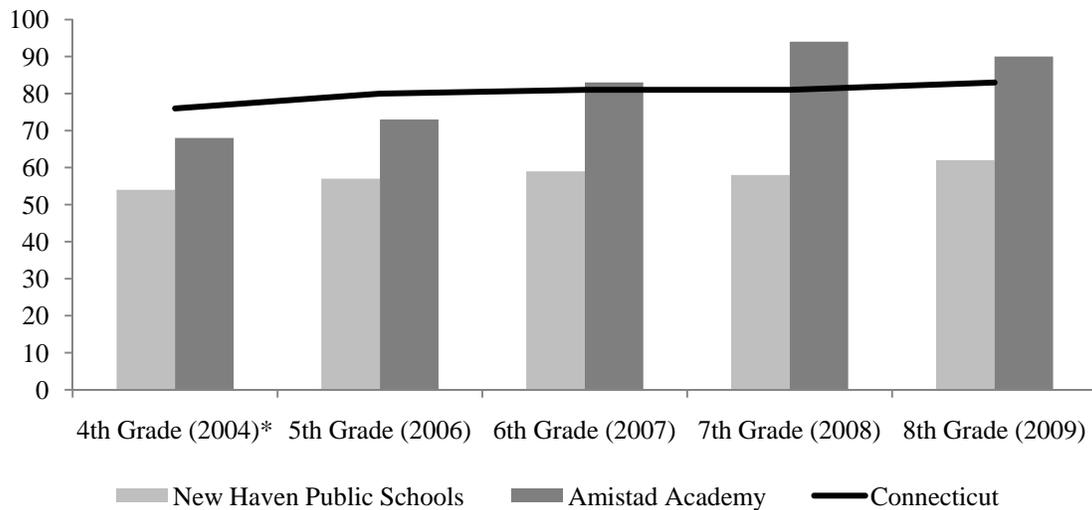
The chart below illustrates network-wide results for the 2009-2010 school year versus host districts at the 4<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade levels. AF's host districts— New Haven, Bridgeport and Hartford, Connecticut, and Districts 13, 16, 17, 19, 23 and 32 in Brooklyn, New York—

serve a population similar to AF, with more than 85 percent of students in these districts identifying as African American or Hispanic and more than 70 percent qualifying as low-income. Students at all AF schools are enrolled by blind lottery from the host districts in which AF schools reside. Despite having demographically similar student bodies, AF students significantly outperform students in their host districts at all grade levels.



AF has already made progress towards reaching its goal of closing the achievement gap at scale by significantly improving student achievement at every one of its schools. Our first school, Amistad Academy in New Haven, Connecticut, was highlighted by the U.S. Department of Education in 2007 as one of seven model schools in the country that are successfully closing the achievement gap. The chart below demonstrates the dramatic increase in academic performance achieved by students at Amistad Academy as they progressed from fourth grade (2004-05) to eighth grade (2008-09).

Connecticut Mastery Test  
Percentage of Students At or Above Proficiency Over Time in Math,  
Reading and Writing



[\*Note: Amistad Academy students are enrolled via blind lottery from New Haven Public Schools' student body. New Haven Public Schools did not release the test scores of the 2004 incoming fifth graders to AF. The above graph uses the test scores of the 2008 incoming fifth graders to AF as a proxy. Connecticut changed its state testing schedule from fall in the 2004-05 school year to spring in the 2005-06 school year.]

Each AF school continues to meet or exceed Amistad's precedent-setting success, as demonstrated by the following results:

- Across all of our Brooklyn schools, 99% of our elementary students and 91% of our middle school students scored proficient or higher on the New York State Math assessment. We are especially proud that 100% of AF Bushwick Elementary third grade students and 100% of AF Crown Heights Elementary third grade and fourth grade scholars achieved proficiency.
- After only one year, AF Hartford Academy emerged as the school with the largest yearly performance gains in the Hartford Public School district based on the district's Overall School Index (OSI). Our students gained 24 percentage points in math, 10 points in reading,

and 28 points in writing in a single year.

- AF Bridgeport Academy Middle ranked the number one middle school in the state of Connecticut for overall performance gains. The percentage of students meeting state academic standards increased by 21.2 percent from the previous year.
- In 2009, Elm City College Preparatory Elementary School in New Haven, Connecticut, demonstrated the highest African American student performance of any elementary school in Connecticut. In fact, Elm City College Preparatory Elementary had the unfortunate distinction of being the only elementary school in Connecticut where African American students outperformed state-wide averages.
- In 2009, AF Crown Heights Middle School's eighth grade students' math proficiency increased 30 percentage points and their English language arts proficiency increased 14 percentage points over their four years at the school. By the end of eighth grade, 90 percent of students were proficient in Math, outperforming their local school district by a 30 percentage point margin.
- In 2008, the state test results of Amistad Academy High School's 10th-grade students positioned these students as number one in the region for reading and number two for writing, outperforming students in both Madison and Guilford, Connecticut.
- In 2009, our New York students who have attended AF schools for the longest duration — AF Crown Heights Elementary and AF East New York Elementary fourth graders— demonstrated 93 percent proficiency in English language arts and 99 percent proficiency in math on New York state tests.
- 100% of this year's inaugural graduating class from AF's flagship high school, Amistad-Elm City High School, has been accepted to 4-year colleges and universities.

### **Need for the Project (3): Comparable Districts**

Achievement First evaluates its performance against the top performing districts on state administered standardized tests in each state to help in setting long-term goals and to evaluate progress. In order to assess whether AF is closing the achievement gap, we evaluate across the same set of students over the course of several years. We calculate the achievement gap as the difference in percent proficient between the AF network school and the benchmark district for that school. We use the highest-performing, affluent, suburban districts in both Connecticut and New York as our benchmark districts. In New York, we use the Rye School District, and in Connecticut, we use the District Reference Group A, which includes Darien, Easton, New Canaan, and Westport schools.

Students in these high performing benchmark districts still outperform students in AF schools. In our New York Schools, the average achievement gap over grades three, five, six, and seven in English language arts in the 2008-2009 school year was 17.4% for the same cohort of students, meaning that our students are still significantly behind their peers in one of New York's most affluent districts. We see similar gaps in our Connecticut schools. In the 2008-09 school year, the achievement gap in reading for our students in grades three, five, six and seven averaged 20.5%. We are mindful that still have a long way to go to ensure that our students are truly competitive with students from the top districts, much less their international peers. We are constantly looking to improve our program and have narrowed these gaps significantly over time, but we cannot achieve true excellence without a strong team of core academic instructors at every AF school.

# Project Design: Achievement First Teacher Career Pathway

## **Project Design (1): Network Talent Strategy (*also Priority 3*)**

A wealth of literature has shown that teacher effectiveness is the single most important factor driving student learning. In fact, research from The Brookings Institution on the longitudinal effects of teacher effectiveness on student achievement indicates that the aggregate effect of having a high quality teacher across four consecutive years would close the black-white achievement gap.<sup>6</sup> Therefore, identifying, recruiting, developing, evaluating, recognizing and retaining top talent is core to Achievement First's work and success at each of our schools. Building systems, practices and a team to support our work across this spectrum has been an organization-wide priority for the last three years beginning with the hiring of a Chief Talent Officer in 2007, who has led much of our talent efforts to date.

**Recruitment and Selection:** AF has already begun to enhance our talent practices to address the ongoing challenges our urban schools encounter in attracting top teachers. Teacher recruitment has been enhanced through targeted marketing, regular newsletters to potential candidates, informational webinars, and free external professional development offerings. Likewise, the selection process is now rigorous and finely tuned, screening for the attitudes and mindsets that research shows are demonstrated by highly effective teachers. The selection model is based on the AF Essentials of Effective Instruction and the AF Core Values (both described below). Therefore, a teacher's experience at AF is aligned from the initial interview, through development, evaluation and compensation. This aligned strategy ensures greater teacher success and growth.

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<sup>6</sup> Robert Gordon, Thomas J. Kane, and Douglas O. Staiger, *Identifying Effective Teachers Using Performance on the Job*. Washington, D.C.: The Brookings Institution, 2006.

**Development and Support:** The strong infrastructure of induction and ongoing support for teachers is aimed at setting high expectations for teacher practice and providing teachers the support they need to achieve those expectations. In 2008, AF began the process of defining its *Essentials of Effective Instruction*. The Essentials (Appendix 2) were created as a universal set of effective pedagogical practices that that would apply to every teacher regardless of the content or the grade taught. The development of the Essentials was informed by the research of Jon Saphier, Doug Lemov, and Robert Marzano to parse the practices of highly effective teachers and create coherent frameworks of effective instruction. The essentials define three things: a) the classroom culture and student engagement required for powerful teaching and learning to take place; b) specific tools and structures AF has decided should anchor all instruction; and c) the most important elements of effective pedagogy.

In order to fully maximize the impact of the Essentials, a teacher's career at AF includes training, coaching and evaluation that are aligned with the ten Essentials. All teachers participate in an intensive three week New Staff Training, introducing them to the culture and instructional practices of AF. Every teacher in the network has a coach with whom they have weekly or bi-weekly lesson observations and debriefs to reinforce their instructional improvement goals. Coaches and principals are expected to be the best teachers in their schools and to be able to coach other teachers to higher performance. Their jobs are to support teacher development and ensure they perform at the level required to ensure student results. In addition to individual coaching, teachers regularly participate in professional development sessions, debrief video observations with other members of their grade or subject level team, attend content-focused professional development days and create data driven plans based on interim assessments every six weeks.

**Evaluation:** AF has a strong, performance-based culture. Every year, teachers' and leaders' offers of employment are reviewed with student results being a significant component of those reviews. Despite AF's refined teacher screening process and many teacher supports, AF releases approximately five percent of its teaching force annually for not meeting the network's standards. The current evaluation tool used for these annual reviews is called the Professional Growth Plan (PGP). Every staff person in the network has a PGP which includes self-evaluation, coach or manager evaluation, and goal setting. Teachers are evaluated on student outcomes, the quality of their instruction (Essentials), instructional planning, student and family relationships, self-organization, and professional core values. This evaluation is often cited as a national exemplar by The New Teacher Project<sup>7</sup> and was recently highlighted in a study by the Center for American Progress.<sup>8</sup> A sample teacher PGP can be found in Appendix 3.

**Recognition and Compensation (Priority 1):** As an extension of the successful talent practices instituted during the last three years, AF now aims to take our evaluation and recognition to the next level by implementing a performance-based compensation strategy across our growing network of schools. Two years ago, AF first instituted a financial reward structure for principals with performance pay for student results (up to \$15,000/year). The AF School Report Card is the core principal assessment tool and is a clear articulation of our high expectations for principals. A Sample School Report Card for Middle School is included in Appendix 4.

We are now committed to introducing this practice to our teachers on an individual and school-wide basis through the development of a Teacher Career Pathway. The Teacher Career Pathway is a formal, sustained, systematic model for recognizing and motivating excellence in

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<sup>7</sup> The New Teacher Project Communities of Practice (2009)

<sup>8</sup> Donaldson, M. and Peske, H., "Supporting Effective Teaching Through Teacher Evaluation," Center for American Progress (2010).

teaching. It includes four tiers through which teachers to advance throughout their careers.

Teachers advance to the next tier after they have demonstrated sustained excellence for at least

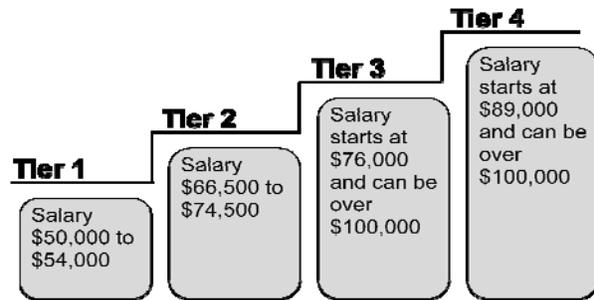
two years as assessed by a Teaching

Excellence Rubric. These steps are

accompanied by increased financial

compensation and teacher leadership and

growth opportunities. Compensation increases



are described in detail in the budget narrative accompanying this application. Non-monetary

recognition will be finalized during the planning year of this grant with significant input from AF

teachers. This non-monetary compensation may include participation in a master teacher cohort,

increased external professional development opportunities, a sabbatical, and/or the option of

coaching other teachers, among others. By rewarding top-performing teachers, the Teacher

Career Pathway will enable AF to aggressively grow and retain top performing teachers who will

drive high levels of academic growth among their students and serve as exemplars and mentors

to other aspiring master teachers in our schools.

**(i) Valid and Reliable Measures of Student Growth**

The methodology proposed by AF to use in determining the effectiveness of our teachers,

principals, and other personnel includes valid and reliable measures of student growth. These

measures are discussed in more detail below, under Project Design (3): Evaluation Systems.

**(ii) Awards Sufficient in Size to Affect Behavior**

The proposed performance based compensation system, Teacher Career Pathway,

includes performance awards that are sufficient in size to affect the behaviors of teachers,

principals, and other personnel. All staff of AF can earn a bonus of up to 10% of their annual

salary for outstanding school-wide performance. Teachers can earn significant salary increases as they move up through each of the Teacher Career Pathway tiers. Each of the four step increases is worth between \$ [REDACTED] and \$ [REDACTED]. The performance awards are discussed in brief above under Recognition and Compensation, and in more detail in the budget narrative accompanying this application.

**(iii) How Teachers are Determined to Be Effective**

The network talent strategy outlines specific methodologies by which teachers are determined to be “effective” for the purposes of the proposed performance based compensation system, including student achievement as the most important variable. Multiple lesson observations are also a key evaluation component. More detail about these methodologies is described in the Project Design (3): Evaluation Systems section below.

**Project Design (2): Developed with Teachers**

With a team comprised of Achievement First teachers and principals from every AF school, AF’s Organization Development team undertook the initial design process for the Teacher Career Pathway in spring 2009. At every step, the design team has solicited teacher and principal feedback and kept their recommendations at the core of the design work. The Organizational Development team held ten separate, two-hour volunteer input group meetings during which teachers and leaders provided extensive input on both the evaluation criteria and the evaluation process, including how to best measure each of our four key categories (student achievement, strength of character, quality of instruction, and professional values); how to weigh each component of the evaluation; editing specific survey question;, and determining how teachers will progress from one tier to the next. Over 150 AF teachers and leaders have participated in providing feedback either through these input group meetings or open forums at

our network-wide events. In August and September 2010, the Teacher Career Pathway will be formally and thoroughly introduced by the Chief of Staff and one of the co-CEOs in visits to each school.

Each of the evaluation tools was piloted with 30 teachers at five AF schools during the 2009-10 school year; teachers and principals at these schools provided regular feedback and input on the design process through quarterly meetings, surveys, and informal conversations. During the 2010-2011 school year all teachers in the network will participate in a full network pilot of these evaluation measures (expanding from 5 to 19 schools). Finalizing these tools will be an iterative process that will continue to rely heavily on robust teacher input and feedback. We will gather feedback from every teacher in the network as part of an annual survey. In addition, we will continue to engage the input groups on key communication and design questions throughout this full-scale pilot year.

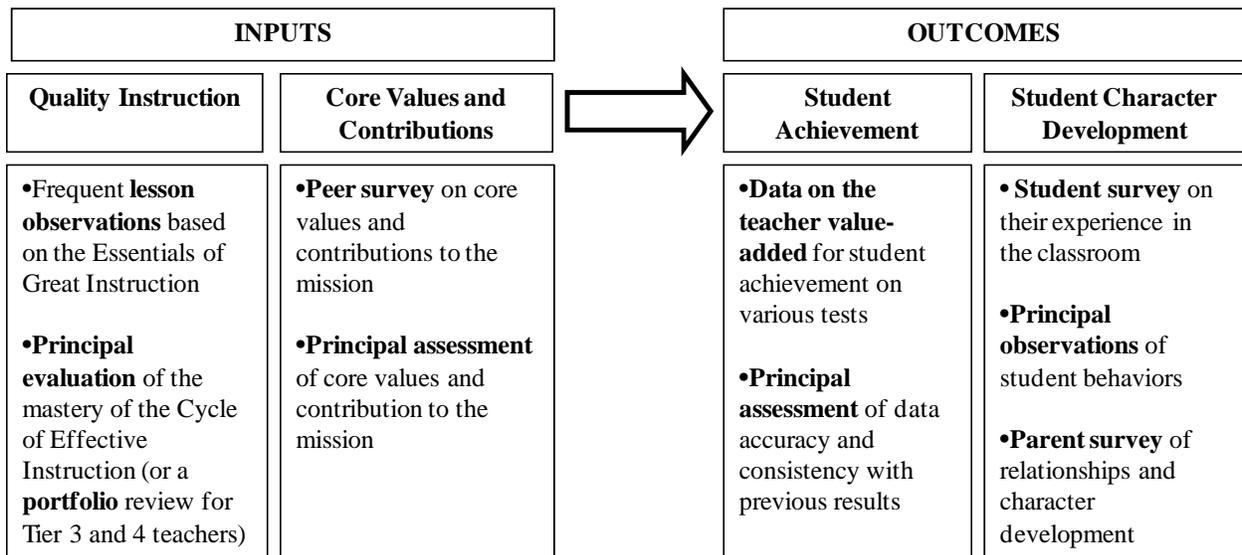
### **Project Design (3): Evaluation Systems**

Achievement First is committed to a rigorous, transparent and fair evaluation system for teachers and school leaders. This includes 1) the Teaching Excellence Rubric to evaluate individual teacher performance and 2) the School Report Card to evaluate and reward all teachers, leaders and support staff for their combined impact on student achievement. This evaluation system will provide the determination for which teachers are deemed to be “effective” for the purposes of the proposed performance based compensation system.

#### **1) Teaching Excellence Rubric**

All teachers will be evaluated annually on both the *outcomes* of their teaching: (1) student achievement growth and (2) development of student character; and their *inputs* (3) quality instruction and planning and (4) professional core values and contributions to team

achievement. The Teaching Excellence Rubric is the core tool for evaluating a teacher and includes: a) student achievement value-added assessment, b) lesson observations, c) student surveys, d) parent surveys, e) peer surveys, and f) principal assessment. The rubric is aligned with the existing teacher Professional Growth Plan and the Essentials of Effective Instruction. A teacher must demonstrate sustained excellence for at least two years in each of the outcomes and inputs assessed before being considered for movement from one tier to the next.

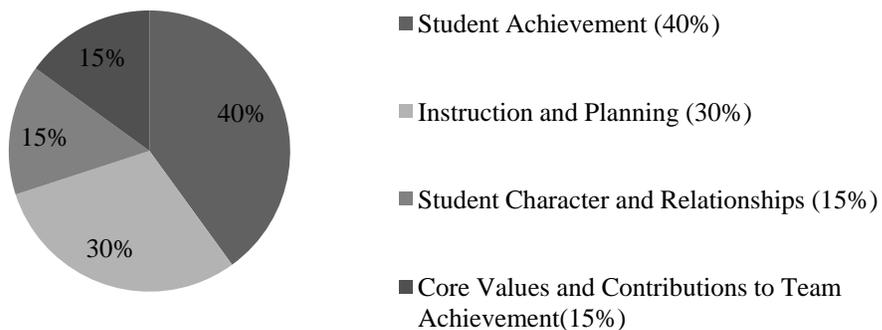


Each of the four elements of the Teaching Excellence Rubric accounts for a different percentage of the teacher’s overall performance evaluation and progression through the Teacher Career Pathway tiers.

**Element 1: Student Achievement (Priority 4):** Student academic growth is the core goal of all AF schools. Therefore, every teacher in the network will be evaluated on the extent to which he or she is able to increase each individual student’s achievement, the valid and reliable measure of student growth as required by the Teacher Incentive Fund. When a standardized, norm-referenced test is available student achievement will be evaluated based on a value-added assessment. Using value-added measures developed for AF by Mathematica Research and

Policy, Inc., AF will compare the actual student achievement growth on the standardized test to the students’ predicted growth in order to create value-added outcomes. Predicted growth is based on what is typically observed given students’ achievement in previous years as well as other demographic and behavioral factors, such as eligibility for free or reduced lunch, English language proficiency, special education status, prior-year attendance patterns, or prior-year behavior. After each individual student’s value-add is determined, the teacher’s overall value-added outcome is calculated by averaging the value-add for each student the teacher teaches. Teachers whose students take standardized assessments will have 40% of their overall assessment based on value-added measures.

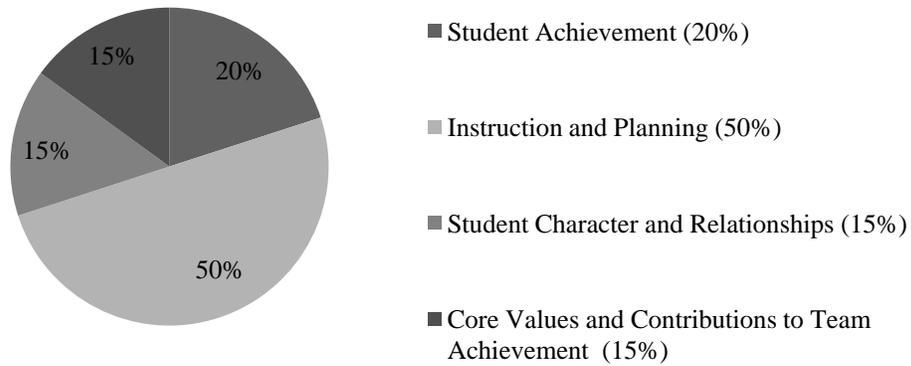
**Measuring Teaching Excellence: Tested Subjects**



In courses where we do not yet have nationally normed standardized assessments and therefore lack reliable value-added measures, student achievement will be based on the body of student work including end-of-course exams and interim assessments. Student achievement will account for 20% of the teacher’s evaluation for these “untested” subjects and an additional 20% will be

added to Instruction and Planning, which includes lesson observations (described below).

### Measuring Teaching Excellence: Untested Subjects



**Element 2: Student Character Development:** Success in college and life depends on more than just high academic achievement – it also requires that students have mastered key character and non-academic skills. Given that strength of character and leadership development are core parts of AF’s mission, AF is committed to measuring a teacher’s influence on these essential, albeit difficult to measure, outcomes. In addition, leveraging families as true partners in our students’ education is essential to support ever higher performance and achievement for our students. As a result, AF will measure the degree to which a teacher works with his or her students’ families toward their shared goal of student success. A student survey, based on the national Tripod Project survey created by Ron Ferguson at Harvard University and Cambridge Education, will measure a teacher’s classroom culture and student relationships. In addition to the student survey, a parent survey will measure the extent to which the teacher has invested in family relationships. A version of the parent survey was pilot at AF in 2009-2010, and it is being revised based on best practices from districts and charter management organizations nationwide.

**Element 3: Quality Instruction and Planning (Priority 1):** In order to ensure excellent student outcomes, all AF teachers must be excellent instructors. Therefore, 30% of a tested-

subject teacher's evaluation is based on quality instruction and planning. Two tools will be used to measure this component: lesson observations and assessment of planning. Assessment of a teacher's instruction is based on five data points: four formal lesson observations and an overall rating of a teacher's instruction during the course of the school year. The formal observations include two unannounced, full lesson observations (45-90 minutes) by a teacher's coach (often a principal or assistant principal). Formal observations also include two 20-minute observations by an expert observer who is external to the school, such as an Assistant Superintendent or network Achievement Director of the subject taught. The observer will rate the teacher on each of the observed elements of the Essentials of Effective Instruction. In addition, all teachers are observed at least twice a month and receive feedback on the Essentials by their assigned coach. As a fifth data point, the coach will calculate one comprehensive evaluation score based on a summary of all of these informal observations. A rubric to clearly articulate what instruction looks like for each of the Essentials related to each rating is currently being created. All observers will participate in training to ensure consistent understanding and reliable ratings across observers.

In addition to the assessment of instruction, all teachers will be assessed each year on the Cycle of Highly Effective Teaching. The Cycle of Highly Effective Teaching is AF's definition of an effective planning cycle and includes:

Before the School Year Begins:

1. Identify scope and sequence and Interim Assessment (IA) creation
2. Set measurable goals for the year and each IA cycle
3. Create a long-term plan that breaks the year into units with clear dates

### Planning Cycle Every 6-8 Weeks:

1. Create/modify unit plans
2. Lesson planning
3. Daily effective instruction (the Essentials) and effective interventions
4. Daily assessment of student learning and data analysis
5. Interim assessment and data driven planning (every 6-weeks)

Teachers moving into Tiers 2 or 3 will be assessed on the Cycle by their principal who will use a clear rubric to rate the teacher's performance against each of the 8 planning elements identified above. The process to move into Tier 4 will be more rigorous. A teacher who is moving into Tier 4 will have to showcase his or her instruction and planning by creating a portfolio and sharing it with a portfolio review committee.

**Element 4: Core Values and Contributions to Team Achievement:** AF believes that excellent teaching requires a team effort. The best teachers do not focus solely on the success of the students assigned to their classrooms, but instead invest in the success of other teachers, students and the school at large. Through a peer survey, a teacher's peers will evaluate the extent to which a teacher contributes to the team and consistently models the AF Core Values. See Appendix 3 for a complete list of the AF Core Values in the Teacher Professional Growth Plan. In addition to their peers' assessment, principals will also assess the teacher's contributions.

**Movement to Next Tier:** A teacher aiming to move from one tier to the next must meet a rigorous standard on the Teaching Excellence Rubric including both 1) minimum scores for each of the four elements described above and a 2) minimum total score for each of the two years required for movement. Point allocations for each evaluation component are outlined below for teachers in tested subjects and teachers in untested subjects. The minimum scores for each

element and the minimum total for each tier will be finalized during the upcoming planning year and will be based on thorough data analysis of the 2010-2011 evaluations of all AF teachers.

**Teaching Excellence Rubric: Tested Subjects**

OUTCOMES (55%)			INPUTS (45%)			
Student Achievement	Student Character and Relationships		Quality of Instruction and Planning		Core Values and Contributions to Team Achievement	
40 points	15 points		30 points		15 points	
<b>Value-Added Measures</b> Up to 40 points for value-added outcomes (principal’s review and Asst Superintendent verification) outcomes	<b>Student Survey</b> Up to 7.5 points for student survey results	<b>Parent Survey</b> Up to 7.5 points for parent survey results	<b>Lesson Observations</b> Up to 20 points for average of 4 lesson observations and overall Essentials assessment	<b>Planning Assessment</b> Up to 10 points for effective planning based on rubric	<b>Peer Survey</b> Up to 10 points for peer survey results	<b>Principal Assessment</b> Up to 5 points for assessment of teacher’s contribution to team achievement based on rubric

**Teaching Excellence Rubric: “Untested” Subjects**

OUTCOMES (35%)			INPUTS (65%)			
Student Achievement	Student Character and Relationships		Quality of Instruction and Planning		Core Values and Contributions to Team Achievement	
20 points	15 points		50 points		15 points	
<b>Achievement Measures</b> 20 points for principal’s review (and Asst Superintendent verification) of the body of student work including end of course exams and interim assessments.	<b>Student Survey</b> Up to 7.5 points for student survey results	<b>Parent Survey</b> Up to 7.5 points for parent survey results	<b>Lesson Observations</b> Up to 40 points for overall average of 4 lesson observations and overall Essentials assessment	<b>Planning Assessment</b> Up to 10 points for effective planning	<b>Peer Survey</b> Up to 10 points for peer survey results	<b>Principal Assessment</b> Up to 5 points for principal assessment of teacher’s contribution to team achievement on rubric

## 2) School Report Card

A principal bonus system was instated during the 2008-2009 school year to reward exemplary school leadership that results in dramatic student achievement. Bonus goals are based on the AF School Report Card (Appendix 4), a document that is designed to define excellence at AF with a primary goal of dramatic student achievement gains across multiple grade levels. If AF is awarded a Teacher Incentive Fund grant, a bonus based on the AF School Report Card will be expanded to our Deans of Students and Academic Deans in 2011-2012. In 2012-2013, after any necessary revisions are made to the existing School Report Card, this bonus will expand to all teachers, leaders and support staff as we believe that every member of the school team plays a critical role in student success.

Through this bonus system, in addition to base salary, staff can earn a bonus equivalent to up to 10% of their salary (*Priority 1*). In order to evaluate the school's effectiveness, each School Report Card category has a corresponding number of possible points. One hundred percent of the points are awarded for the item if the school meets that goal, and 75% of the points are awarded if the school is close (defined as within 5 percentage points for most categories and 2 percentage points for attendance categories). There are some categories in the non-academic measures that are not eligible for "close" points; these are marked on the School Report Card. Schools can earn up to 100 points per grade level, 50 points for nonacademic measures, and 50 points for AF-wide success. The maximum score is 600 points. A bonus committee comprised of the board chairs of all AF schools and AF's Co-CEOs, CFO, and CIO will review the data and determine what bonus has been earned. The table below outlines potential bonus amounts.

<b>Points</b>	<b>Bonus Percentage</b>	<b>Bonus Amount</b>
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475 - 600 points	100%	10% of salary
375 – 475 points	75%	5% of salary
275-374 points	50%	2.5% of salary
0-275 points	0%	0% of salary

#### **Project Design (4): Data-Management System**

Achievement First invests heavily in information systems to support rigorous and robust data-driven instructional planning, to drive performance management, and to enhance student achievement outcomes. AF has developed, designed and built AF Athena for network-wide use. AF Athena is an online student assessment data and performance management tool that enables AF to use data and data-driven instructional practices in a much more powerful way. Wireless Generation was so impressed by AF Athena that, with additional funding from New Schools Venture Fund, it is commercializing this product and will make it available for sale to other charter management organizations and school districts in 2011-2012. AF’s experience in designing, building, and deploying AF Athena positions AF for success in continued development of data management systems. In anticipation of rolling out the Teacher Career Pathway, AF has recently introduced a new web-based human resources information system and is undergoing a thorough process to identify a data warehousing platform that will interface effectively with our student data system. AF will ensure that teacher evaluation, student data and assessment, and human resources and payroll systems can interface smoothly. AF is working to identify a data-management system that will meet our immediate information needs and will also provide adequate support at scale. The table below outlines the proposed data solutions for the implementation of Teacher Career Pathway.

Data Point	Data Solution	Status
<b>Value Added Data</b>	<b>SAS:</b> a statistical analysis system that enables advanced data analysis and retrieval	Purchased; full implementation 2010-1011
<b>Lesson Observations</b>	Currently researching online database systems that will allow input and analysis of lesson observations	Best practice research currently being conducted; full implementation 2010-2011
<b>Parent Surveys</b>	<b>AF Athena data system:</b> supports integrated scannable form design, printing, and data collection via scanners. Scannable forms eliminate manual data entry and reduce data error	Currently in use throughout AF for interim assessments; will be modified for use with parent and student surveys
<b>Student Surveys</b>		
<b>Peer Survey</b>	<b>EchoSpan:</b> a customizable web-based employee review and 360 feedback tool	Piloted during 09-10 school year; full implementation 2010-2011
<b>Teacher Career Pathway</b> <b>Overall Data Platform</b>	Currently researching an online data management platform that will merge all five data points above to produce summary reports for teachers and leaders	Best practice research currently being conducted; full implementation 2010-2011

<b>Personnel Data</b>	<b>ADP Human Resources Information System:</b> ensures accurate personnel and compensation data	Purchased; full implementation 2010-2011
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**Project Design (5): Professional Development**

Professional development opportunities for teachers at Achievement First are highly differentiated to ensure that each teacher’s needs and professional development goals are supported appropriately. There are three weeks of training before the start of every school year and two hours of staff development time each Friday. The core component of professional development for all AF teachers is individualized coaching – weekly or bi-weekly coach meetings and targeted observation and feedback to ensure that teachers are continuously stretched to raise the bar on teaching excellence. AF teachers receive continuous coaching throughout the school year. New teachers participate in weekly coaching sessions, and more seasoned teachers participate in bi-weekly sessions. Coaches work with teachers to develop individual learning plans to help teachers attain their goals. The coach works in collaboration with the teacher to develop goals and both teacher and coach debrief on the teacher’s progression towards their growth objectives on a regular basis. Teachers also have opportunities to observe other great teachers in action. A teacher’s coach – either the principal, Academic Dean, or a master teacher – also serves as the primary evaluator of that teacher.

Observation and coaching goes hand in hand with the work teachers do around data-driven instruction. Six times a year, teachers and academic leaders at each school convene as a team to review, analyze, discuss, and plan using data from the latest interim assessment cycle.

This review focuses both on what students struggled with and *why* they have struggled (what appears to be the student misunderstanding and what is an effective teaching response to that gap in knowledge or skill). The goal of these dedicated days of data-driven instructional planning is to formulate individual and team level instructional plans that will enable teachers to drive increased student achievement by addressing patterns and pitfalls revealed in their assessment data. A teacher's skill at this data-driven planning process is factored into the Quality of Instructional Planning component of the Teacher Career Pathway evaluation to determine compensation and promotion over time (*Priority 1*).

## Adequacy of Support for the Proposed Project

### **Adequacy of Support (1): Management Plan**

The ultimate purpose of the Teacher Career Pathway is to increase student achievement with each Achievement First school meeting or exceeding its gap-closing achievement goals. Our theory of action is that by recognizing and rewarding excellent teachers, we will be able to recruit, develop, and retain very effective teachers for our students and ultimately reach our goal of closing the achievement gap. Specific goals toward achieving that ultimate purpose are outlined below.

<b>Implementation Goals</b> <i>(Core Elements of Performance Based Compensation Systems)</i>	<b>Measures of Success</b>	<b>Milestones</b>	<b>Timeline</b>	<b>Responsible Party</b>
<b>Communication and Investment:</b> All AF teachers and principals clearly understand the goals of this initiative, how they will be evaluated and how they will be compensated.	90% of teachers and 100% of principals indicate on the yearly April Network Support Survey that they understand how they will be evaluated	Creation of a detailed guidebook explaining all elements of the Teacher Career Pathway and the School Bonus. Feedback on the draft guidebook is provided by select teachers and leaders and revised prior to broad distribution.	August 2010	Chief of Staff
	and compensated.	Initiative introduced by the Chief of Staff and an Assistant Superintendent at each individual school. Guidebook provided to explain all details.	September 2010	Chief of Staff and one of two Co-CEOs
		Senior Associate of Evaluation and Recognition is assigned as point person to	Ongoing	Senior Associate of Evaluation and

		answer any questions teachers may have on how measures are being used in evaluation.		Recognition
		External communication of opportunities for recognition and reward for teachers within the AF network.	Ongoing	Director of Marketing and Communication
<b>Involvement, Investment and Support of Teachers:</b> AF teachers and principals are invested in the goals of the Teacher Career Pathway and School Bonus and support their implementation.	80% of teachers and 100% of principals indicate on the yearly April Network Support Survey that they understand and support the goals of the Teacher Career Pathway and School Bonus.	Continued input through group meetings of teachers and leaders providing feedback on their experience and how it can be improved.	July, October and February of each year	Chief of Staff
		Continued open forums at bi-annual professional development events with all AF staff members where teachers and leaders can provide additional feedback.	September and April each year	Chief of Staff

<p><b>Rigorous, Transparent and Fair Evaluation:</b></p> <p>All teachers are evaluated on reliable and valid measures that impact student achievement.</p>	<p>Statistical analysis of two years of evaluation data determines that each measurement component is correlated with student academic growth.</p>	<p>2010-2011 evaluation components finalized.</p>	<p>August 2010</p>	<p>Co-CEOs and Chief of Staff</p>
		<p>2009-2010 student achievement value-added measures are validated and compared to interim assessment data.</p>	<p>August 2010</p>	<p>Mathematica Policy Research, Inc.</p>
		<p>Identification of valid and reliable measures of student achievement for teachers who teach courses without a standardized state assessment.</p>	<p>October 2010</p>	<p>Senior Director of Teaching and Learning</p>
		<p>Professional Development for all lesson observers on the observation rubric to ensure a high degree of inter-rater reliability.</p>	<p>September 2010 and ongoing</p>	<p>VP of School Leadership</p>
		<p>End of Year One (2010-2011) evaluations are completed.</p>	<p>August 2011</p>	<p>Chief of Staff / Principals</p>

		Annual review of evaluation of individual measures to ensure they are valid and reliable.	July - August Each Year	Director of Data Practices and Chief of Staff
<p><b>Fair and Motivating Compensation:</b></p> <p>Development and implementation of a compensation model that treats teachers fairly and motivates them to continue teaching, while remaining within our overall school budgets.</p>	<p>Compensation model is budget neutral and motivates retention. Additional non-monetary rewards are provided for teachers in the top two tiers that incentivize promotion and increase both satisfaction and effectiveness.</p>	Compensation model finalized after review by teachers and principals.	August 2010	Chief Financial Officer
		Teachers have opportunity to move to the next tier and receive salary increase.	August 2012	Chief Financial Officer
		Annual review of salary scales and school budgets.	March Each Year	Chief Financial Officer
		Identification and implementation of non-monetary rewards to recognize and continually develop highly effective teachers.	January 2011	Superintendent and Senior Director of Teaching and Learning

<p><b>Effective Data Management System:</b></p> <p>Technology and logistics management effectively support the evaluation of teachers and can link student achievement data to payroll and human resource systems.</p>	<p>90% of teachers and 100% of principals indicate that the evaluation and compensation implementation are effective on the annual April Network Support Survey.</p>	<p>Identify, develop and train principals and coaches to use the online lesson observation gathering tool.</p>	<p>October 2010</p>	<p>Chief Information Officer</p>
		<p>Survey execution (data collection and analysis) systems are identified that pose a minimal impact on schools.</p>	<p>January 2011</p>	<p>Chief of Staff and VP of School Operations</p>
		<p>Online data platform to compile all evaluation components is identified and configured to report results for individual teachers.</p>	<p>May 2011</p>	<p>Chief Information Officer</p>
<p><b>Professional Development for Teachers and Leaders:</b></p> <p>Teachers and leaders understand how they have been evaluated and use the</p>	<p>100% of teachers and principals indicate that the feedback they received from their evaluation was helpful and drove</p>	<p>Teachers will receive verbal and written feedback on each observed lesson within 2 weeks of the observation.</p>	<p>October 2010 and ongoing</p>	<p>Chief of Staff</p>
		<p>Teachers will debrief their overall evaluation with their coaches and create individualized goals and learning plans to</p>	<p>June debrief and September/October determination of</p>	<p>VP of School Leadership</p>

<p>data generated to improve their practice.</p>	<p>their professional development and individual coaching on the annual April Network Support Survey.</p>	<p>continuously improve.</p>	<p>tier movement (Annual)</p>	
	<p>90% of teachers feel they have the coaching, support and professional development they need to become more effective on the Teaching Excellence Rubric as measured on the annual April</p>	<p>Coaches and Assistant Superintendents provide ongoing training to teachers and principals on how to use Teacher Career Pathway data to improve instructional practice.</p>	<p>April 2011</p>	<p>Senior Director of Teaching and Learning and VP of School Leadership</p>

	Network Support Survey.			
<p><b>Constant Review and Improvement:</b></p> <p>Ensure the most effective measures for identifying excellent teachers and the continual improvement of logistics and support.</p>	<p>Formal annual review process is conducted each year with clear recommendations for improvement made and implemented for the following school year.</p>	<p>Annual review of the design and implementation of the Teacher Career Pathway model by all principals and by a steering committee of Network Support leaders with three principals and three teachers.</p>	<p>July Each Year</p>	<p>Chief of Staff</p>

## Adequacy of Support (2): Project Leadership

Achievement First has made successful implementation of the Teacher Career Pathway one of its top organizational priorities. As such, key leadership from across our central Network Support staff and our talented school-based teams will continue to be heavily involved in all aspects of the program’s implementation. The chart below illustrates the project team members and their corresponding responsibilities for ensuring that the Teacher Career Pathway project is implemented effectively.

Title/Team Member	Project Responsibilities
<b>Strategy, Program Design and Project Management</b>	
<b>Co-CEO &amp; President</b>  Dacia Toll	<ul style="list-style-type: none"> <li>• Set strategy for Teacher Career Pathway</li> <li>• Advise on all aspects of creation, implementation and evaluation of Teacher Career Pathway</li> </ul>
<b>Co-CEO &amp; Superintendent</b>  Doug McCurry	<ul style="list-style-type: none"> <li>• Advise on all aspects of creation, implementation and evaluation of Teacher Career Pathway</li> </ul>
<b>Chief of Staff</b>  Sarah Coon	<ul style="list-style-type: none"> <li>• Project Director</li> </ul>
<b>Senior Associate of Evaluation &amp; Recognition</b>  Erica Chapman	<ul style="list-style-type: none"> <li>• Manage all aspects of the initial implementation and evaluation of the Teacher Career Pathway initiative</li> </ul>
<b>Financial Modeling and Budgeting</b>	
<b>Chief Financial Officer</b>  Max Polaner	<ul style="list-style-type: none"> <li>• Develop fair and motivating compensation model</li> <li>• Regularly evaluate sustainability of compensation model</li> </ul>

<b>Talent and Human Capital Management</b>	
<p><b>Chief Operating Officer</b> Maia Heyck –Merlin</p>	<ul style="list-style-type: none"> <li>• Advise on aspects of the creation, implementation and evaluate of Teacher Career Pathway related to overall talent strategy</li> </ul>
<p><b>Director of Human Capital</b> Erica Williamson</p>	<ul style="list-style-type: none"> <li>• Support development of fair and motivating compensation model</li> <li>• Evaluate effectiveness and competitiveness of compensation model</li> </ul>
<b>Value-Added Design and Data Analysis</b>	
<p><b>Director of Data Practices</b> Ben Master</p>	<ul style="list-style-type: none"> <li>• Collaborate with external consultant to design value-added measure</li> <li>• Evaluate effectiveness of model in reliably predicting student achievement</li> </ul>
<p><b>Mathematica Policy and Research, Inc</b></p>	<ul style="list-style-type: none"> <li>• Lead development of value-added model</li> <li>• Evaluate effectiveness of model in reliably predicting student achievement outcomes</li> </ul>
<p><b>Director of Data Analysis</b> Amber Mackay</p>	<ul style="list-style-type: none"> <li>• Capture and analyze all quantitative data related to Teacher Career Pathway</li> <li>• Report all quantitative data related to Teacher Career Pathway</li> </ul>
<b>School Leader Training</b>	
<p><b>Director of School Leadership</b> Sarah Keenan</p>	<ul style="list-style-type: none"> <li>• Lead trainings to prepare school leaders, teacher leaders</li> </ul>

<b>Director of Teacher Leadership</b>  Alex Freidus	and coaches to develop teacher capacity based on the Teaching Excellence Rubric
<b>Teacher Evaluations</b>	
<b>Vice-President of Teaching and Learning</b>  Nancy Livingston	<ul style="list-style-type: none"> <li>• Conduct external evaluations of teachers</li> <li>• Coordinate teacher learning and development with the Teaching Excellence Rubric components</li> </ul>
<b>Assistant Superintendents:</b>  Elana Karopkin, Marc Michaelson and Chi Tschang	<ul style="list-style-type: none"> <li>• Review and evaluate effectiveness of Teaching Excellence rubric</li> <li>• Conduct external evaluations of teachers</li> <li>• Develop Essentials Rubric</li> </ul>
<b>Principal and Teacher Engagement</b>	
<b>Principals</b>  Claire Shin Hart, Amy D’Angelo and Jeff House	<ul style="list-style-type: none"> <li>• Advise on all aspects of Teacher Career Pathway, particularly related to ease of use for school leaders</li> </ul>
<b>Teachers</b>  Sue Harmon, Joe Pirro, Daniel Levin and many more	<ul style="list-style-type: none"> <li>• Advise on all aspects of Teacher Career Pathway, particularly related to effectiveness of evaluative tools for teacher professional development</li> </ul>

This project team has the collective experience and current and planned capacity to ensure that the Teacher Career Pathway program is a success. Team members are highly qualified and have expertise in all of the functional areas required to implement the project at full scale.

**Expertise in Strategy, Program Design and Project Management:** Co-CEO and President, Dacia Toll focuses on the development and expansion of AF and the success of all AF schools.

She manages the organization's internal operations and external relations, and her core responsibilities include strategic planning, principal coaching and training, talent recruitment and development, community outreach, fundraising, and board relations. Prior to co-founding AF in 2003, Ms. Toll led the founding team of Amistad Academy and served as the school's principal from 1999 to 2005. Chief of Staff and project director Sarah Coon has significant experience managing projects from conception to implementation and will manage execution of the system's rollout and implementation. Prior to joining AF, she served as Executive Director of the Learning Policy Center at the University of Pittsburgh, and as a Research Coordinator for the Pennsylvania Governor's Commission on Training America's Teachers. Senior Associate of Evaluation and Recognition Erica Chapman most recently worked as the Program Manager for Teacher Effectiveness for the New York City Department of Education where she was responsible for all aspects of the Chancellor's Teacher Tenure 2010 Initiative including the development and implementation of policies, tools, and online systems related to the tenure process.

**Expertise in Financial Modeling and Budgeting:** Chief Financial Officer Max Polaner oversees the execution of all financial functions, performance and budget analysis, preparation and coordination of financial reports, audits and legal needs, acquisition and improvement of facilities, and human resources. Before joining AF, Mr. Polaner was the chief financial officer of Inductis, an analytical consulting firm, and assisted that company in its growth from 100 to 250 employees and in a doubling of its revenues until it was acquired by EXL Services in July 2006.

**Expertise in Talent Development and Human Capital Management:** Chief Operating Officer Maia Heyck-Merlin currently oversees all recruitment, development and evaluation of school leaders, teachers and operational team members, and manages all school based operations of AF

Academies. She formerly served as AF's Chief Talent Officer and, before that, as a Managing Director at Teach for America, where she was responsible for oversight for the central operations of multi-site teacher training institutes supporting over 2,900 beginning teachers.

Director of Human Capital Erica Williamson is responsible for supporting AF's activities around HR systems, talent strategy, employment policies, benefits, performance improvement and compensation. Before joining AF, Ms. Williamson was a fellow with the Education Pioneers 2008 New York cohort. Ms. Williamson began her career working as a strategy consultant at Monitor Group.

**Expertise in Data Analysis and Practices:** Director of Data Practices Ben Master has previous experience working as a program associate at Mass Insight Education, a non-profit that support standards based reform in Massachusetts school districts, and as a strategy consultant and senior analyst at Capital One Bank. Director of Data Analysis Amber Mackay has prior experience evaluating financial data and building in-depth economic analyses based on multiple data sources.

**Proven Success in School Leader Training:** Director of Leadership Development Sara Keenan manages the professional learning for principals, deans and teacher leaders across the network's seventeen schools. Prior to working at AF, Keenan worked as a high school and middle school English teacher, working in both an affluent suburban district and in Chicago Public Schools. Keenan is a participant in The Broad Residency in Urban Education.

Director of Teacher Leadership Development Alex Freidus has former school reform and leadership experience with Partners in School Innovation and Children's Book Press. She has five years of teaching experience in English language arts and Social Studies.

**Expertise in Teacher Evaluation and Coaching:** Vice-President of Teaching and Learning Nancy Livingston and Assistant Superintendents Elena Karapkin, Mark Michaelson, and Chi Tschang have extensive expertise in evaluating effective instructional methods. Team members have experience as former teachers and school leaders, and now work at the Network Support level providing coaching to principals and school leaders.

**Expertise in Elementary, Middle and High School Leadership:** Principals Claire Shin Hart, Amy D'Angela and Jeff House have combined expertise in all levels of K-12 education, and will support the project team in both advisory and evaluative functions during the implementation of the Teacher Career Pathway program. Teachers Sue Harmon, Joe Pirro and Daniel Levin have a range of grade level experience as well as diverse subject area expertise. They helped to develop the Teaching Excellence rubric and will be supporting the project team in rolling the program out to school staff.

### **Adequacy of Support (3): Additional Resources (*also Priority 2*)**

If awarded a grant from the Teacher Incentive Fund, Achievement First Teacher Career Pathway will leverage dollars committed from other public and private partners. In 2009, the Bill & Melinda Gates Foundation awarded AF and KIPP NYC a collaboration grant to develop and pilot the beta design of our respective performance based compensation systems. In addition, a Teacher Incentive Fund allocation will leverage the existing per-pupil funds each of our schools in New York and Connecticut receive from the state, as well as Title I federal dollars we receive to support our large populations of scholars from high-poverty families. As described in the budget narrative, much of the planning and management will be supported through in-kind resources and the Gates Foundation grant. The Teacher Incentive Fund provides a unique and incredibly valuable opportunity to directly support financial rewards for teachers and leaders

during the first five years of implementation and an award from this fund will make the full implementation of the Teacher Career Pathway and School Report Card possible.

**Adequacy of Support (4): Project Costs**

Achievement First requests [REDACTED] from October 2010 to September 2015 from the Teacher Incentive Fund. This funding, in addition to existing resources, will ensure we are able to successfully meet all project goals. A detailed explanation of all costs and assurance of long-term sustainability is provided in the accompanying budget narrative.

**Quality of Local Evaluation**

**Quality of Local Evaluation (1): Strong and Measurable Performance Objectives**

Achievement First will use ambitious and measurable performance objectives to evaluate the effectiveness of the Teacher Career Pathway in raising student achievement. The chart below outlines the performance objectives and respective outcome measures AF will use to assess the overall effectiveness of the Teacher Career Pathway program. Incremental and project based goals and measures are outlined in Adequacy of Support: Management Plan (p. 30-38).

<b>Performance Objective and Measures of Success</b>	
<b>Performance Objective #1: Increased Student Achievement</b>	
<i>Student achievement will increase based on our sustained retention of highly qualified teachers, improved satisfaction among teachers, parents and students; and continuous</i>	<b>Measure 1a:</b> AF schools in operation for more than one year will see an overall increase in school-wide academic achievement on the School’s Report Card over the previous school year.

<i>improvement in instructional quality</i>	
<b>Performance Objective #2: Improved Observed Teacher Quality</b>	
<i>Overall instructional quality among AF teachers improves due to the use of an aligned evaluation, development and compensation system</i>	<b>Measure 2a:</b> A greater number of teachers extended offers network-wide will have been rated as effective to highly effective instructors over the preceding year based on lesson observations conducted by coaches and Assistant Superintendents.
<b>Performance Objective #3: Increased Retention of Effective Teachers</b>	
<i>Retention rates for teachers rated effective to highly effective will increase as a result of the Teacher Career Pathway program</i>	<b>Measure 3a:</b> At least 90% of full-time teachers rated as effective to highly effective, and that would receive an offer letter at the end of the year, return to teach in the AF network the following year.
<b>Performance Objective #4: Improved Satisfaction</b>	
<i>Teacher satisfaction rates will improve based on the opportunity to be recognized and rewarded for demonstrating excellence  Parent and student satisfaction rates will improve due to having more highly effective teachers in</i>	<b>Measure 4a:</b> At each school, at least 90% of teachers respond that they agree or strongly agree to "I feel positive about working at AF (or my school)" on the annual Organization Health Survey.
	<b>Measure 4b:</b> At least 90% of parents give the school an overall grade of "A" or "A+" on end-of-year parent feedback surveys.
	<b>Measure 4c:</b> At least 90% of teachers are rated as effective

<i>our classrooms.</i>	by their students on the annual student survey. Note: This is a new survey and the specific cut-points for “effective” are to be determined.
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**Quality of Local Evaluation (2): Evaluation Data**

Achievement First is committed to producing both quantitative and qualitative data to measure our progress towards meeting and exceeding the performance objectives set forth in this grant. The most important quantitative data used to evaluate this program is student achievement. In addition, other quantitative data will include teacher effectiveness data, retention data, and survey results from teachers, students, parents and network support team members. The qualitative data that will be produced will be taken from principal quarterly meetings, teacher and leader input group meetings and open-ended survey questions.

**Quality of Local Evaluation (3): Evaluation Procedures**

Achievement First hired a full-time Senior Associate of Evaluation and Recognition whose primary responsibility will be to support and evaluate implementation of the Teacher Career Pathway initiative. The Senior Associate of Evaluation and Recognition will plan all meetings, design evaluation tools to capture qualitative feedback, organize and collect the data, and prepare all feedback for presentation to the larger project team.

In addition, our organization already has robust processes in place for collecting quantitative data such as student achievement results and survey responses. In addition to these processes that have already been operationalized, AF will ensure that data is effectively captured and analyzed through the use of a variety of mechanisms, including:

- **Continued development of the value-added measure:** With external consultants and

internal expertise, AF will continue to assess and enhance the value-added measures used to demonstrate each teacher's impact on the growth of students in their classes. AF seeks to ensure that the value-added measure used is strongly correlated, and reliably predictive of student achievement results.

- **Quarterly Principal Meetings:** Four times a year, AF principals gather together as a cohort to share successes and challenges they are facing in their work. The Senior Associate of Evaluation and Recognition will ensure that each of these sessions include a Teacher Career Pathway breakout session to gauge the strengths and challenges in implementing this program. This data will be reviewed after each meeting, but also cumulatively at the End-of-Year Reflection and Goal-Setting meeting.
- **Regular input group meeting:** Since the conception of the Teacher Career Pathway over one year ago, Project Lead Sarah Coon has led ten input group meetings with an invite list of over 100 teachers, principals and network support team members. These input group meetings have been used to inform decision-making at every stage of this process. Because of the success of these meetings during the design and pilot stages, the Project Leader is committed to continuing to use the input group structure in meetings each trimester to gather real-time feedback from a variety of stakeholders on how the Teacher Career Pathway can be further refined.
- **End of Year Project Team Reflection and Goal-Setting Meeting:** At the end of each school year, the Teacher Career Pathway project team will meet to reflect on the extent to which the team has met and exceeded the performance objectives delineated in this grant application. During this meeting, team members will evaluate the qualitative and quantitative data collected throughout the year to make a determination of the strengths,

weakness, opportunities and threats in the program design. At the conclusion of this meeting the project team will have developed a list of goals for the upcoming year to ensure that the Teacher Career Pathway is continuously improving.

# Appendices

Appendices can be found in the Achievement First Project Narrative Other Attachments document accompanying this application.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **Achievement First - Teacher Incentive Fund High Needs Documentation** Pages: **2** Uploaded File:  
**C:\Documents and Settings\karagreico\My Documents\Career Pathways\Teacher Incentive Fund Grant\04  
Achievement First High Needs Schools Documentation (4).doc**

## Achievement First High Needs Schools Documentation

The table below outlines the demographics of each of our current schools. Note that at least 50% of students in each of our current schools are eligible for free or reduced lunch.

<b>School Name</b>	<b>Academy</b>	<b>Grades served</b>	<b># of Students</b>	<b>% free/ reduced</b>
Amistad Academy	Elementary	K through 4	325	74.8%
Amistad Academy	Middle school	5 through 8	267	69.3%
Elm City College Prep	Elementary	K through 4	268	70.6%
Elm City College Prep	Middle school	5 through 8	211	72.5%
Amistad-Elm City High	High school	9 through 12	166	63.9%
AF Crown Heights Charter School	Elementary	K through 4	414	73.0%
AF Crown Heights Charter School	Middle school	5 through 8	331	69.8%
AF Crown Heights Charter School	High school	9	61	59.2%
AF Endeavor Charter School	Middle school	5 through 8	302	75.9%
AF East New York Charter School	Elementary	K through 4	418	75.6%
AF East New York Charter School	Middle school	5	88	74.7%
AF Bushwick Charter School	Elementary	K through 4	411	77.9%
AF Bushwick Charter School	Middle school	5 through 7	240	73.4%
AF Brownsville Charter School	Elementary	K through 1	249	80.7%
AF Bridgeport Academy	Middle school	5 through 7	220	64.5%
AF Hartford Academy	Elementary	K through 1	258	81.1%
AF Hartford	Middle school	5 through 6	171	70.8%

Academy				
<b>TOTAL STUDENTS</b>		<b>K-12</b>	<b>4400</b>	<b>73.5%</b>

Our application for funds through the Teacher Incentive Program describes our plans to expand our network to include a total of 34 schools at scale, meaning that we will add an additional 17 schools over the next five years. Our new schools will be located in all of the communities in which we currently operate: Brooklyn, NY and Hartford, New Haven, and Bridgeport, CT. Below please find data outlining these districts as high-need. As feeder districts for our schools, our newly opened schools are guaranteed to enroll more than 50% of students from low income families who are eligible for free or reduced-price lunch subsidies.

<b>District Name</b>	<b>% Free/Reduced Lunch</b>
New York City (Brooklyn) <sup>1</sup>	77.5%*
Hartford, CT <sup>2</sup>	77.0%**
New Haven, CT <sup>2</sup>	68.3%**
Bridgeport, CT <sup>2</sup>	89.8%**

\* In the 2007-2008 school year.

\*\* As of October 2008.

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<sup>1</sup> New York State Kids Well Being Indicators Clearinghouse. “Children Receiving Free and Reduced Price School Lunch, Public Schools.”

[http://www.nyskwic.org/access\\_data/ind\\_profile.cfm?subIndicatorID=52&indYear1=2000&indYear2=2008&go.x=6&go.y=5&go=Submit](http://www.nyskwic.org/access_data/ind_profile.cfm?subIndicatorID=52&indYear1=2000&indYear2=2008&go.x=6&go.y=5&go=Submit)

<sup>2</sup> Connecticut State Department of Education. “Connecticut Schools Participating in the National School Lunch Program. Free and Reduced Eligibility Percentages As of October 2008.”

[http://www.sde.ct.gov/sde/lib/sde/pdf/rfp/rfp978\\_oct08\\_fr\\_eligibility\\_percentages.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/rfp/rfp978_oct08_fr_eligibility_percentages.pdf)

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

### Attachment 1:

Title: **Achievement First Teacher Incentive Fund Commitment Letters** Pages: **6** Uploaded File: **C:\Documents and Settings\karagreico\My Documents\Career Pathways\Teacher Incentive Fund Grant\Achievement First\_TIF Commitment Letters\_07062010.pdf**



# THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHANCELLOR  
52 CHAMBERS STREET - NEW YORK, NY 10007

June 28, 2010

The Honorable Arne Duncan  
Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan:

I am pleased to write this letter of support on behalf of Achievement First's application for a Teacher Incentive Fund Grant to develop and implement a best-in-class teacher evaluation and compensation system for its growing network of high-performing K-12 urban charter schools. Achievement First's successful talent practices have led to a growing network of achievement gap-closing schools in Brooklyn, New York and are a model for districts and charter management organizations nationwide. I am confident Achievement First has the leadership and expertise necessary to design and execute an effective teacher evaluation and compensation strategy that rewards great teachers.

Under the New York City Department of Education's reform strategy, Achievement First expanded to Brooklyn in 2005 with the opening of two schools. Achievement First now operates nine schools in Brooklyn, and with the support of the New York City Department of Education, plans to continue replicating at a rate of one to two new schools each year. Achievement First schools have a strong record of student achievement gains, which not only delivers direct benefits to their students, but has also helped to create leverage for city-wide reform by proving what is possible in our most challenged neighborhoods and by sharing their innovative approaches to talent practices. All New York City students can learn and achieve at high levels, and Achievement First will help us deliver on this promise.

Through its people and systems, Achievement First is having enormous impact, not just on the children they touch directly, but also on the larger public education system – in New York City, Connecticut and beyond, as they pioneer and codify sophisticated evaluation practices and a rigorous pay-for-performance methodology across their schools. Their continued innovation is critical to fulfilling their mission and laying the foundation for broader systemic change based on their success.

Sincerely,

A handwritten signature in black ink, appearing to read "Joel I. Klein".

Joel I. Klein  
Chancellor

July 2, 2010

Arne Duncan  
Secretary of Education  
United States Department of Education

Dear Secretary Duncan,

We are excited that Achievement First is pursuing a grant from the Teacher Incentive Fund. Achievement First and its network of high-performing urban public schools are a key partner in your work to turn around low-performing schools. We support your vision to close the achievement gap in urban centers across the country by providing high-needs students with better, higher quality learning options across the state of Connecticut and in Brooklyn, New York. A chief way Achievement First does this is by working aggressively to recruit, develop and retain top teaching talent for schools like ours, Achievement First Hartford Academy in Hartford, Connecticut.

From day one, since the initial vision and first design work behind Career Pathways, my staff and I have been involved in developing this incredibly promising performance based compensation approach. Over the past year, many of the best teachers from my school and across the AF network have participated in a series of meetings where we provided input and feedback to Sarah Coon and her core design team on the Career Pathways model. In addition, six teachers at our school participated in a pilot study of the Career Pathways teacher evaluation process. Throughout, we have worked closely as a team to make informed decisions around the features that will empower teachers to succeed and will put students and their achievement before all else.

We are highly invested in seeing this system adopted and successfully implemented. We are confident that the Career Pathways system will dramatically enhance AF Hartford Academy's ability to recruit and retain top talent among our teaching staff, which in turn will drive higher achievement for all our students. This letter indicates the full endorsement and commitment of AF Hartford Academy's leadership and faculty to continue to partner with Achievement First to implement a Teacher Career Pathway over the entire five-year grant period and beyond. Specifically, our school will provide the following critical capacity and resources to the project:

- We will continue to focus on attaining breakthrough student achievement results with all our students, putting students' academic priorities first and measuring our success accordingly;
- To do this, we will aggressively recruit top teachers, since the quality of the teacher in a classroom is the single greatest predictor of those students' success;
- Employing the Teacher Career Pathway model and tools, we will perform consistently rigorous evaluations of all our teachers, working with our partners in the Network Support office to welcome outside observers and evaluators, where appropriate;
- We will provide candid critical feedback to the design team to ensure constant improvement of the tool; and
- We will promote, reward, demote and excuse on the basis of the Teacher Career Pathways' tiers and intentions, in order to ensure that the system is used effectively and that we continue to manage performance rigorously and with children's best interest being our first priority.

As you know Achievement First is committed to delivering on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Our schools in Connecticut and New York provide students with the academic and character skills they need to achieve at high levels, graduate from college, succeed in a competitive world and become leaders in our communities. We look forward to raising the bar in the work we do to this end at AF Hartford Middle School by employing a powerful and tailored model for rewarding and recognizing the work our best people do.

With kind regards,



Jeff House, Principal

AF Hartford Academy Middle School

Cc: Dacia Toll, President & Co-CEO, Achievement First

June 21, 2010

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

Dear Mr. Secretary:

My name is Joe Pirro. I am a 2<sup>nd</sup> grade teacher and alum of Teach For America working at Achievement First Crown Heights Charter School in Brooklyn, NY. I am currently in my second year teaching, and I wanted to share my thoughts with you on Achievement First's Teacher Career Pathway.

As a relatively new teacher, I quickly realized that Achievement First invests a lot of time, money, and resources into developing our skills and supporting our growth, particularly as future leaders. However, Achievement First was looking for a way to encourage great teachers to stay in the classroom and retain them in the organization; and so, the organization began developing a model to enable teachers to be recognized and gain responsibility as they develop their craft. I have been extremely motivated by this movement in our organization, as I truly believe that it is crucial for our organization to support and retain great teachers. Teacher quality, as I've seen in our classrooms, is the greatest lever for student achievement, and we cannot hope to close the achievement gap without supporting and retaining our best teachers.

Since the spring of 2009, I have been involved in a focus group consisting of teachers and school leaders with Achievement First to help create and develop this career pathway for teachers. I have helped the organization categorize major aspects on which teachers can be evaluated, provided feedback on parent and peer surveys, and evaluated different levels of responsibility and recognition that could be given to teachers who move up a step on the career pathway model. Achievement First has made sure that our opinions are heard and that this model is one teachers will support. Even as a new teacher, I know that we teachers have been able to provide invaluable input on this process.

Once our organization gets this right, we will have a clear and accessible model for promoting, supporting, recognizing, and retaining excellent teachers. This will enable Achievement First to have the strongest teachers working in neighborhoods which need these teachers the most. Our organization will be known for teacher quality because of the effects of our teacher career pathway model. On a personal level, I know that I will continue to be supported in my professional development and that I will be recognized for this growth. It is an unbelievably motivating factor for staying in the classroom and continuing to close the achievement gap.

Every day, we here at Achievement First encourage our scholars to "climb the mountain to college", but we cannot continue to do so without supporting and retaining excellent teachers. I am proud to be a part of an organization that is insuring that it will reward its great teachers while keeping them in our highest-needs classrooms. I genuinely believe that Achievement First is a pioneer in this movement to retain excellent teachers to continue to close the achievement gap; and I look forward to the day that we can look back at moments like these and realize the power they had in eliminating educational inequality in our nation.

Thank you for your support,

Joe Pirro  
2<sup>nd</sup> Grade Teacher  
AF Crown Heights Elementary School

July 3, 2010

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

Dear Mr. Secretary:

My name is Daniel Levin, and I have taught music in urban charter schools for nine years, the past eight of them with Achievement First. Currently, I am the Music Coordinator for Achievement First, and the Orchestra Director at Achievement First Bushwick Middle School in Brooklyn, NY.

I am very pleased to have had a role in shaping the early stages of the Achievement First career pathway, particularly in an “untested subject” such as music. It is often the case that music teachers are the only ones in their building with deep knowledge of music. Principals and other administrators can be very helpful in offering coaching and feedback related to classroom culture, management, instructional pacing, etc., but are usually at a loss to really assess the nuances of what is happening with regards to *music instruction*.

How then can the music teacher be fairly and accurately assessed in her/his job performance if not all of the assessment tools are in-house?

The discussions around career pathway creation for music teachers that I have been a part of take this question seriously. I have had opportunities to really reflect on what I think music teacher assessment at AF could and should look like, and have been able to voice my ideas and have them embraced, challenged, and enriched on an ongoing basis.

What we are creating with regard to a music teacher career pathway is especially important as we see arts and music programs declining nationwide. The implementation of a continuum of excellence in music teaching at Achievement First may have an influence in the larger public education world due to the visibility of AF as a model and testing ground for innovative and effective educational practices, and this can only help to strengthen the case for restoring arts education to the place of national importance in our schools that they enjoyed a generation ago. Creating a clearly articulated career pathway for music teachers will result in appropriate benchmarks for assessing teacher performance, and this will result in better assessment strategies for our students, **since the use of student data plays a large part in determining teacher effectiveness**. With the emphasis nationwide on testing in our schools, a subject such as music is vulnerable to the threat of extinction, unless we are able to make music a truly *tested subject*. Approaching this challenge from the angle of teacher assessment forces us to ask ourselves what we really value in music instruction, to really articulate what excellence is in music instruction, and ultimately to get clearer on what our students need and deserve in music instruction. We have turned a spotlight on our nation's math & reading instruction by demanding better and more consistent assessment; we would do well to shine some of that light on our music programs too. The creation of the Achievement First career pathway for music teachers is an important step in this direction.

Sincerely,

Daniel Levin  
Achievement First Music Coordinator  
Achievement First Bushwick Middle School Orchestra Director

**Union Commitment Letters: Not Applicable**

Achievement First teachers do not participate in a union.

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Achievement First Teacher Incentive Fund Other Attachments Pages: 73** Uploaded File: **C:\Documents and Settings\karagreico\My Documents\Career Pathways\Teacher Incentive Fund Grant\Achievement First\_TIF Other Attachments\_07062010.pdf**

**Achievement First**  
**Teacher Incentive Fund Application**  
**Project Narrative – Other Attachments**  
**July 2010**

## **Table of Contents**

Appendix 1: Aspen Institute Case Study of Achievement First's Talent Practices

Appendix 2: The Essentials of Effective Instruction

Appendix 3: Sample Professional Growth Plan

Appendix 4: School Report Card

Appendix 5: Project Manager Resumes

# Appendix 1: Aspen Institute Case Study of Achievement First's Talent Practices



## Essentials of Effective Instruction: The Foundation for Defining Excellent Teaching in the **Achievement First** Public Charter School Network

May 2010

By Rachel Curtis

### OVERVIEW

Given the well-known fact that teachers are the single most important factor in students' learning, as well as Achievement First's (AF's) unambiguous outcome orientation, the fast-growing public charter school network made establishing a common understanding of effective instructional practices across the network a top priority. AF knew that such a common understanding would be essential to ensuring consistent quality across schools and student results. It would also provide the foundation on which teacher support and accountability would be organized.

Amistad Academy, the founding school from which the AF network was built, had criteria for instructional practices, which had been developed organically over the early years of the school's existence. These criteria provided a good starting point for other schools, but it became clear as the network grew that they needed to be expanded upon and refined to be robust enough to serve as the network's guiding force for instruction. As new schools opened, teacher support and accountability in the first few years of the network felt "all over the place and lacked a coherent instructional vision."

Beginning in 2008, AF began the process of building its *Essentials of Effective Instruction*. In a short two-year period, the network developed the Essentials and then organized a set of structures on them that includes classroom-based instructional coaching, an annual cycle for teachers of professional growth planning and short-cycle learning planning. This paper focuses on what the Essentials are, how they differ from other teaching standards, and how AF uses them to drive teacher support, accountability, and excellence.

## BACKGROUND

*Hundreds of teachers stream into the Achievement First Endeavor Middle School's gym. The din rises and the energy is palpable as teachers and administrators from the public charter network's 17 schools in Connecticut and New York come together for a network-wide professional development day. Greetings are shouted across the room. Bagels and juice fly off the breakfast table and teachers drop their bags to the gym floor as they settle into folding chairs, organizing themselves by school communities. The crowd is diverse, energetic, and young.*

*With the whole network community together before dispersing for a day of workshops led by teachers, administrators, and network leaders, Dacia Toll, the Co-CEO and President of AF and one of the network's co-founders, kicks off the day with these words: "We are an organization with soul. It's not just what we do; it's how we do it." With that, Ms. Toll tells the story of her recent meeting with a parent at one of the schools. The story reminds the crowd of the tremendous potential and needs of the students and families it serves. It also serves to illustrate the profound impact that each of the hundreds of people squeezed into the gym can have every day. The story is followed up by a video of AF's first class of high school seniors, giving shout outs as they read their college acceptance letters, talking about "climbing the mountain to college" and how they know education equals opportunity. As students in the video announce where they are going to college, the crowd in the gym roars in celebration.*

*Ms. Toll's story and the students' words are echoed in the brightly colored banners hanging from the gym's rafters. They provide a visual display of Achievement First's core values: No Excuses, Excellence is a Habit, Whatever it Takes, Team Always Beats Individual, Academic Excellence and Strength of Character, Team and Family. The plenary session makes one thing crystal clear: these core values pertain to the adults who work at Achievement First as much as they pertain to the students they teach.*

The leaders of Amistad Academy, a high-performing charter school started in New Haven, Connecticut, in 1999, created Achievement First (AF), a public school charter network, to bring to scale the powerful educational program Amistad Academy had created and the promising student results Amistad had realized. Since its founding in 2003, AF has founded two to four new schools each year, growing into a network of 17 high-quality urban public charter schools serving 4,500 students, K-12, in New Haven, Bridgeport, and Hartford, Connecticut, and in New York City. Its growth projections aim to have a network of 30 schools serving 12,000 students by 2012.

Achievement First schools are united by a deep commitment to educational opportunity for all students and a strong performance culture. They all serve students who live in Connecticut's

and New York’s lowest-income communities; 73 percent of the students who attend AF schools are eligible for free or reduced-price lunch based on family income. The goal of the network is as simple as it is radical: to provide poor students of color from chronically underserved communities with a high-quality education that will prepare them to achieve at the same high level as the students in the neighboring affluent, high-performing school districts. AF is tenaciously focused on outcomes and sets its achievement targets to meet or exceed those of affluent communities in New York and Connecticut to ensure its students are prepared to compete with those students for acceptance into competitive colleges and in the world beyond schooling.

Schools in the network are funded following the state per-pupil allocation provided to public district schools. That allocation is provided directly to the schools and they pay AF a fee for network support (between 8-10% of public revenues). This support includes curriculum scope-and-sequence guides, content-area expertise and support, a system of interim assessments aligned to state standards, professional development for teachers and school administrators, and a host of different operational supports. Schools are provided additional start-up funds by the network in their first two to three years.

**AF Network Student Average Achievement**

Student performance relative to state performance: **+ 15%**

Students performing at or above proficiency relative to local community performance: **+ 31%**

Grade	AF Performance Relative to Host District	AF Performance Relative to Host State
4 <sup>th</sup> Grade	+22%	+12%
8 <sup>th</sup> Grade	+25%	+7%
10 <sup>th</sup> Grade	+32%	+17%

**AF Teacher Profile**

- 49%** Black, Hispanic, Asian or American Indian
- 68%** < Five Years of Teaching Experience

**SY '09-10 Teacher Hiring**

- Teachers Hired as % of Total Workforce **42%**
- First-Year Teachers **36%**
- TFA Corp Members **23%**
- TFA Alums **33%**

AF’s expansion trajectory creates a tremendous demand for teachers. It also makes it essential to build systems and structures to support this continual influx of new teachers and ensure that the things that made Amistad Academy successful inform the work in all network schools. While the systems and structures are necessary for consistency, the network was organized to be nimble and dynamic so that it could respond to the needs of its schools, staff, and students, anticipating that those needs would change over time and that network supports would evolve accordingly. This dual commitment to developing systems and structures and being dynamic required the network to communicate clear expectations and organize around them without letting them become static and/or inadvertently building a culture of compliance. The goal is to have expectations that evolve to reflect learning from within the network and beyond about how to ensure high-quality instruction and run schools where all children learn at high levels.

## PERFORMANCE CULTURE

Achievement First has a strong performance culture that is reflected in everything the network does. All of the experiences in which students are engaged in AF schools are organized intentionally to drive student learning and achievement. The length of the school day and year, the approach to reading instruction, the support provided to struggling learners, the unwavering college focus, and the commitment to character education—all of these practices and others are organized to ensure students achieve at the same level as their peers in privileged suburbs.

The approach to ensure teaching excellence has a similar performance orientation. The teacher recruitment and selection process is rigorous and finely tuned, screening for the attitudes and mindsets that research shows highly effective teachers demonstrate. The strong infrastructure of induction and ongoing support for teachers is aimed at setting high expectations for teacher practice and providing teachers all the support they need to achieve them. All teachers serve on one-year contracts and student results are a significant component of their evaluations. Even with a sophisticated and refined teacher screening process and lots of teacher supports, AF releases 5 percent of its teaching force annually for not meeting the network's standards.

The performance culture is also reflected in the work coaches and principals do. Coaches and principals are expected to be the best teachers in their schools and able to coach teachers to higher performance. Their jobs are to support teacher development and ensure they perform at the level required to ensure student results. They are given enormous authority and are expected to be very high quality. Principal compensation reflects the network's performance orientation; it includes performance pay for student results.

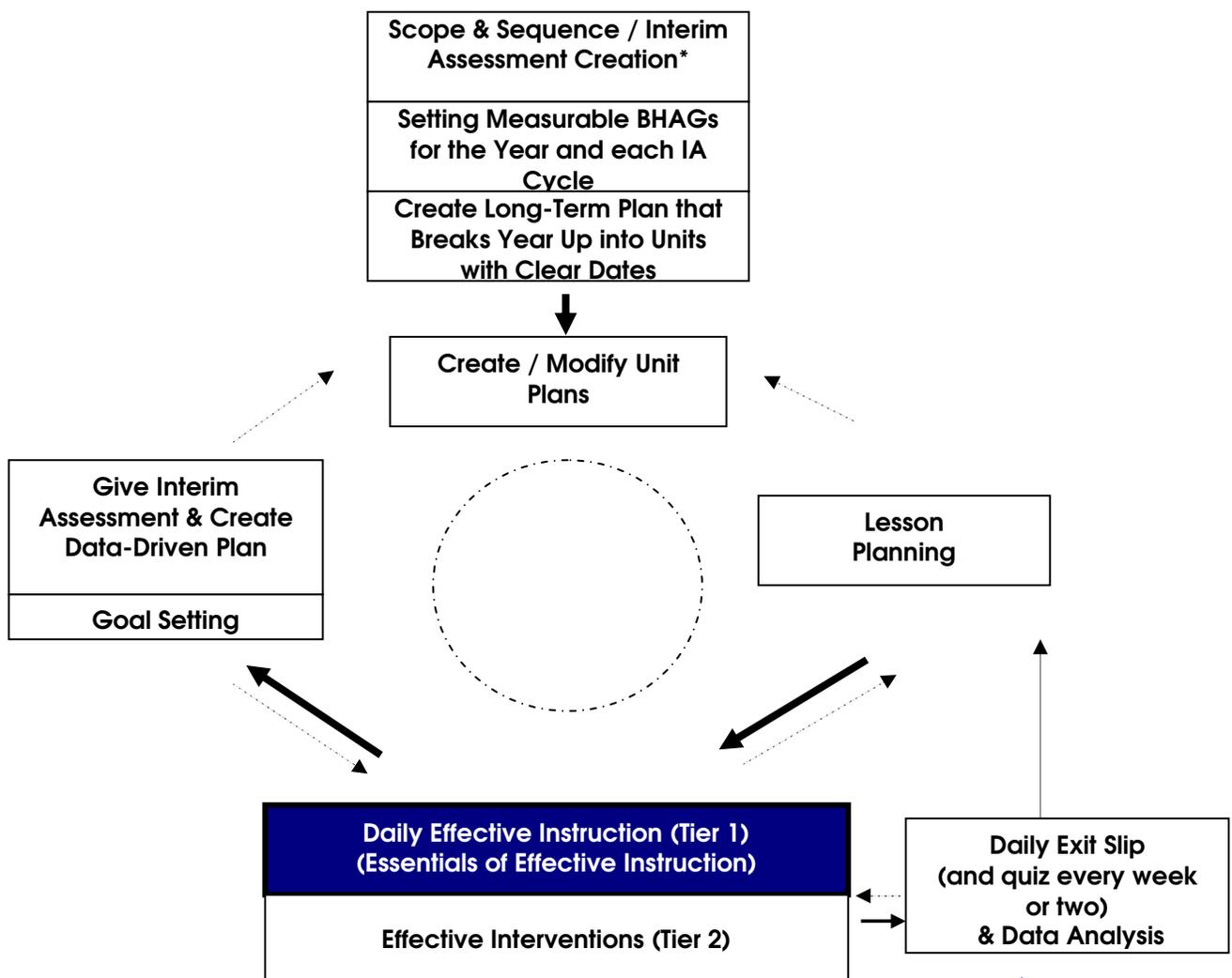
## Achievement First's Teaching and Learning Infrastructure

Clear Expectations	Assessments	Curriculum	Instructional Materials	Teacher Planning Time
<ul style="list-style-type: none"> <li>AF Network has an AF Report Card that outlines "standing ovation" performance targets for student achievement and other key outcomes. The Report Card measures both student progress and absolute achievement, and the targets are set based on the highest-performing suburban districts and charter schools.</li> <li>AF Network developed the "Cycle of Highly Effective Teaching" (See Appendix A) to define the AF way of teaching. This cycle drives how AF teachers work. All of the other elements of AF's teaching and learning infrastructure are either part of the cycle or are organized to support it.</li> <li>By following the cycle, teachers move from the scope and sequence and aligned interim assessments the network provides to:               <ol style="list-style-type: none"> <li>1) set goals for student learning</li> <li>2) plan units and then lessons</li> <li>3) teach</li> <li>4) assess student learning</li> </ol>               and then begin the cycle again with the next round of goal setting.             </li> </ul>	<ul style="list-style-type: none"> <li>AF Network developed "Athena," a system of custom-built, web-based interim assessments that are given every six weeks to assess student learning. The assessments are aligned to the AF curriculum scope and sequence, predictive of student performance on New York's and Connecticut's state annual assessments and are given to all students in all grades in reading, writing, and math five times a year. Students in grades five, six, seven, and eight are given less frequent assessments in science and social studies.</li> <li>All AF teachers participate in "Data Days," which are full-day sessions focused on teacher analysis of Athena data to analyze student performance and develop instructional plans and strategies to address learning needs</li> <li>AF Teachers develop and give additional classroom-based assessments.</li> </ul>	<ul style="list-style-type: none"> <li>AF Network provides scope and sequence aligned to state standards and Athena assessments.</li> <li>AF Network has created a commonly visited place on its server where teachers can share unit and lesson plans.</li> <li>Teachers refine unit plans and collaborate to develop weekly and daily lesson plans which they submit to the principal for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The network does not prescribe the materials schools use. It makes recommendations and there is a fair degree of consistency in the instructional materials used across the system.</li> <li>Schools customize and sequence the use of instructional programs and materials to align with when Athena assesses content. Teachers generally draw from a variety of resources e.g. Elementary Reading and Writing: Readers' and Writers' Workshop drawing from Fountas and Pinnell, Lucy Calkins, several different grammar resources, AF's writing resource binder, Kids Writing, etc.; Elementary Math: combination of Saxon, TERC Investigations, Scott Foresman, Envisions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have 90-120 minutes of planning and prep time per day; many teachers use some of this time for collaborative planning by grade level or content area.</li> <li>Schools sometimes focus the 120 minutes of weekly professional development time each school has on Friday afternoons on additional content team time.</li> </ul>

## DEVELOPING THE ESSENTIALS OF EFFECTIVE INSTRUCTION

The Cycle of Highly Effective Teaching (see figure below) is a network-wide set of expectations for how teachers do their jobs. This includes planning, instruction, assessment, and planning again. A key element of the Cycle is the Essentials of Effective Instruction, which drives daily instruction in AF schools. They articulate the specific instructional strategies AF teachers are expected to use to drive student results. In 2008 the network developed the Essentials through a yearlong process of engaging principals, academic deans, and teachers in a conversation about the most important elements of effective instruction. The work Jon Saphier and Doug Lemov have done to parse the practices of highly effective teachers and create coherent frameworks of effective instruction informed this effort. The broad engagement of the AF community reflected the network's commitment to learning and building organically from classroom practice and facilitating collaborative work in the network to surface the best ideas and build strong commitment and ownership along the way. This broad engagement led to the development of a document that was then trimmed and refined to become AF's Essentials of Effective Instruction.

### The Cycle of Highly Effective Teaching



There is something subtle, significant, and distinctive about the approach AF has taken to defining effective teaching and effective instruction. It explicitly distinguishes the two things from one another. The Cycle defines the broad set of responsibilities that make up effective teaching. The Essentials (which are one element of the Cycle) define instruction – the specific behaviors that teachers exhibit in the classroom and the resultant student behaviors. By separating the two components, AF is able to be very explicit and concrete in articulating its instructional expectations and then organize teacher support and development on them.

From the outset the goal was to create a universal set of essentials that focus on pedagogy and that would apply to every teacher regardless of the content or the grade taught. The Essentials define three things: the classroom culture and student engagement required for powerful teaching and learning to take place; specific tools and structures AF has decided should anchor all instruction; and the most important elements of effective pedagogy. The annotated list of the ten essentials below alludes to the 24 elements of the essentials that describe very specifically what should be happening in classrooms (See Appendix B for a complete list of the Essentials).

## ESSENTIALS OF EFFECTIVE INSTRUCTION



1. [Great AIMS](#): each lesson includes learning objectives that reflect high expectations and drive learning activities
2. [Exit Ticket/Assessment of Student Mastery of the AIMS](#): teacher measures student mastery of the AIM(S) at the end of class with the goal of 85% of students reaching mastery
3. [Most Effective and Efficient Strategies to Teach the AIMS](#): teacher demonstrates content knowledge and uses the most effective and efficient strategy to guide students to mastery; there is a sense of urgency and purpose in the classroom and the pace of instruction is brisk
4. [Modeling/Guided Practice \(I/We or We\)](#): includes mini-lesson, guided practice and checking for understanding
5. [Sustained, Successful, Independent Practice \(You\)](#): students have ample opportunities to practice
6. [Classroom Culture](#): each class demonstrates high expectations and clear routines; joy factor; the use of positive framing to correct behavior; students are given responsibilities, tools and strategies to fix problems they have created; and the teacher uses key moments in class to reinforce character skills
7. [Student Engagement](#): teacher uses high engagement strategies and insists on 100% students on task.
8. [Academic Rigor](#): students do most of the talking and working, teacher employs planned, rigorous questioning and pushes for top-quality oral responses and student work
9. [Cumulative Review](#): students get opportunities to review and practice skills already mastered as part of lesson and homework routine.
10. [Differentiation](#): teacher works to ensure that the needs of every student are met, particularly during independent practice

AF’s approach is different from that of many school systems. Most school systems have a set of teaching standards that include planning, instruction, and assessment expectations. They are not as comprehensive as AF’s Cycle of Highly Effective Teaching, nor are they as specific in their articulation of instructional expectations as AF’s Essentials of Effective Instruction. Their lack of comprehensiveness and lack of specificity makes them less useful in driving instructional practice.

To make this difference more clear and concrete the two tables below contrasts the elements of AF’s Cycle of Effective Teaching and Essentials of Effective Instruction with Charlotte Danielson’s Framework for Teaching, a framework many school systems use to define effective teaching. The first table compares the broad categories of teacher expectations for which teachers are held accountable.

### Comparison of Achievement First’s Cycle of Effective Teaching & Danielson’s Framework for Teaching Domains

AF’s Cycle of Effective Teaching	Danielson’s Framework for Teaching Domains
Goal-Setting Unit and Lesson Planning	Planning and Preparation
Classroom Culture <sup>1</sup>	The Classroom Environment
<i>Core Instructional Excellence</i> <sup>2</sup>	<i>Instruction</i>
Data Analysis	Professional Responsibilities
Student and Family Relationships	
Personal Organization and Effectiveness	
Core Values and Responsibilities	

<sup>1</sup> AF’s Essentials of Effective Instruction are embedded in this element of the cycle

<sup>2</sup> Ibid.

The second table drills down into the individual AF and Danielson categories that address instruction (in italics above) and illustrates the differences in what is included in each category as well as the level of specificity in both documents.

### Comparison of Excerpts from Achievement First’s Effective Instruction Essentials & Danielson’s Instructional Domain

AF’s Core Instructional Excellence/ Essentials	Indicators	Danielson Domain 3: Instruction	Descriptor of Proficient
<b>Rigor</b>	Consistently includes a high ratio of teacher to student activity with students doing most of the “heavy lifting” of work and explaining their thinking. Plans his/her questions in advance with a range of both low- and high-level questioning and regularly stretches questions. Accepts only high quality student responses: doesn’t allow students to “opt-out” because teacher cycles back to students who didn’t answer. Posts examples of top-quality work for reference and celebrates great student work.	<b>Using questioning and discussion techniques</b>	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teachers stepping aside when appropriate.
<b>Student Engagement</b>	Insists and motivates so that 100% of students are on task and at least 80% of hands are in the air. Uses high-engagement strategies (e.g., rapid fire questioning, non-verbal responses) to ensure that all students are accountable for engagement; limits use of strategies that engage only one student at a time.	<b>Engaging students in learning</b>	Activities and assignment, materials and groupings of students are fully appropriate to the instructional outcomes and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures.
<b>Modeling and guided practice</b>	Consistently delivers a well-planned and efficient mini-lesson (think aloud, explicit modeling, heavily guided practice, etc.). The mini-lesson is captured in a visual anchor so students can reference it during independent practice. Leads students through guided practice with declining scaffolding so students eventually provide both the answers and the thought process. Regularly checks for understanding during guided practice so that students transition to independent practice when ready.		
<b>Sustained, successful independent practice</b>	Designs independent practice so that students have ample, successful “at bats” to practice the AIM (at least 50% of each lesson. Moves around the classroom constantly during independent practice to assess mastery and provide individual help.		

## ORGANIZING ON THE ESSENTIALS

With the Essentials defined, AF began to build a structure of support and accountability to bring them to life and ensure teachers have the support they need to embody the practices in their daily classroom instruction. The key elements of the structure are: new teacher training and support; classroom based coaching; individual learning plans; and professional growth plans.

### New Teacher Training and Support

Every teacher hired by AF participates in a two-week summer institute. New teachers are oriented to AF's approach to teaching, and there is a heavy focus on the Essentials during the first week, with the second week focused on content. New teachers describe this "teacher boot camp" as "really helpful and overwhelming." In schools with a cadre of new teachers, a year-long new teacher seminar is often developed to provide additional support to new teachers throughout the year so they can explore individual essentials more deeply, look closely at their instructional practices, and address common challenges they are facing. The seminar often frontloads support, meeting weekly in the first half of the year to respond to teachers' needs and accelerate their learning, then shifting to bi-weekly meetings in the winter and spring.

### Coaching

Coaching is the centerpiece of AF's system of teacher support and it is centered on the Essentials. Coaching is provided to each teacher regardless of her tenure in the system and is differentiated to ensure each teacher's needs are met. Coaches visit their teachers' classroom every week or two (generally weekly for less experienced teachers; bi-weekly for more experienced teachers) to observe instruction, using the Essentials to guide their observations. They then provide feedback to the teacher on her practice and work collaboratively with her to identify specific strategies that will strengthen her instruction and develop plans for her to begin to implement them in her classroom.

The Essentials serve as the coaches' primary tool. The focus of coaching is determined in several ways. First, there is a coaching scope and sequence that organizes the Essentials based on what AF knows about the building blocks of effective instruction. There are five stages in the scope and sequence:

1. **Basic Management**
2. Core Instruction
3. **High Engagement Strategies**
4. Rigorous Instruction Strategies
5. **High Investment and Character Development**

The scope and sequence organizes the Essentials under these five categories and provides a common coaching trajectory for teachers, which can be differentiated to meet individual teacher's specific needs and concerns. The network has organized a number of coaching resources aligned to the scope and sequence. On the network's server, coaches can view a list of the elements of the Essentials covered in a specific stage of the scope and sequence, the learning focus areas for each Essential, and specific high-impact coaching strategies. Also included are hyperlinks to articles, book chapters, and video clips from within the network and beyond, all pertaining to that specific element of the Essentials, which coaches can share with teachers and use to guide their coaching.

These resources also include guiding questions coaches can use with their teachers to assess teachers' mastery of one stage (e.g. for basic management: Are 100 percent of students safe, on task, and following directions all the time?) and readiness to proceed to the next stage. As teachers become more experienced and sophisticated in their practice and move to the later stages of the scope and sequence, coaching evolves to focus on aspects of pedagogy the teacher wants to explore more deeply or to more explicitly look at pedagogy in a specific content area-- modeling and guided practice look different in a guided reading lesson than they do in a science lab.

Principals, academic deans, and some experienced, expert teachers serve as teacher coaches. The ratio of teachers to coaches varies depending on the other responsibilities of a coach. (Many coaches who serve in administrative capacities also have some teaching responsibilities.) While a full-time teacher who is coaching works with just one teacher, deans who have much more limited teaching responsibilities may work with four to eight teachers.

Coaching is carefully tracked and coaches receive support to ensure both the effectiveness of their coaching and the continuous learning of teachers. The network provides two to three days of coach training each year focused on topics such as observation and feedback, co-planning, analyzing data, giving effective feedback, and managing challenging coaching situations. Additionally, network staff are available to provide school-based support to coaches as requested. Principals also coordinate a strong school-based support structure for coaches. This is done in various ways. In one school, for example, a coach develops a weekly matrix to submit to her principal that lists every teacher the coach is working with, each teacher's identified area of focus, strategies introduced, plans for implementation and classroom observation, and expectations for progress. This information is used to track the coach's work and teachers' progress. The coach then sits down with the principal bi-weekly to talk through the teachers she's working with and to strategize.

Principals serve as the "coach of coaches," providing the same support to coaches about their practice that coaches provide to teachers. Principals participate in co-observations with coaches, in which they observe a teacher together to calibrate their observations and discuss the most important feedback to give the teacher to support her growth and development and how to most effectively provide it. Principals also meet regularly with their coaches, one-on-one and/or as a group, to discuss how the coaching

is going, aspects of their coaching that need further development, and supports needed to help them build their skills. Many principals also directly coach one to three teachers.

## **Learning Plans**

Learning plans organized on the Essentials shape the work coaches and their teachers do together. In some schools the coaching pair (coach and teacher) identifies an area of focus related to the Essentials that the coach's observations and teacher's self-reflection suggest support is needed. The coaching pair works on this area for six weeks. For example, the team might choose to focus on effective end-of-class assessments. The team identifies specific strategies to assess student mastery and use exit tickets, how the teacher will implement them, and what the coach will focus observations on to provide feedback to the teacher. In other schools, the cycle is shortened into iterative, mini-cycles that can be as short as a week and very focused on a single strategy such as physical posture, voice tone, and cadence when giving students directions.

The six-week cycle approach is deductive, breaking one of the Essentials down into specific strategies, while the weekly process is inductive, building skills in a series of specific teacher actions that add up to an Essential. What is common in both instances is a very focused and purposeful process through which specific areas of focus are identified, specific strategies are introduced and practiced, feedback is provided, and a collaborative decision is made about the teacher's level of mastery of the strategy and when it is time to move to a new area of focus.

## **Professional Growth Plans**

While coaching and learning plans provide a constant source of support and feedback, AF uses professional growth plans (PGP) as a means of conducting an annual assessment of each teacher's practice. The PGP assesses teachers on a 1-to-4 scale relative to the Essentials and the other elements of AF's Cycle of Highly Effective Teaching. Teachers are assessed on seven elements:

1. **Outcomes: Student Achievement and Strength of Character**
2. Instructional Excellence (Essentials)
3. **Classroom Culture (Essentials)**
4. Planning and Data Analysis
5. **Student and Family Relationships**
6. Personal Organization and Effectiveness
7. **Core Values and Responsibilities**

At the beginning of the school year, coaches sit down with each of their teachers and walk through the PGP (See Appendix C) to clarify the expectations for teachers. At mid-year, every teacher in the network completes a self-assessment of her practice based

on the Essentials and the Cycle of Highly Effective Teaching mid-year. She rates herself on each of the Essentials and elements of the Cycle. After the teacher completes her self-assessment, the coach reviews it and completes her own assessment of the teacher. The coach and teacher then meet to discuss their assessments and develop a performance summary which identifies what the teacher is working on, her strengths and plans to enhance them as well as goal setting which outlines areas for growth, steps to be taken to build capacity in these areas.

### Professional Growth Plan: Performance Summary and Goal Setting

Key Strengths	Next steps to build this strength and to leverage this strength for the school.	
Professional Growth Goals Based on key areas of growth identified in your PGP, what are the specific GOALS you hope to reach by the end of the school year (up to three goals)?	WHEN and HOW will we assess progress towards your goals?	What SUPPORT do you need in order to reach your goals?

The PGP process is informed by six months of classroom observations and coaching and teachers consider the process a natural outgrowth of the coaching and learning plan process. As one put it: “It’s a nice mid-year check in. Nothing surprising. Same things we talked about week to week. It didn’t feel like an evaluation. It felt like a bigger coaching meeting.” Another teacher acknowledged that the use of student growth data as evidence for ratings adds a sense of accountability, commenting, “The PGP did feel like an evaluation in that we had to use data to show student growth over the year. The goal is 85 percent of students will reach mastery and I’m at 74 percent....”

Coaches identify any concerns about a teacher’s performance and related areas for growth early in the fall, with the goal that they are resolved by the time of the PGP. As soon as concerns are identified the coach and teacher continually work on and discuss the areas for development and the progress being made. At any time a coach can put a teacher on a Performance Improvement Plan (PIP), which outlines specific requirements and action items that must be completed in order for the teacher to have her contract renewed. A teacher on a PIP is given four to eight weeks to improve. Teachers are given contracts for the coming school year mid-April, at which time teachers on PIPs who have not made sufficient progress are notified if they will not be renewed.

## THE POWER OF THE ESSENTIALS

The success of the Essentials grows out of the network’s commitment to them, their perceived value, the flexibility people have in using them, and the reality that they are a valuable means to a critical end – student achievement. The fact that the structure of accountability and instructional support-- professional development, coaching, learning plans and professional growth—is built on the Essentials ensures their centrality to teachers’, schools’, and the network’s work. The Essentials both define effective instruction network-wide and serve as a vehicle to support meaningful reflection on practice and continuous improvement.

The way teachers, coaches, and schools adapt the tools that support implementation of the Essentials ensures that they are responsive to teachers’ real and immediate needs. Adaption and differentiation are expected. There are no “Essentials Police” checking up on what people are doing. Making things work on the ground in schools is the

The Essentials both define effective instruction network wide and serve as a vehicle to support meaningful reflection on practice and continuous improvement.

responsibility of teachers, coaches, and school administrators.

The Essentials also provide a mechanism for assessing instruction network-wide and helping AF set priorities for network-wide improvement. In the first six weeks of the 2009-2010 school year, AF school administrators and network support staff worked in pairs to observe every teacher in the network (367 teachers in 17 schools in two states). This exercise was an opportunity to set norms for observations, get a clear pulse on the quality of instruction and identify trends in instructional practices across schools, and build more coherence

and consistency across the system.

These observations identified patterns that led to specific changes: for example, the teams found that “Check for Understanding” an element under “Modeling/Guided Practice” was being consistently rated lower than most other Essentials across the network. The network used the data to tailor both feedback to schools and professional development for teachers.

Perhaps the greatest value of the Essentials lies in the understanding that they are a means to the most important end - student achievement. The point of the Essentials is not to make sure teachers are doing each and every one of them perfectly. The point is to ensure student mastery, as measured by exit tickets, student work, a variety of diagnostic and interim assessments, and finally, the state assessment. The Essentials have been chosen because AF identified them as the behaviors of teachers who are most effective at helping students achieve at high levels. Yet there is no single way that happens. One teacher described the tension as “needing to be careful not to have a cookie cutter model of effective teaching.” The AF staff at every level of the organization repeatedly describe the Essentials and their implementation as fluid and dynamic rather

than fixed and static. They will evolve as AF learns more about what instructional strategies are most powerful and as the burgeoning research in this area begins to show some clear direction.

## NEXT PHASE OF THE WORK

The foundation provided by the Essentials is one that needs to be carefully maintained and continually built upon. AF's priorities moving forward address both ensuring the integrity of the Essentials and building on them to strengthen teacher quality and student achievement.

### Evolution of Essentials

There is a progression to the work AF is doing with its Essentials. Currently, the focus is on building consistency of instruction across the network. As this develops, AF also wants to discern if certain Essentials are more “essential” than others. To this end AF is preparing to test the correlation between teachers’ performance ratings in particular Essentials and student achievement on state assessments to see if performance in particular Essentials produces significantly higher rates of student achievement. The results of this study could inform a prioritization of Essentials which would, in turn, lead to a refinement of the curriculum and focus of teacher coaching as well as the professional development offered by the network.

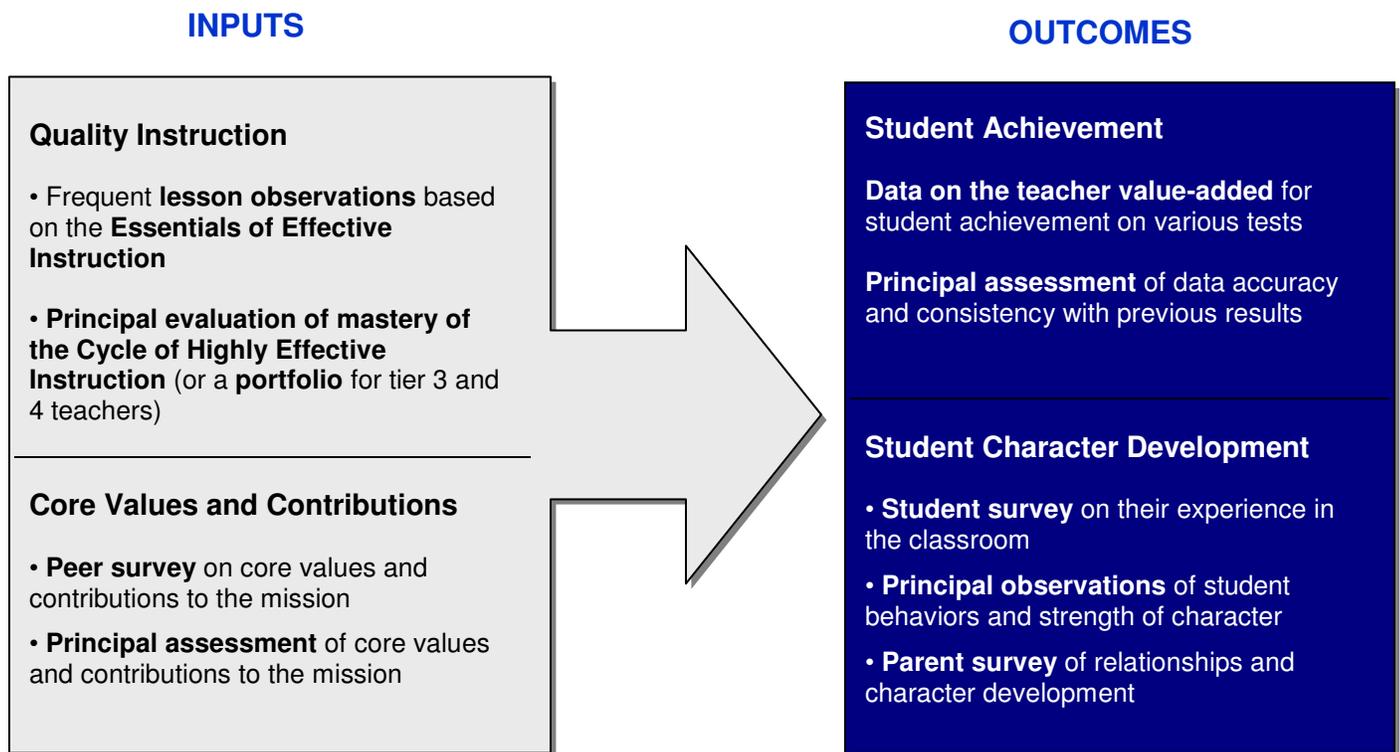
At the same time, the Essentials will continue to evolve. Defining effective instruction is a topic that is very much at the fore nationally. AF will shortly have far more research and resources to draw upon as it works to continually refine the Essentials. The network has already identified the need to integrate pedagogical strategies with content knowledge as an area for greater attention. One AF staff person captured the dynamics of the Essentials when he grinned and explained, “It’s an evolving beast. Come back in two or three years and this is going to look different.”

### Defining Teaching Excellence

Up until this point, AF has focused on creating leadership roles –grade level team leader, leadership fellow, coach, dean – for teachers to pursue, some of which take teachers away from the classroom. The network has not shown a motivating path for excellent teachers who want to stay in their classrooms and contribute directly to student learning. This omission has, inadvertently, sent a signal that the network might not value excellent teaching first and foremost. Creating a teacher career pathway that recognizes excellent teaching in a variety of ways, including higher pay for highly effective teachers who remain in the classroom, is one way the network can signal its value of excellent teaching. Such an approach would also create a consistent understanding of the behaviors of high-performing teachers towards which everyone can work.

The network is, in fact, in the process of designing such a system. As part of the process, network leaders engaged teachers in determining the need for a career pathway model and developing the criteria for the pathway. Establishing the criteria and how they will be weighted has been a powerful experience for AF, since the criteria must reflect what the network cares about most. The final criteria for teaching excellence, listed below, include a mix of input and output measures and reflect the core values and mission of the organization.

### Criteria for Teacher Career Pathway



With the criteria identified, AF began to identify and develop the tools to be used to assess each individual criterion. The Essentials and the Cycle of Highly Effective Teaching provide the basis for assessing instructional quality. AF tapped existing resources to develop the peer, student, and parent surveys to assess core values and contributions and student character development. For example, the network is working with Ron Ferguson and the Tripod Project to adapt a well-researched student survey that has been taken by over a half-million students across the country. AF is developing both a parent survey and a peer survey, both of which include questions from the Knowledge is Power Program (KIPP) Healthy Schools survey and the Tripod survey. Teachers and school leaders from across the network have provided input into the development of each of the surveys. AF also enlisted Mathematica to develop a value-

added model to assess instruction. All of these components were piloted in five schools in the spring of 2010 with plans to refine the instruments and process as needed and scale them up.

With these measures identified and under development the network is now determining how it will weigh the four elements: quality instruction; core values and contributions; student achievement; and student character and development.

These conversations are ongoing but what distinguishes them from the conversations happening in school systems all over the country is that AF has a very rich set of measures to assess teaching excellence and it is not showing an inclination to set arbitrary values, such as weighing value-added assessments at 50 percent of a teacher's evaluation, as many districts are now doing. Ms. Toll, the CEO of AF, is well aware of the significance of this effort and the challenge in doing it right. "The top priority is student achievement, but we have also learned by tracking our graduates that their success in college depends critically on their grit and other character strengths," she said. "The thing that's exciting and scary [about defining teaching excellence and weighting the elements] is that we're going to send signals about what we value the most.... There is no way to get this perfect but we can't let that be an obstacle."

## CONCLUSION

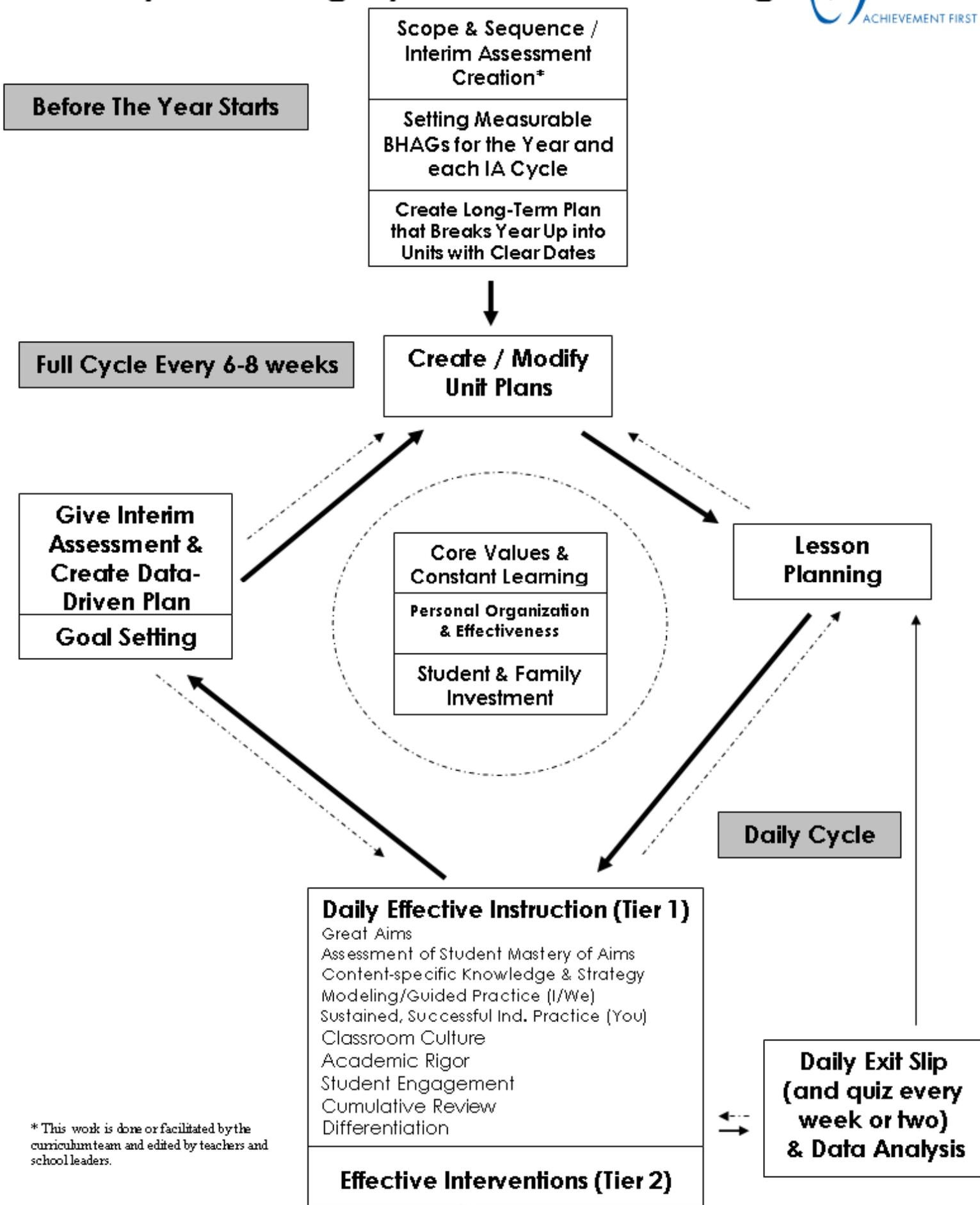
As a network of public charter schools, AF has some opportunities and challenges that distinguish it from many traditional, urban school systems and perhaps, from other systems of public schools. These include: an annual influx of new teachers, many of whom are novices; the fact that 78 percent of the entire teaching force has five or less years of teaching experience; a non-unionized teacher workforce; and the demands network expansion places on teachers, school administrators, and the system as a whole. Yet with all these variables, what it holds in common with all school systems is the need to develop and refine a system-wide understanding of effective instruction and organize teacher support and accountability based on it.

Achievement First is further down this road than many school systems and there is much to be learned from its approach. Their experience offers lessons that any school system embarking on this work can apply. These include:

- Create standards for effective instruction in a way that taps the system's internal capacity as well as draws from the growing body of research in this area
- Develop the standards in a way that builds teacher and administrator engagement and ownership
- Think of and introduce the standards as dynamic, sure to evolve to reflect new learning (think software 1.0 then 2.0)
- Build the capacity of everyone in the organization to understand the standards, what they look like in action, and how to talk about them in ways that support improvement
- Align teacher evaluation and support on standards for effective instruction so that what teachers are evaluated on is the same as what they are trained on.
- Emphasize clear, high expectations and supports that make teacher development as important as teacher evaluation
- Communicate clearly from the start that instructional standards are one element of assessing teacher effectiveness and simultaneously maintain a focus on outcomes
- Build system-wide understanding of instructional standards as a means to the end of student achievement rather than focusing on their implementation as an end in itself.

The approach a school system takes to developing and implementing standards for instructional practices is influenced by its context, culture, capacity, and short- and long-term goals. The quality of instruction, the attention given to instruction, the level of shared understanding of what constitutes effective instruction, and the desire to reinforce an existing culture or begin to change the organizational culture are all considerations. AF provides an example of how one system has done this with promising results.

# The Cycle of Highly Effective Teaching



\* This work is done or facilitated by the curriculum team and edited by teachers and school leaders.

## The Essentials of Effective Instruction

- (1) **GREAT AIMS:** Rigorous, bite-sized, measurable, standards-based aim(s) are written on the board and reviewed with scholars; the aims clearly drive the activities, not vice-versa.
- (2) **EXIT TICKET / ASSESSMENT OF STUDENT MASTERY OF THE AIMS:**
- Exit Ticket / Assessment: There is a systematic way at the end of class to assess every student's mastery of the aim(s) and to diagnose areas of student misunderstanding (most of the time, assessment is through an exit ticket).
  - Student Mastery: A very high percentage (at least 85% of students) master the aim.
- (3) **MOST EFFECTIVE & EFFICIENT STRATEGIES to teach the AIM:**
- Content Knowledge / Right Strategy: The teacher demonstrates strong knowledge of the relevant standards/concepts and uses the most effective and efficient strategy to guide students to mastery; all information conveyed to students is factually accurate.
  - Pacing & Urgency: The teacher moves students briskly from one part of the agenda to the next; there is a palpable sense of urgency and purpose in the room. Time is held sacred; the teacher spends the appropriate amount of time on each activity and maximizes each minute spent. The teacher sets clear guidelines for how long activities should take and uses timers, time reminders, and countdowns effectively. The class is set up to maximize efficiency, and the teacher is fully planned and prepared to maximize each moment.
- (4) **MODELING/GUIDED PRACTICE (I/We or We):**
- Mini-lesson: The lesson includes a clear "think aloud", explicit modeling, heavily guided practice or other form of clear mini-lesson; examples and step-by-step processes are thoughtfully planned and tightly delivered.
  - Guided Practice / Declining Scaffolding & Guidance: The teacher then leads students through guided practice with declining scaffolding / guidance so that students eventually provide both the answers and the thought process.
  - Visual Anchor: The mini-lesson is captured (on whiteboard, butcher paper, overhead, and/or scaffolded notes) so that students can reference it during independent practice.
  - Check for Understanding: The teacher regularly checks for understanding during GP so that students transition to independent practice when they are ready. (A small number of students may need more guided support during independent practice, and this should not hold up the entire class.)
- Note: Although I/We - You is the bedrock of the vast majority of lessons, there may be times when the teacher chooses to start with a short discovery activity, activation of prior knowledge, or some other strategy to lay a conceptual foundation (often in a You - I/We - You format; lessons should end with the We-You and include ample time for successful You time.)
- (5) **SUSTAINED, SUCCESSFUL INDEPENDENT PRACTICE (You):**
- Many successful "at bats": Students have ample, successful "at bats" so that they get to practice the aim independently (at least 15-20 min of independent practice). The YOU activity should be at the same difficulty level as the WE activity so that complexity doesn't increase while support decreases. The teacher MOVES around the classroom constantly during independent practice to assess mastery and provide individual help.
  - Read, Baby, Read: In reading classes, teachers make sure that "nose in text" time is very high and that independent work time has at least a 7:2 ratio of reading to activity/writing/discussing.

## (6) CLASSROOM CULTURE

- a. High Expectations, Clear Routines: The teacher sets (with clear *What to Do* statements) and reinforces clear expectations and routines for high standards of behavior consistent with our common picture; with a *Strong Voice*, the teacher sweats the small stuff (e.g. SLANT, no call outs, no laughing at other students' mistakes) and insists students *Do it Again* if not great.
- b. *Joy Factor*: The class is a fun, joyful place where kids are enthusiastic and excited about learning
- c. Positive-Corrective Ratio: The teacher uses *Positive Framing* to correct behavior and narrate class activity; there is a high ratio of positive to corrective comments; the classroom feels like a place where students want to be; students are nice and respectful to each other, and the teacher is nice and respectful to the students.
- d. Students Own It: Students are given the responsibility, tools, and strategies to fix problems they have or created. The teacher resists the temptation to be the sole problem-solver; students who make mistakes must own and fix them.
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## (7) STUDENT ENGAGEMENT

- a. *100%*: The teacher insists on 100% of students on task with hands consistently in the air (students are either asking or answering questions)
- b. Engagement Strategies: The teacher uses high-engagement strategies (e.g. *Cold Calling*, rapid-fire *Call-and-Response*, mini white-boards, frequent choral responses, non-verbal responses, and/or "everyone writes") to ensure that all students are accountable for engagement; makes it impossible for students to be desk potatoes and simply copy from the board; the teacher limits use of round-robin reading or questioning strategies that engage only one student at a time.

## (8) ACADEMIC RIGOR

- a. Teacher Talk-to-Student Work: There is a high ratio of student work to teacher talk with students doing most of the "heavy lifting" of doing the work and explaining their thinking.
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**(9) CUMULATIVE REVIEW:** As a part of the lesson and homework routine, students get fast, fun opportunities to systematically and successfully review and practice skills that they have already mastered; standards included in cumulative review are truly review, and the teacher has a clear method of using data to inform which standards to review.

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# Achievement First Professional Growth Plan Teachers 2009-2010

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**Teacher**

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**Coach**

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**Grade and/or Subject**

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**School**

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**Date: Self-Evaluation Submission**

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**Date: PGP Conversation**

Teacher Name

## Purpose

In order to achieve our ambitious goals, Achievement First is committed to investing in our most important resource – our talented people. Professional Growth Plans are one step in providing consistent, aligned, on-going feedback and training throughout the network.

## Directions for Teachers

- ✓ Click on the header at the top of this page and change “Teacher Name” to your name.
- ✓ For your self-appraisal, please rate your performance this school year. Include your rating and comments in the WHITE sections. Mark each rating with a capital letter “X”. Thoughtfully reflecting on your performance and completing this document will take approximately 2 hours.
- ✓ When completed, email your PGP to your coach. Your coach will add his/her appraisal directly underneath yours, in the YELLOW sections, thus creating a written dialogue.
- ✓ For each indicator, select and mark the rating that most accurately describes your performance during the 2009-2010 school year. You may select 1, 2, 3, or 4 only. You may not assign a fraction (e.g. 3.2, 1.5 etc.) for the specific performance factors.
- ✓ Cite specific evidence to support your rating. Whenever possible, tie the evidence to student achievement data. Please note that you do not need to include examples or comments for each rating. Comments are required at the end of each section and should focus on (1) areas of greatest strength and growth and (2) “foundational areas” if you are a new teacher (foundational areas are those shaded in gray).
- ✓ Do not complete the “Performance Summary and Goal Setting” section on the last page. Your school leader will complete the summary and then discuss it with you during the PGP feedback conversation. The summary can be edited based on that discussion. You and your coach will work together to complete the goal setting section during your meeting. It will be helpful to start thinking about your goals before the meeting.
- ✓ The PGP feedback conversation is an opportunity to discuss both your own self-ratings and your coach’s ratings of your performance. It is an opportunity to identify strengths, to identify areas for improvement, and to set goals for your learning and development. This meeting will occur within 2 weeks of the date you submit your PGP self-evaluation to your coach.
- ✓ After the PGP feedback conversation and any revisions to the PGP, principals will create one file for all teachers and leaders in the school and will email electronic versions of the completed PGP to: [PGP@achievementfirst.org](mailto:PGP@achievementfirst.org).

### Ratings

**4 - Mastery:** Teacher consistently exceeds expectations and is an exemplar for this standard. Note: It is rare for a team member to receive a rating of 4 and even the very best teachers will only have a few 4s on their entire PGP.

**3 - Proficient:** Teacher consistently meets expectations and is solid for this standard. Note Very strong teachers will have mostly 3s on their PGP.

**2 - In Progress:** Teacher meets this standard some or most of the time but is not yet consistently solid.

**1 - Does not meet:** Teacher consistently does not meet expectations for this standard. This is an area for teacher growth; the teacher should work with their coach and their colleagues to improve in this area.

**N/A – Not applicable:** Teacher is not responsible for meeting this standard or the coach does not have enough data to evaluate the standard. If not applicable, the teacher and the coach will both leave the rating blank.

**Section I. Achievement First: Student Achievement & Character Development**

*Please add your school BHAGs and then evaluate your progress toward goals, using student data to support your ratings.*

Focus Area	Indicators	Specific Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
<b>Student Achievement</b>	BHAG 1:	•				
	BHAG 2:	•				
	BHAG 3:	•				
<b>Student Strength of Character</b>	Students are Respectful: <ul style="list-style-type: none"> <li>• Treat teachers like platinum</li> <li>• Nice; never tease, laugh at, or put down others</li> <li>• Patient and raise their hands</li> <li>• Keep their desk, classroom and school clean</li> </ul>					
	Students show Enthusiasm: <ul style="list-style-type: none"> <li>• Follow all directions the first time</li> <li>• SLANT and participate actively in class</li> <li>• Always bring a positive attitude</li> </ul>					
	Students exemplify Achievement: <ul style="list-style-type: none"> <li>• Absolutely do their best on all assignments</li> <li>• Work is always neat and complete</li> </ul>					
	Students model Citizenship: <ul style="list-style-type: none"> <li>• Take responsibility for their actions</li> <li>• Tell the truth at all times</li> <li>• Celebrates the achievement of others and support teammates</li> </ul>					
	Students model Hard Work: <ul style="list-style-type: none"> <li>• Come to school every day and are never late</li> <li>• Have all necessary materials and are wearing uniform properly at all times</li> <li>• Act like a college student today</li> </ul>					
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>						
<b>Coach comments:</b>						

## Section II. The Essentials of Effective Teaching: Core Instructional Excellence

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Great Aims and Student Mastery of Aims</b>	Consistently uses rigorous, bite-sized, measurable, standards-based aims to drive instruction; writes aims on the board and reviews them with scholars.				
	Systematically assesses every student’s mastery of the aim(s) at the end of each lesson and diagnoses areas of student misunderstanding (usually exit ticket).				
<b>Content Knowledge and Strategy</b>	Demonstrates strong content knowledge; all information conveyed to students is factually accurate.				
	Consistently uses the most effective and efficient strategies to guide students to mastery.				
	Moves students briskly from one part of the agenda to the next; there is a palpable sense of urgency and purpose in the room.				
<b>Modeling and Guided Practice</b>	Consistently delivers a well-planned and efficient mini-lesson (think aloud, explicit modeling, heavily guided practice, etc)				
	The mini lesson is captured in a visual anchor so students can reference it during independent practice.				
	Leads students through guided practice with declining scaffolding so students eventually provide both the answers and the thought process.				
	Regularly checks for understanding during guided practice so that students transition to independent practice when ready.				
<b>Sustained, Successful Independent Practice</b>	Designs independent practice so that students have ample, successful “at bats” to practice the AIM (at least 50% of each lesson).				
	Moves around the classroom constantly during independent practice to assess mastery and provide individual help.				
<b>Rigor</b>	Consistently includes a high ratio of teacher to student activity with students doing most of the “heavy lifting” of work and explaining their thinking.				
	Plans his/her questions in advance with a range of both low and high level questioning and regularly stretches questions.				
	Accepts only high quality student responses; doesn’t allow students to “opt-out” because teacher cycles back to students who didn’t answer.				
	Posts examples of top-quality work for reference and celebrates great student work.				
<b>Student Engagement</b>	Insists and motivates so that 100% of students are on task and at least 80% of hands are in the air.				
	Uses high-engagement strategies (e.g. rapid fire questioning, non-verbal responses, etc) to ensure that all students are accountable for engagement; limits use of strategies that engage only one student at a time.				
<b>Cumulative Review</b>	As part of the lesson and homework routine, students get fast, fun opportunities to systematically review and practice skills that they have already mastered.				
<b>Differentiation</b>	Works to ensure that the needs of every student are met, providing extra support, enrichment, or variation of work.				
<b>Assessment</b>	Gives regular assessments (tests, quizzes, etc.); assigns homework every night and collects, grades and returns assignments on a regular basis. Each student receives regular, detailed and individualized feedback about their academic work.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

### Section III. The Essentials of Effective Teaching: Classroom Culture

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>High Expectations, Clear Routines</b>	Sets and reinforces clear expectations and routines so that 100 percent of students are safe, on task and follow direction instantly.				
	Sweats the small stuff (SLANT, no call outs, no laughing at other’s mistakes) and insists students <i>Do it Again</i> if not great.				
<b>Joy Factor</b>	The class is a fun, joyful place where kids are enthusiastic and excited about learning.				
<b>Positive-Correction Ratio</b>	Uses <i>Positive Framing</i> to correct behavior and narrate class activity; there is a high ratio of positive to corrective comments.				
	Students are nice and respectful to each other, and the teacher is nice and respectful to the students.				
<b>Students Own It</b>	Students are given the responsibility, tools, and strategies to fix problems they have or created. The teacher resists the temptation to be the sole problem-solver; students who make mistakes must own and fix them.				
<b>Teachable Character Moments</b>	Uses key moments in class to explicitly talk about, celebrate, and reinforce character skills; these moments flow naturally from the lesson and are quick and high-impact.				
	Strategically picks examples, texts, and activities that, when appropriate, reinforce key messages (e.g. going to college, REACH values, etc.).				
<b>Classroom Space</b>	The classroom space purposefully reinforces the school values and culture. There are obvious posted examples of both outstanding academics and character. The space is bright and inviting; it shows museum-like attention to detail and problems are swiftly addressed.				
<b>School Culture Leader</b>	Focuses on school-wide discipline and addresses student behaviors when they come up regardless of whether the student is “yours” or not.				
<b>School Culture Systems</b>	Embraces and effectively uses school culture systems (e.g. scholar dollars, transitions, classroom removal, dismissal, etc); thoughtfully problem-solves adjustments to school culture systems with team members.				
	Uses incentives appropriately to encourage and reinforce student effort and cooperation; sees incentives as a tool, not the core management technique.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

**Section IV. The Cycle of Highly Effective Teaching: Planning & Data Analysis**

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>BHAGS</b>	Teacher sets measurable, ambitious, yet attainable BHAGS for the year and for each IA cycle.				
	Makes students aware of the BHAGs and invests students in class and individual goals.				
<b>Standards and Scope and Sequence</b>	Deeply knows the standards and the scope and sequence (for own grade/subject and the grades one year before and one year after) and knows how standards are assessed.				
<b>Year Planning</b>	Creates a long-term plan that breaks the year into units with clear dates.				
<b>Unit Planning</b>	Designs rigorous, end-of-unit assessments that effectively measure mastery of standards and include both high and low level questions.				
	Designs sequences of aims that build on prerequisite skills; correctly anticipates the amount of time necessary for student to master each aim.				
<b>Lesson Planning</b>	Has a thorough, written, daily lesson plan based on the essentials of effective instruction; uses or includes all relevant elements of appropriate lesson planning templates.				
<b>Daily and Weekly Data Analysis</b>	Effectively uses data from exit slips, quizzes, and informal assessments to plan interventions and adjust future aims.				
	Has a clear and accessible system for tracking daily and weekly student data.				
<b>IA Data Analysis</b>	Reviews previous data-driven plan (e.g., from six weeks prior) to determine in detail how effective each part (cumulative review, re-teaching, intervention groups, new standards) of that data-driven plan had been.				
	Creates thoughtful data-driven plan each IA cycle that diagnoses why students did or did not master standards; develops specific remedies for whole-class re-teach and review, and develops targeted and differentiated student interventions.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

**Section V. The Center of the Cycle: Student & Family Relationships**

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Effective Student Relationships</b>	Students understand unambiguously that the teacher cares about them and their progress.				
	Develops specific, effective strategies to teach and support KWLMs; regularly checks in with KWLMs and works school-wide, class, and students-specific systems.				
	Helps all students set clear academic and character goals.				
	Systematically returns throughout the year to academic and character goals and has students reflect and problem-solve based on progress toward the goals.				
	Puts in the extra effort outside of class to build relationships (e.g. lunches with scholars, special events).				
<b>Effective Family Relationships</b>	Works actively to build relationships with families and respects family members' role as partners.				
	Parents know about BHAGs for the class and specific goals for their child.				
	Regularly communicates both success and challenges and tracks communication with families.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

**Section VI. The Center of the Cycle: Personal Organization & Effectiveness**

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Reflection Constant Learning</b>	Constantly reflects on successes and areas of growth around all areas of teaching; seeks to improve performance; is eager to get feedback and incorporates feedback in a positive, non-defensive way.				
<b>Organization and Self- Management</b>	Has a system for capturing and checking action items and uses them to prioritize work appropriately and minimize stress.				
	Maintains accurate and clear attendance, homework and grade book records on the student information system.				
	Is on-time for meetings; completes and turns in assignments on-time.				
	Has exemplary attendance and timeliness.				
<b>Communi- cation</b>	Effectively communicates with school leaders and fellow staff in order to positively problem-solve and advocate for the school's agenda.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

**Section VII. The Center of the Cycle: Core Values & Responsibilities**

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Results without Excuses or Shortcuts</b>	Works hard every day to deliver on the urgent promise to provide an outstanding education for all students; owns shortcomings and does not seek to blame external forces.				
<b>Team and Family</b>	Cares about others and treats everyone with respect, and work hard to preserve a sense of family. Has fun with team and celebrates differences. Collaborates and shares best practices; pitches in when teammates are struggling.				
<b>People Matter – Mightily</b>	Honors his or her own personal, family and community commitments and those of others. Contributes to an environment that is exceptionally professional, collegial stimulating and supportive.				
<b>Excellence is a Habit</b>	Strives to set the standard in all everything he/she does. Relentlessly pursues excellence and does not settle for “so-so” from students or self.				
<b>Sweat the Small Stuff</b>	Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything he or she does.				
<b>First Things First</b>	Recognizes that the needs of students always come before adults and prioritizes students first.				
<b>Whatever it Takes</b>	Is persistent, insistent, and deliberate in his or her actions; gives 100% every day and goes the extra mile to make the difference in the lives of our students.				
<b>Many Minds, One Mission</b>	Sees self as a partner in a national effort to improve the communities in which we live and work; eager to learn best practices from other high-performing schools.				
<b>Everything with Integrity</b>	Values integrity and models it for students; does not merely post the REACH values but allows them to drive actions and words; is humble, honest, and admits mistakes.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					



Teacher Name

## Performance Summary and Goal Setting 2009-2010

Key Strengths		Next Steps to build this strength and to leverage this strength for the school

Based on the key areas of growth identified in your PGP, what are the specific GOALS you hope to reach by the end of the school year?	WHEN and HOW will we assess progress toward your goals?	What SUPPORT do you need in order to reach your goals?

(Optional) What are your PERSONAL PRIORITIES?	HOW will you maintain your priorities?	What SUPPORT do you need?

## Appendix 2: The Essentials of Effective Instruction

### (1) GREAT AIMS:

- a. Aims are bite-sized, measurable, standards-based, and part of a logical sequence; the aims clearly drive the activities (not vice versa)  
*Taxonomy Connection: Begin with the End, 4Ms*
- b. Aims are written on the board or posted in large, clear writing; the teacher ensures that students know what they will be mastering by the end of the lesson.  
*Taxonomy Connection: Post It*
- c. The aims are rigorous and are really pushing students; aims are at the right level to challenge students without causing frustration or wasted time.  
*Taxonomy Connection: 4Ms*

### (2) EXIT TICKET / ASSESSMENT OF STUDENT MASTERY OF THE AIMS:

- a. Exit Ticket / Assessment: There is a systematic way at the end of class to assess every student's mastery of the aim(s) and to diagnose areas of student misunderstanding (most of the time, assessment is through an exit ticket).  
*Taxonomy Connection: Exit Ticket*
- b. Student Mastery: A very high percentage (at least 85% of students) master the aim.

### (3) MOST EFFECTIVE & EFFICIENT STRATEGIES to teach the AIM:

- a. Content Knowledge / Right Strategy: The teacher demonstrates strong knowledge of the relevant standards/concepts and uses the most effective and efficient strategy to guide students to mastery; all information conveyed to students is factually accurate.  
*Taxonomy Connection: Shortest Path*
- b. Pacing & Urgency: The teacher moves students briskly from one part of the agenda to the next; there is a palpable sense of urgency and purpose in the room. Time is held sacred; the teacher spends the appropriate amount of time on each activity and maximizes each minute spent. The teacher sets clear guidelines for how long activities should take and uses timers, time reminders, and countdowns effectively. The class is set up to maximize efficiency, and the teacher is fully planned and prepared to maximize each moment.  
*Taxonomy Connection: Change the Pace, Work the Crowd, Every Minute Matters, Build Suspense, Count Down, Hands Down*

### (4) MODELING/GUIDED PRACTICE (I/We or We):

- a. Mini-lesson: The lesson includes a clear "think aloud", explicit modeling, heavily guided practice or other form of clear mini-lesson; examples and step-by-step processes are thoughtfully planned and tightly delivered.  
*Taxonomy Connection: Double Plan, Name the Steps, Board = Paper, Circulate*
- b. Guided Practice / Declining Scaffolding & Guidance: The teacher then leads students through guided practice with declining scaffolding / guidance so that students eventually provide both the answers and the thought process.  
*Taxonomy Connection: Double Plan, Break It Down, Ratio*

- c. Visual Anchor: The mini-lesson is captured (on whiteboard, butcher paper, overhead, and/or scaffolded notes) so that students can reference it during independent practice.  
*Taxonomy Connection: Post It*
- d. Check for Understanding: The teacher regularly checks for understanding during GP so that students transition to independent practice when they are ready. (A small number of students may need more guided support during independent practice, and this should not hold up the entire class.)  
*Taxonomy Connection: Check for Understanding*

Note: Although I/We - You is the bedrock of the vast majority of lessons, there may be times when the teacher chooses to start with a short discovery activity, activation of prior knowledge, or some other strategy to lay a conceptual foundation (often in a You - I/We – You format; lessons should end with the We-You and include ample time for successful You time.)

**(5) SUSTAINED, SUCCESSFUL INDEPENDENT PRACTICE (You):**

- a. Many successful “at bats”: Students have ample, successful “at bats” so that they get to practice the aim independently (at least 15-20 min of independent practice). The YOU activity should be at the same difficulty level as the WE activity so that complexity doesn’t increase while support decreases. The teacher MOVES around the classroom constantly during independent practice to assess mastery and provide individual help.  
*Taxonomy Connection: At Bats, Take a Stand*
- b. Read, Baby, Read: In reading classes, teachers make sure that “nose in text” time is very high and that independent work time has at least a 7:2 ratio of reading to activity/writing/discussing.  
*Taxonomy Connections: Control the Game, Decoding, Fluency, Vocabulary, Comprehension*

**(6) CLASSROOM CULTURE**

- a. High Expectations, Clear Routines: The teacher sets (with clear *What to Do* statements) and reinforces clear expectations and routines for high standards of behavior consistent with our common picture; with a *Strong Voice*, the teacher sweats the small stuff (e.g. SLANT, no call outs, no laughing at other students’ mistakes) and insists students *Do it Again* if not great. *Taxonomy Connections: Thershold, Entry Routine, Do Now, Tight Transition, Binder Control, SLANT, On Your Mark, Seat Signals, Props...What to Do, Do It Again, Strong Voice*
- b. *Joy Factor*: The class is a fun, joyful place where kids are enthusiastic and excited about learning. *Taxonomy Connections: Thershold, Entry Routine, Do Now, Tight Transition, Binder Control, SLANT, On Your Mark, Seat Signals, Props...What to Do, Do It Again, Strong Voice*
- c. Positive-Corrective Ratio: The teacher uses *Positive Framing* to correct behavior and narrate class activity; there is a high ratio of positive to corrective comments; the classroom feels like a place where students want to be; students are nice and respectful to each other, and the teacher is nice and respectful to the students.  
*Taxonomy Connection: Positive Framing, Precise Praise, Warm/Strict, Emotional Constancy, Normalize Error, Explain Everything*

- d. Students Own It: Students are given the responsibility, tools, and strategies to fix problems they have or created. The teacher resists the temptation to be the sole problem-solver; students who make mistakes must own and fix them.
- e. Teachable Character Moments: The teacher uses key moments in class to explicitly talk about, celebrate, and reinforce character skills; these moments flow naturally from the lesson and are quick and high-impact; the teacher strategically picks examples, texts, and activities that, when appropriate, reinforce the key messages (e.g. going to college, REACH values, etc.).

## **(7) STUDENT ENGAGEMENT**

- a. *100%*: The teacher insists on 100% of students on task with hands consistently in the air (students are either asking or answering questions). *Taxonomy Connections: 100%, What to Do, Strong Voice, Do it Again, Sweat the Details, No Warnings*
- b. Engagement Strategies: The teacher uses high-engagement strategies (e.g. *Cold Calling*, rapid-fire *Call-and-Response*, mini white-boards, frequent choral responses, non-verbal responses, and/or “everyone writes”) to ensure that all students are accountable for engagement; makes it impossible for students to be desk potatoes and simply copy from the board; the teacher limits use of round-robin reading or questioning strategies that engage only one student at a time. *Taxonomy Connections: Cold Call, Cal-and-Response, Pepper, Wait Time, Everybody Writes, Pair-Share, Vegas*

## **(8) ACADEMIC RIGOR**

- a. Teacher Talk–to–Student Work: There is a high ratio of student work to teacher talk with students doing most of the “heavy lifting” of doing the work and explaining their thinking. *Taxonomy Connection: The Ratio (Unbundle, What’s Next, Repeated Examples, Rephrase/Add On, Whys and Hors, Supporting Evidence, Batch Process, Habits of Discussion)*
- b. Planned, Rigorous Questioning: The teacher plans his/her key questions in advance with a range of questioning – both lower-level (knowledge recall and basic comprehension) and higher-level (application, analysis, synthesis, and evaluation); the teacher regularly uses the *Stretch It* technique – WHY? What does that relate to? How would you apply this? *Taxonomy Connection: Stretch It, the Ratio (Unbundle, What’s Next, Repeated Examples, Rephrase/Add On, Whys and Hors, Supporting Evidence, Batch Process, Habits of Discussion)*
- c. Top-Quality Oral Responses: The teacher knows that *Right is Right* and refuses to accept low-quality student responses (insists on correct grammar, complete sentences, use of appropriate vocabulary and sufficient detail/rationale (don’t settle for so-so); the teacher is a *No Opt Out* champion -- no students are allowed to “opt out” because the teacher cycles back to students who didn’t answer. *Taxonomy Connection: Right is Right, No Opt Out*
- d. Top-Quality Student Work: The teacher sets clear expectations and has an accountability mechanism for ensuring all students complete top-quality work; examples of top-quality work are posted for reference and to celebrate great student work. *Taxonomy Connection: Format Matters*

**(9) CUMULATIVE REVIEW:** As a part of the lesson and homework routine, students get fast, fun opportunities to systematically and successfully review and practice skills that they have already mastered; standards included in cumulative review are truly review, and the teacher has a clear method of using data to inform which standards to review.

*Taxonomy: Cold Call, Call-and-Response, J-Factor, Vegas*

**(10) DIFFERENTIATION:** The teacher works to ensure that the needs of every student are met. Especially during independent practice, the teacher can work with some students to provide extra support or enrichment and/or can otherwise vary the volume, rate, or complexity of work that students are asked to complete. (In classes that are grouped homogenously by skill level, pronounced differentiation may be less necessary.)

# Appendix 3: Sample Professional Growth Plan



## **Achievement First Professional Growth Plan Teachers 2009-2010**

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**Teacher**

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**Coach**

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**Grade and/or Subject**

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**School**

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**Date: Self-Evaluation Submission**

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**Date: PGP Conversation**

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- ✓ After the PGP feedback conversation and any revisions to the PGP, principals will create one file for all teachers and leaders in the school and will email electronic versions of the completed PGP to: [PGP@achievementfirst.org](mailto:PGP@achievementfirst.org).

### Ratings

**4 - Mastery:** Teacher consistently exceeds expectations and is an exemplar for this standard. Note: It is rare for a team member to receive a rating of 4 and even the very best teachers will only have a few 4s on their entire PGP.

**3 - Proficient:** Teacher consistently meets expectations and is solid for this standard. Note Very strong teachers will have mostly 3s on their PGP.

**2 - In Progress:** Teacher meets this standard some or most of the time but is not yet consistently solid.

**1 - Does not meet:** Teacher consistently does not meet expectations for this standard. This is an area for teacher growth; the teacher should work with their coach and their colleagues to improve in this area.

**N/A – Not applicable:** Teacher is not responsible for meeting this standard or the coach does not have enough data to evaluate the standard. If not applicable, the teacher and the coach will both leave the rating blank.

## Section I. Achievement First: Student Achievement & Character Development

Please add your school BHAGs and then evaluate your progress toward goals, using student data to support your ratings.

Focus Area	Indicators	Specific Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
<b>Student Achievement</b>	BHAG 1:	•				
	BHAG 2:	•				
	BHAG 3:	•				
<b>Student Strength of Character</b>	Students are Respectful: <ul style="list-style-type: none"> <li>• Treat teachers like platinum</li> <li>• Nice; never tease, laugh at, or put down others</li> <li>• Patient and raise their hands</li> <li>• Keep their desk, classroom and school clean</li> </ul>					
	Students show Enthusiasm: <ul style="list-style-type: none"> <li>• Follow all directions the first time</li> <li>• SLANT and participate actively in class</li> <li>• Always bring a positive attitude</li> </ul>					
	Students exemplify Achievement: <ul style="list-style-type: none"> <li>• Absolutely do their best on all assignments</li> <li>• Work is always neat and complete</li> </ul>					
	Students model Citizenship: <ul style="list-style-type: none"> <li>• Take responsibility for their actions</li> <li>• Tell the truth at all times</li> <li>• Celebrates the achievement of others and support teammates</li> </ul>					
	Students model Hard Work: <ul style="list-style-type: none"> <li>• Come to school every day and are never late</li> <li>• Have all necessary materials and are wearing uniform properly at all times</li> <li>• Act like a college student today</li> </ul>					
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>						
<b>Coach comments:</b>						

## Section II. The Essentials of Effective Teaching: Core Instructional Excellence

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Great Aims and Student Mastery of Aims</b>	Consistently uses rigorous, bite-sized, measurable, standards-based aims to drive instruction; writes aims on the board and reviews them with scholars.				
	Systematically assesses every student's mastery of the aim(s) at the end of each lesson and diagnoses areas of student misunderstanding (usually exit ticket).				
<b>Content Knowledge and Strategy</b>	Demonstrates strong content knowledge; all information conveyed to students is factually accurate.				
	Consistently uses the most effective and efficient strategies to guide students to mastery.				
	Moves students briskly from one part of the agenda to the next; there is a palpable sense of urgency and purpose in the room.				
<b>Modeling and Guided Practice</b>	Consistently delivers a well-planned and efficient mini-lesson (think aloud, explicit modeling, heavily guided practice, etc)				
	The mini lesson is captured in a visual anchor so students can reference it during independent practice.				
	Leads students through guided practice with declining scaffolding so students eventually provide both the answers and the thought process.				
	Regularly checks for understanding during guided practice so that students transition to independent practice when ready.				
<b>Sustained, Successful Independent Practice</b>	Designs independent practice so that students have ample, successful "at bats" to practice the AIM (at least 50% of each lesson).				
	Moves around the classroom constantly during independent practice to assess mastery and provide individual help.				
<b>Rigor</b>	Consistently includes a high ratio of teacher to student activity with students doing most of the "heavy lifting" of work and explaining their thinking.				
	Plans his/her questions in advance with a range of both low and high level questioning and regularly stretches questions.				
	Accepts only high quality student responses; doesn't allow students to "opt-out" because teacher cycles back to students who didn't answer.				
	Posts examples of top-quality work for reference and celebrates great student work.				
<b>Student Engagement</b>	Insists and motivates so that 100% of students are on task and at least 80% of hands are in the air.				
	Uses high-engagement strategies (e.g. rapid fire questioning, non-verbal responses, etc) to ensure that all students are accountable for engagement; limits use of strategies that engage only one student at a time.				
<b>Cumulative Review</b>	As part of the lesson and homework routine, students get fast, fun opportunities to systematically review and practice skills that they have already mastered.				
<b>Differentiation</b>	Works to ensure that the needs of every student are met, providing extra support, enrichment, or variation of work.				
<b>Assessment</b>	Gives regular assessments (tests, quizzes, etc.); assigns homework every night and collects, grades and returns assignments on a regular basis. Each student receives regular, detailed and individualized feedback about their academic work.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

### Section III. The Essentials of Effective Teaching: Classroom Culture

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>High Expectations, Clear Routines</b>	Sets and reinforces clear expectations and routines so that 100 percent of students are safe, on task and follow direction instantly.				
	Sweats the small stuff (SLANT, no call outs, no laughing at other's mistakes) and insists students <i>Do it Again</i> if not great.				
<b>Joy Factor</b>	The class is a fun, joyful place where kids are enthusiastic and excited about learning.				
<b>Positive-Correction Ratio</b>	Uses <i>Positive Framing</i> to correct behavior and narrate class activity; there is a high ratio of positive to corrective comments.				
	Students are nice and respectful to each other, and the teacher is nice and respectful to the students.				
<b>Students Own It</b>	Students are given the responsibility, tools, and strategies to fix problems they have or created. The teacher resists the temptation to be the sole problem-solver; students who make mistakes must own and fix them.				
<b>Teachable Character Moments</b>	Uses key moments in class to explicitly talk about, celebrate, and reinforce character skills; these moments flow naturally from the lesson and are quick and high-impact.				
	Strategically picks examples, texts, and activities that, when appropriate, reinforce key messages (e.g. going to college, REACH values, etc.).				
<b>Classroom Space</b>	The classroom space purposefully reinforces the school values and culture. There are obvious posted examples of both outstanding academics and character. The space is bright and inviting; it shows museum-like attention to detail and problems are swiftly addressed.				
<b>School Culture Leader</b>	Focuses on school-wide discipline and addresses student behaviors when they come up regardless of whether the student is "yours" or not.				
<b>School Culture Systems</b>	Embraces and effectively uses school culture systems (e.g. scholar dollars, transitions, classroom removal, dismissal, etc); thoughtfully problem-solves adjustments to school culture systems with team members.				
	Uses incentives appropriately to encourage and reinforce student effort and cooperation; sees incentives as a tool, not the core management technique.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

## Section IV. The Cycle of Highly Effective Teaching: Planning & Data Analysis

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>BHAGS</b>	Teacher sets measurable, ambitious, yet attainable BHAGS for the year and for each IA cycle.				
	Makes students aware of the BHAGs and invests students in class and individual goals.				
<b>Standards and Scope and Sequence</b>	Deeply knows the standards and the scope and sequence (for own grade/subject and the grades one year before and one year after) and knows how standards are assessed.				
<b>Year Planning</b>	Creates a long-term plan that breaks the year into units with clear dates.				
<b>Unit Planning</b>	Designs rigorous, end-of-unit assessments that effectively measure mastery of standards and include both high and low level questions.				
	Designs sequences of aims that build on prerequisite skills; correctly anticipates the amount of time necessary for student to master each aim.				
<b>Lesson Planning</b>	Has a thorough, written, daily lesson plan based on the essentials of effective instruction; uses or includes all relevant elements of appropriate lesson planning templates.				
<b>Daily and Weekly Data Analysis</b>	Effectively uses data from exit slips, quizzes, and informal assessments to plan interventions and adjust future aims.				
	Has a clear and accessible system for tracking daily and weekly student data.				
<b>IA Data Analysis</b>	Reviews previous data-driven plan (e.g., from six weeks prior) to determine in detail how effective each part (cumulative review, re-teaching, intervention groups, new standards) of that data-driven plan had been.				
	Creates thoughtful data-driven plan each IA cycle that diagnoses why students did or did not master standards; develops specific remedies for whole-class re-teach and review, and develops targeted and differentiated student interventions.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

## Section V. The Center of the Cycle: Student & Family Relationships

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Effective Student Relationships</b>	Students understand unambiguously that the teacher cares about them and their progress.				
	Develops specific, effective strategies to teach and support KWLMs; regularly checks in with KWLMs and works school-wide, class, and students-specific systems.				
	Helps all students set clear academic and character goals.				
	Systematically returns throughout the year to academic and character goals and has students reflect and problem-solve based on progress toward the goals.				
	Puts in the extra effort outside of class to build relationships (e.g. lunches with scholars, special events).				
<b>Effective Family Relationships</b>	Works actively to build relationships with families and respects family members' role as partners.				
	Parents know about BHAGs for the class and specific goals for their child.				
	Regularly communicates both success and challenges and tracks communication with families.				
<b>Teacher comments on areas of exceptional performance and areas of growth:</b>					
<b>Coach comments:</b>					

## Section VI. The Center of the Cycle: Personal Organization & Effectiveness

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Reflection Constant Learning</b>	Constantly reflects on successes and areas of growth around all areas of teaching; seeks to improve performance; is eager to get feedback and incorporates feedback in a positive, non-defensive way.				
<b>Organization and Self-Management</b>	Has a system for capturing and checking action items and uses them to prioritize work appropriately and minimize stress.				
	Maintains accurate and clear attendance, homework and grade book records on the student information system.				
	Is on-time for meetings; completes and turns in assignments on-time.				
	Has exemplary attendance and timeliness.				
<b>Communication</b>	Effectively communicates with school leaders and fellow staff in order to positively problem-solve and advocate for the school's agenda.				
Teacher comments on areas of exceptional performance and areas of growth:					
Coach comments:					

## Section VII. The Center of the Cycle: Core Values & Responsibilities

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
<b>Results without Excuses or Shortcuts</b>	Works hard every day to deliver on the urgent promise to provide an outstanding education for all students; owns shortcomings and does not seek to blame external forces.				
<b>Team and Family</b>	Cares about others and treats everyone with respect, and work hard to preserve a sense of family. Has fun with team and celebrates differences. Collaborates and shares best practices; pitches in when teammates are struggling.				
<b>People Matter – Mightily</b>	Honors his or her own personal, family and community commitments and those of others. Contributes to an environment that is exceptionally professional, collegial stimulating and supportive.				
<b>Excellence is a Habit</b>	Strives to set the standard in all everything he/she does. Relentlessly pursues excellence and does not settle for “so-so” from students or self.				
<b>Sweat the Small Stuff</b>	Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything he or she does.				
<b>First Things First</b>	Recognizes that the needs of students always come before adults and prioritizes students first.				
<b>Whatever it Takes</b>	Is persistent, insistent, and deliberate in his or her actions; gives 100% every day and goes the extra mile to make the difference in the lives of our students.				
<b>Many Minds, One Mission</b>	Sees self as a partner in a national effort to improve the communities in which we live and work; eager to learn best practices from other high-performing schools.				
<b>Everything with Integrity</b>	Values integrity and models it for students; does not merely post the REACH values but allows them to drive actions and words; is humble, honest, and admits mistakes.				
Teacher comments on areas of exceptional performance and areas of growth:					
Coach comments:					

## Performance Summary and Goal Setting 2009-2010

Key Strengths	Next Steps to build this strength and to leverage this strength for the school

Based on the key areas of growth identified in your PGP, what are the specific GOALS you hope to reach by the end of the school year?	WHEN and HOW will we assess progress toward your goals?	What SUPPORT do you need in order to reach your goals?

(Optional) What are your PERSONAL PRIORITIES?	HOW will you maintain your priorities?	What SUPPORT do you need?

# Appendix 4: School Report Card

## ACHIEVEMENT FIRST SCHOOL REPORT CARD - Middle School 2009 - 2010 Criteria

Points	FIFTH GRADE
	<b>common measures</b>
8	Student Attendance: at least 97% student attendance for year
	<b>state-specific - NY</b>
31	NY State Test (ELA): at least 65% proficient (level 3) or better (90% for schools with AF feeder school)
--	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 15% more students at proficient (level 3) or better
15	NY State Test (ELA): at least 20% advanced (level 4) (30% for schools with AF feeder school)
5	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 35%)
req	NY State Test (ELA): no more than 2 students were not tested
31	NY State Test (math): at least 90% proficient (level 3) or better (95% for schools with AF feeder school)
--	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at proficient (level 3) or better
15	NY State Test (math): at least 30% advanced (level 4) (55% for schools with AF feeder school)
5	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 64%)
req	NY State Test (math): no more than 2 students were not tested
	<b>state-specific - CT</b>
8	CMT (reading): at least 60% proficient or better (90% for schools with AF feeder school)
--	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15% more students at proficient or better
13	CMT (reading): at least 45% goal or advanced (85% for schools with AF feeder school)
--	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15% more students at goal or better
5	CMT (reading): at least 20% advanced (30% for schools with AF feeder school)
5	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 39%)
req	CMT (reading): no more than 2 students were not tested
8	CMT (math): at least 80% proficient or better (90% for schools with AF feeder school)
--	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at proficient or better
13	CMT (math): at least 50% goal or advanced (85% for schools with AF feeder school)
--	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at goal or better
5	CMT (math): at least 25% advanced (50% for schools with AF feeder school)
5	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 59%)
req	CMT (math): no more than 2 students were not tested
8	CMT (writing): at least 85% proficient or better (90% for schools with AF feeder school)
--	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at proficient or better
13	CMT (writing): at least 65% goal or advanced (80% for schools with AF feeder school)
--	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at goal or better
5	CMT (writing): at least 20% advanced (35% for schools with AF feeder school)
5	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 41%)
req	CMT (writing): no more than 2 students were not tested
4	CMT (science): at least 70% proficient or better (90% for schools with AF feeder school)
7	CMT (science): at least 40% goal or advanced (83% for schools with AF feeder school)

3	CMT (science): at least 20% advanced (30% for schools with AF feeder school)
3	CMT (science) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 38%)
req	CMT (science): no more than 2 students were not tested
<b>SIXTH GRADE</b>	
common measures	
8	Student Attendance: at least 97% student attendance for year
state-specific - NY	
31	NY State Test (ELA): at least 75% proficient (level 3) or better (95% for schools with AF feeder school)
--	NY State Test (ELA) Growth Target (if school does not meet absolute performance criteria): increase of 15% more students at proficient (level 3) or better
15	NY State Test (ELA): at least 25% advanced (level 4) (35% for schools with AF feeder school)
5	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 37%)
req	NY State Test (ELA): no more than 2 students were not tested
31	NY State Test (math): at least 90% proficient (level 3) or better (95% for schools with AF feeder school)
--	NY State Test (math) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at proficient (level 3) or better
15	NY State Test (math): at least 30% advanced (level 4) (50% for schools with AF feeder school)
5	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 50%)
req	NY State Test (math): no more than 2 students were not tested
state-specific - CT	
10	CMT (reading): at least 75% proficient or better (95% for schools with AF feeder school)
--	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15% more students at proficient or better
15	CMT (reading): at least 60% goal or better (90% for schools with AF feeder school)
--	CMT (reading) Growth Target (if school does not meet absolute performance criteria): increase of 15% more students at goal or better
6	CMT (reading): at least 25% advanced (45% for schools with AF feeder school)
5	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 49%)
req	CMT (reading): no more than 2 students were not tested
10	CMT (math): at least 90% proficient or better (95% for schools with AF feeder school)
--	CMT (math) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at proficient or better
15	CMT (math): at least 75% goal or better (90% for schools with AF feeder school)
6	CMT (math): at least 25% advanced (60% for schools with AF feeder school)
5	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 64%)
req	CMT (math): no more than 2 students were not tested
9	CMT (writing): at least 90% proficient or better (95% for schools with AF feeder school)
--	CMT (writing) Growth Target (if school does not meet absolute performance criteria): increase of 20% more students at proficient or better
15	CMT (writing): at least 75% goal or better (85% for schools with AF feeder school)
6	CMT (writing): at least 25% advanced (40% for schools with AF feeder school)
5	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 43%)
req	CMT (writing): no more than 2 students were not tested
<b>SEVENTH GRADE</b>	
common measures	
8	Student Attendance: at least 97% student attendance for year
state-specific - NY	

31	NY State Test (ELA): at least 85% proficient (level 3) or better (95% for schools with AF feeder school)
15	NY State Test (ELA): at least 30% advanced (level 4) (35% for schools with AF feeder school)
5	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 39%)
req	NY State Test (ELA): no more than 2 students were not tested
31	NY State Test (math): at least 90% proficient (level 3) or better (95% for schools with AF feeder school)
15	NY State Test (math): at least 30% advanced (level 4) (65% for schools with AF feeder school)
5	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 65%)
req	NY State Test (math): no more than 2 students were not tested
<b>state-specific - CT</b>	
10	CMT (reading): at least 85% proficient or better (95% for schools with AF feeder school)
15	CMT (reading): at least 75% goal or better (95% for schools with AF feeder school)
6	CMT (reading): at least 25% advanced (55% for schools with AF feeder school)
5	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 57%)
req	CMT (reading): no more than 2 students were not tested
10	CMT (math): at least 90% proficient or better (95% for schools with AF feeder school)
15	CMT (math): at least 80% goal or better (90% for schools with AF feeder school)
6	CMT (math): at least 25% advanced (55% for schools with AF feeder school)
5	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 59%)
req	CMT (math): no more than 2 students were not tested
9	CMT (writing): at least 90% proficient or better (95% for schools with AF feeder school)
15	CMT (writing): at least 80% goal or better (90% for schools with AF feeder school)
6	CMT (writing): at least 25% advanced (50% for schools with AF feeder school)
5	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 54%)
req	CMT (writing): no more than 2 students were not tested
<b>EIGHTH GRADE (***)Indicates data that was obtained from the NYSTP 2008-09 Verification Report)</b>	
<b>common measures</b>	
8	Student Attendance: at least 97% student attendance for year
<b>state-specific - NY</b>	
21	NY State Test (ELA): at least 90% proficient (level 3) or better (95% for schools with AF feeder school)
11	NY State Test (ELA): at least 15% advanced (level 4) (20% for schools with AF feeder school)
5	NY State Test (ELA) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 17%)
req	NY State Test (ELA): no more than 2 students were not tested
21	NY State Test (math): at least 95% proficient or better (95% for schools with AF feeder school)
11	NY State Test (math): at least 25% advanced (40% for schools with AF feeder school)
5	NY State Test (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 43%)
req	NY State Test (math): no more than 2 students were not tested
9	NY State Test (science): at least 90% proficient or better***
5	NY State Test (science): at least 25% advanced***
3	NY State Test (science) Bonus Points: meets or exceeds benchmark district's % advanced (if data is available)
req	NY State Test (science): no more than 2 students were not tested***
9	NY State Test (social studies): at least 90% proficient or better***
5	NY State Test (social studies): at least 25% advanced***
3	NY State Test (social studies) Bonus Points: meets or exceeds benchmark district's % advanced (if data is available)
req	NY State Test (social studies): no more than 1 student was not tested***

state-specific - CT	
8	CMT (reading): at least 90% proficient or better (95% for schools with AF feeder school)
13	CMT (reading): at least 80% goal or better (90% for schools with AF feeder school)
5	CMT (reading): at least 25% advanced (45% for schools with AF feeder school)
5	CMT (reading) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 47%)
req	CMT (reading): no more than 2 students were not tested
8	CMT (math): at least 95% proficient or better (95% for schools with AF feeder school)
13	CMT (math): at least 85% goal or better (90% for schools with AF feeder school)
5	CMT (math): at least 30% advanced (60% for schools with AF feeder school)
5	CMT (math) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 60%)
req	CMT (math): no more than 2 students were not tested
8	CMT (writing): at least 95% proficient or better (95% for schools with AF feeder school)
13	CMT (writing): at least 85% goal or better (90% for schools with AF feeder school)
5	CMT (writing): at least 35% advanced (50% for schools with AF feeder school)
5	CMT (writing) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 53%)
req	CMT (writing): no more than 2 students were not tested
4	CMT (science): at least 90% proficient or better (95% for schools with AF feeder school)
7	CMT (science): at least 80% goal or better (85% for schools with AF feeder school)
3	CMT (science): at least 25% advanced (30% for schools with AF feeder school)
3	CMT (science) Bonus Points: meets or exceeds benchmark district's % advanced (benchmark 2008-2009 value equaled 35%)
req	CMT (science): no more than 2 students were not tested
<b>NON-ACADEMIC MEASURES (note: K-8 school have common financial numbers) **=No Close points available</b>	
<b>financial</b>	
5	The audit is clean (no material negative findings and no repeat minor findings)
10	Total expenses are no more than 98.5 percent of the board-approved budget (including contingency), net of any additional expenses for which additional public revenue is specifically received (e.g., Special Ed expenses covered by Special Ed revenues). (Close is 98.5% - 100%)
-10	Penalty for 3% over the board-approved budget, net of any additional expenses for which additional public revenue is specifically received (e.g., Special Ed expenses covered by Special Ed revenues) and another 10 point penalty for each additional % over budget
<b>students served</b>	
2	School administered DRP to relevant grade levels.
3	At least 60% of students qualify for free or reduced lunch.
3	97% of parents turn in a lunch form for pay/free/reduced status
2	At least 80% of students are black or Latino.
3	The % of incoming special education students is within 5% of the host district ("actual result" shows AF % - host %).**
--	Total student attrition (any student who started at the school and then left) - figure put for informational purposes only
Fully Enrolled School: 2 Other: 4	Student attrition is less than 5% per year (not counting students who transfer to a different AF school, move out of the city/borough, move to where transportation issues make going to AF prohibitive, leave AF in grades 7-12 after gaining admission to a competitive/admissions-based school, leave an academy due to an issue with a sibling/relative at another AF academy, transfer to a competitive-admissions private or parochial school, or transfer to a highly-specialized school to meet specific, extreme IEP needs). Note, students who leave after the final day of summer academy and never return count on the NEXT school year.**
2	Fully enrolled school only: 80% of all 8th grade students at an AF middle school matriculate to an AF high school (no excepted reasons).

-5	Every student leaving the school to go to another school in the city (not counting students who never started at AF, who transfer to a different AF school, move out of the city/borough, move to where transportation issues make going to AF prohibitive, transportation issues based on first week or two of poor busing, leave AF in grades 7-12 after gaining admission to a competitive/admissions-based school, leave an academy due to an issue with a sibling/relative at another AF academy, transfer to a competitive-admissions private or parochial school, or transfer to a highly-specialized school to meet specific, extreme IEP needs), allowing for 1 grace withdrawal per grade. Note: students who leave after the final day of summer academy and never return count on the NEXT school year.**
req	Include a chart with all students who left the school.
6	Teacher attendance is 98% or higher. (Close is 96% or 97%)
6	At least 90% of parents give the school an overall grade of "A" or "A+" on end-of-year parent feedback surveys.
req	At least 70% of parents submit parent feedback surveys.
4	85% or more of full-time (>30 hours/week) teachers who were or would have received an offer came back to AF (any position within the network)
2	85% or more of all full-time (>30 hours/week) staff who were or would have been have received an offer came back to AF (any position within the network)
req	* Include a list of all teachers and retention status.
-2.5	Penalty for every 4th grader that does not matriculate to the 5th grade at an AF middle school for a "loss" reason after the first loss student (i.e., 1 student grace withdrawal)
-2.5	Penalty (after the first 20% of the middle school's 8th grade class that doesn't matriculate) for every 8th grade student that does not matriculate to the 9th grade at an AF high school (no excepted reasons).
--	98% of IA data was scanned and ready for Data Day (Informational purposes only)
<b>BONUS POINTS</b>	
<b>300 or higher</b>	
10	100 percent of schools score 300/550 points (before network-wide points are added)-close is within 25 points
10	75 percent of schools score 300/550 points (before network-wide points are added)-close is within 25 points
10	50 percent of schools score 300/550 points (before network-wide points are added)-close is within 25 points

# **Appendix 5: Project Manager Resumes**

# Dacia M. Toll

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## Experience

1999-current New Haven, CT

### **Founder and Director, Amistad Academy Charter School**

- Co-chair of Planning Committee that authored charter application and oversaw project implementation.
- Has served for five years as the school's CEO, leading the school's administrative team, overseeing daily operations, evaluating staff, supporting curriculum, assessment, discipline, and parent involvement activities and personnel.

1997-1999 (volunteer position while in law school) New Haven, CT

### **Executive Director, New Haven Cares**

- Managed the daily operations and long-term goals of this anti-poverty non-profit organization, including the administration of a redeemable voucher program.
- Responsibilities included managing paid, volunteer, and work study staff, fundraising, community outreach, and developing working partnerships with social service providers, civic groups, and merchants.
- Oversaw the three-fold expansion of the voucher program.

Summer 1998 Washington, DC

### **Policy Analyst, U.S. Department of Education**

#### **Office of the Deputy Secretary**

- Analyzed the progress of national standards-based education reform and formulated strategic proposals to improve the actual impact of standards on classroom practice; several proposals were incorporated in the Reauthorization of the Elementary and Secondary Education Act (ESEA).

Summer 1997, 1997-1998 (part-time) New York, NY

### **Business Associate, McKinsey & Company**

- Helped to analyze and revamp the sales, marketing, and customer service operations of a large healthcare company. Led the specific analysis of sales force organization, custom orders, and inventory management.
- Helped develop and further the concept of "Breakthrough" districts in New York City public schools. Led the analysis and recommendations around removal of ineffective principals and served as an assistant trainer during three-day strategic planning session for all District 19 principals.

Summer 1996 Atlanta, GA

### **Assistant to the Program Director, The Atlanta Project**

- Analyzed the lessons learned from the first five years of operation of The Atlanta Project, a comprehensive urban renewal program launched by former President Carter and his corporate partners. Developed a strategic plan for Phase II in consultation with the staff and Governing Board.

**Education**

1996-1999

New Haven, CT

**Yale Law School**

- J.D., June 1999
- Student Director and Student Supervisor, Community Legal Services Clinic
- Worked with New York City Schools' counsel in drafting guidelines for expanded authority of NYC Chancellor under the 1996 Governance Bill. Investigated legal and political remedies for improving failing schools for the National Urban League

1997-1999

New Haven, CT

**Yale Teacher Preparation**

- Connecticut Teacher Certification, History/Social Studies (7-12)

1994-1996

Oxford, England

**Oxford University**

- M.A., 1<sup>st</sup> Class, Philosophy, Politics, and Economics (PPE), June 1996
- Rhodes Scholarship; Graduate Student President; Oxford Women's Lacrosse Team

1990-1994

Chapel Hill, NC

**University of North Carolina at Chapel Hill**

- B.A. with highest honors and highest distinction, Economics and Political Science, May 1994
- Student Body Vice-President; Managing Editor, *The Daily Tar Heel*; Truman Scholarship for Public Service; Morehead Scholarship

**Board Memberships**

New Haven Public Education Fund

WKBJ Partnership Foundation Trustee

# Douglas S. McCurry

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## Experience

2003-Present

New Haven, CT

### **Superintendent and Co-CEO, Achievement First**

- Founded school reform non-profit based on the Amistad Academy model
- Partnered with the Grow Network in New York to put Amistad curriculum and interim assessment system on a technology platform
- Designed strategic plan for teacher recruitment and hired director of recruitment
- Led development of math cumulative review materials, reading novel units, and a reading comprehension sequence that teaches the core components of comprehension in a step-by-step fashion
- Designed K-4 program based on extensive curricular research and site visits of high-performing schools
- Founded Elm City College Preparatory School, a K-8 charter school opening in the fall of 2004

1999-2003

New Haven, CT

### **Associate Director, Amistad Academy**

- Served as Connecticut certified principal for a high-performing charter school
- Led all school efforts around the school's academic program, including curriculum development, teacher recruitment, and observation and evaluation
- Led development of a comprehensive interim assessment system in which all students are tested every six weeks to determine areas of strength and weakness
- Taught math, reading, and writing classes to 5<sup>th</sup> and 7<sup>th</sup> graders; 93 percent of 7<sup>th</sup> grade math students showed mastery (then the highest category) on the Connecticut Mastery test; 5<sup>th</sup> grade writing and math students showed gains of over 30 percentiles on state and national tests

1995-1997

Charlotte, NC

### **History and English Teacher, Providence Day School**

- Redesigned curricula for the following courses: U.S. Government, Economics, International Relations, Writing Workshop
- Coached Varsity tennis, Junior Varsity basketball
- Selected by students as one of two faculty representatives on the schools Honor Council
- Led school's Model United Nations program; twice took Model UN team to the Hague to compete in the world's largest Model UN program

1994-1995

Charlotte, NC and Atlanta, GA

### **Freelance Writer**

- Wrote monthly column for the *Charlotte Observer* on issues such as urban sprawl, school desegregation, the homogenization of American culture, and the social value of teachers

- Wrote profiles of local athletes for the sports section of the *Atlanta Journal-Constitution*

1994-1995

Atlanta, GA

**Consultant, Andersen Consulting**

- Provided business and technology consulting for Fortune 500 clients
- Coordinated proposal for a multi-million dollar bid, including a demonstration of off-site “on-screen” call center for technology solutions

**Education**

1998-1999

New York, NY

**Teachers College, Columbia University**

- M.A., October 1999
- Degree focused on charter schools within the Private School Leadership Program
- Klingenstein Private School Leadership Scholarship, John Dewey Scholar

1990-1994

Chapel Hill, NC

**University of North Carolina**

- B.A., May 1994, History and Journalism
- Morehead Scholarship, National Merit Scholarship, Phi Beta Kappa
- Honors Thesis on the changing perceptions of race among students in Chapel Hill

## **Achievement First**

July 2010 – present

### *Chief of Staff*

Brooklyn, NY

- Execution of a Teacher Career Pathway for over 500 teachers in 19 schools; including lesson observation, peer survey, parent survey, student survey, value-added student achievement and teaching portfolio to assess teacher effectiveness
- Lead the Network Support annual First Class Planning process; providing tools and training for successfully planning, communication of priorities and regular tracking
- Ownership of the 2010-2011 organization priority to build effective communication and relationships within network support and across network support and schools and develop strategies for maintaining the AF culture as we scale
- Ensure team members are connected to the network by leading bi-annual retreats and staff meetings and are continuing to learn and grow by organizing PD days aligned to analysis of strengths and growth areas
- Direct management of three team members focused on Professional Growth Plan evaluations for all 600+ network team members, network evaluation via Organization Health Survey and Network Support Survey, and 10 network e-newsletters a year

## *Director, Organization Development and Broad Resident in Urban Education*

August 2008 – June 2010

- Led development of a Teacher Career Pathway, including securing funding from the Bill & Melinda Gates Foundation, gaining input from over 100 teachers and leaders, designing a teacher excellence rubric for identifying excellent teachers, executing a pilot program in five schools and coordinating compensation and value-added
- Designed and executed the first network-wide teacher, school leader, operations and network support evaluations (Professional Growth Plans) including 360 feedback and trend analysis
- Led the professional development for all network support team members including senior team member full-day PD and initiating all team member PD into staff meetings and retreats; Led overall agenda for bi-annual retreats with approximately 90 network team members
- Designed Organization Health Survey to assess team member engagement and satisfaction and Network Support Survey to assess the quality of support provided to the schools; Analyzed data and facilitated team leader debriefs
- Led the recruitment and selection of senior network leaders including Assistant Superintendent, VP of External Relations and VP of School Operations

## **Learning Policy Center, University of Pittsburgh**

March 2007 – July 2008

### *Executive Director*

Pittsburgh, PA

- Directed establishment of a new education policy center as a joint initiative of the University of Pittsburgh School of Education and the Learning Research and Development Center (LRDC)
- Led team through a broad set of development activities including mission articulation exercises, program development and strategic planning, branding and marketing of organization, website development, research and operations grant writing, budget management, governance structure, internal and external communication strategies
- Secured a high-profile National Governor's Association grant, positioning the center to be key influencer of state policy in the area of STEM (science, technology, engineering, and mathematics) education over the next 10 years
- Initiated a colloquium series, creating an informed dialogue between close to 200 researchers, policymakers, practitioners, and university students around timely national and local education policy questions in the first 6 months, projected to include 6 more events by the end of 2008

## **Pennsylvania Governor's Commission on Training America's Teachers**

Aug. 2005 – June 2006

### *Research Coordinator*

Harrisburg, PA

- Collaborated with 40 statewide educational leaders to create recommendations for enhanced teacher quality under an Executive Order from Pennsylvania Governor Edward Rendell; Authored components of final report for publication
- Presented thorough literature review on teacher preparation programs, professional development, shortage areas, and model state education policies and reforms nationwide for informed decision-making
- Directed research project from development, administration, and analysis, to presentation of teacher quality surveys for 501 Superintendents, 95 Deans of Schools of Education, 83 new and 240 experienced teachers

## **Apangea Learning and Wireless Neighborhoods**

July 2005 – June 2006

### *Community Outreach Director*

Pittsburgh, PA

- Managed 30 employees in 5 community organizations in the creation and implementation of SmartHelp online tutoring programs serving 125 middle and high school students through a grant from the Heinz Endowments
- Program leadership including development of organizational goals, program budget management, weekly meeting facilitation, site observations and feedback, reporting on measures of success, and facilitator training
- Wrote a prescribed franchise implementation guide for national community organizations based on lessons learned from pilot programs and focused community and school research

# Sarah Elizabeth Coon

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## **Coro Center for Civic Leadership**

Sept. 2004 – May 2005

*Coro Fellow in Public Affairs*

Pittsburgh, PA

- Fellow in prestigious national fellowship in public affairs focused on effective and ethical leadership; completed training in meeting facilitation, public speaking, project management, and objective inquiry.
- Served as a full time consultant in six organizations, including:  
**Alcoa, Inc:** Surveyed over 2,800 employees internationally to assess Alcoa's online learning program. Analyzed results to set specific FY2005 goals for the global human resources department currently utilized by all 116,000 employees of the world's largest aluminum producer; goals communicated to executives via WebEx presentations  
**Propel Charter School:** Evaluated effectiveness of innovative arts program in local charter management organization through observations and staff interviews, resulted in recommendations for successful program replication in future schools and an external message for marketing and funding

## **KIPP San Francisco Bay Academy**

Jan. 2004 – June 2004

*Fifth Grade Teacher*

San Francisco, CA

- Worked with School Leader and founding teachers daily to develop school procedures, processes, and culture during founding year of charter school based on the highly successful national Knowledge is Power Program
- Taught fifth grade science and social studies, developed school writing curriculum for diverse learners
- In 2004, average student Sat-10 NCE scores ranged 7 to 14 points by subject compared to 5 point expected yearly growth; in 2007 school named a California Distinguished School, highest API score of San Francisco middle schools

## **Teach For America**

Aug. 2001 - June 2003

*First Grade Teacher*

San Jose, CA

- Served as member of national service corps committed to teaching in under-served public schools
- First grade team earned the highest STAR scores in the school district, meeting state API goals
- Designed, implemented, and supervised fifth/first grade after school cross-grade level peer tutoring program

## **PROFESSIONAL TRAINING EXPERIENCE**

### **Pittsburgh Public Schools Pittsburgh Emerging Leadership Academy (PELA)**

January 2008 – present

*Trainer for School Leadership Program*

Pittsburgh PA

Developed curriculum and facilitated experience-based leadership development program for future principals to build teamwork and project leadership skills, to enhance understanding of cultural diversity, to strengthen public communication skills, and to problem-solve through effective inquiry; Program funded by The Broad Education Foundation

### **Leaders In Learning – Coro Center for Civic Leadership and A+ Schools**

March 2007 - present

*Trainer for Leadership Development Program in Education*

Pittsburgh, PA

Developed curriculum and facilitated 10 week training program for 21 emerging leaders in the education field; taught effective inquiry, project management, networking, and teamwork skills through an experiential education model

### **Teach For America**

July 2006 – Aug 2006

*Corps Member Advisor, New York City Summer Institute*

New York City, NY

Supervised and trained 12 new TFA corps members in classroom management, instructional planning and delivery, student assessment, data driven instruction, diversity and cultural awareness; Daily observations and improvement-focused feedback

## **EDUCATION AND PROFESSIONAL DEVELOPMENT**

### **Carnegie Mellon University**

Graduated Dec. 2006

### **H. John Heinz III School of Public Policy and Management**

Pittsburgh, PA

Masters in Public Management, concentration in Education Policy

### **George Washington University**

Graduated May 2001

### **Columbian College of Arts and Sciences**

Washington, D.C.

Bachelor of Arts in Human Services, Minor in Sociology

Graduated with honors in Human Services (3.7 GPA in Major), Presidential Academic Scholarship 1997-2001

### **San Jose State University**

Graduated June 2002

APEX elementary and middle school teacher credential program

San Jose, CA

# Sarah Elizabeth Coon

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## **Education Policy Fellowship Program**

Sept 2007 – June 2008

## **Institute for Educational Leadership & Education Policy and Leadership Center**

Harrisburg, PA

Fellowship goals to develop a broadened understanding of the policy process and the various aspects of education policy, enhance communication and decision making skills, refine leadership potential and expand professional network

## **PUBLICATIONS**

Lauren B. Resnick, Mary Kay Stein, and Sarah Coon, “Standards-based Reform: A Powerful Idea Unmoored,” Chapter 3 in Richard D. Kahlenberg, editor, *Improving on No Child Left Behind: Getting Education Reform Back on Track*. Century Foundation, 2008.

## **RECENT PRESENTATIONS**

National Charter School Alliance  
Broad Performance Management Symposium  
New Schools Venture Fund Communities of Practice  
New York University Wagner Graduate School of Public Service  
Columbia University Business School

## **COMMUNITY INVOLVEMENT**

### **Pittsburgh Public Schools Charter Review Team**

Community member representative to determine charter school application compliance to state charter laws and potential for student academic success; Recommendations presented to Pittsburgh Board of Education

### **Environmental Charter School at Frick Park... An Imagine School**

Co-writer of charter school application for review by the Pittsburgh Public Schools utilizing state charter law

### **Teach For America Western Pennsylvania Alumni Chapter, Founding Member**

Involved in recruitment, mission development, and activity planning to further the mission of Teach For America in the Pittsburgh community; Developed educational leadership speaker series for the alumni network

### **Technology Leadership Institute (TLI), Founding Advisory Board Member**

Strategic planning and fundraising for TLI to provide traditionally underrepresented high school students with tools, opportunities and motivation to pursue computer science degrees and excel academically, socially, and professionally

# ERICA B. CHAPMAN

## KEY SKILLS

- *Highly effective collaborator and team member*
- *Self-motivated; proven ability to initiate*
- *Unwavering work ethic and dedication to pursuits aimed at improving education for all students*
- *Exceptional ability to plan, project manage, and create processes that yield results*
- *Reflective and committed to ongoing personal and professional development*
- *Strong communication skills*

## EDUCATION

**University of Pennsylvania**, School of Social Policy and Practice, Philadelphia, Pennsylvania  
Masters of Science in Non-Profit and NGO Leadership, May 2007 GPA: 3.87/4.0

**Coursework** in Non-Profit Management (Strategic Planning, Resource Development, Program Evaluation, Leadership Techniques), Youth Development, and Education

**Sarah Lawrence College**, Bronxville, New York, Bachelor of Arts, May 2004  
Concentrations: U.S. History and Writing GPA: 3.9/4.0

## PROFESSIONAL EXPERIENCE

**New York City Department of Education, Talent Office, New York, New York**  
***Program Manager, Teacher Effectiveness, Talent Office***

July 2009 - present

- Led the project management of all aspects of the Chancellor's Teacher Tenure 2010 Initiative; supported the development and implementation of policies, tools, and online systems related to the tenure process
- Managed the redesign of the Tenure Notification System, a web-based tool, that assists principals and superintendents in processing tenure decisions
- Designed detailed reports and analyses to support tenure policy and process recommendations; managed consultant
- Presented trainings on the Chancellor's Teacher Tenure 2010 Initiative to superintendents, cluster deputies, and HR field staff
- Handled tenure-related correspondence, inquiries, and referrals from school principals, superintendents, network teams and central DOE offices

**New Leaders for New Schools, New York, New York**  
***Senior Manager of Admissions Training and Design***

July 2008– July 2009

- Interviewed candidates for the Aspiring Principals program;
- Designed and facilitated individual, small group, and large group trainings for a total of 150 staff members, in Milwaukee, DC, Baltimore, New Orleans, Memphis, and New York City;
- Created process and design recommendations based on quantitative and qualitative data, including piloting new initiatives (inbox activity, bar plus analysis, teaching and learning screens)
- Acted as the project manager and leader for several initiatives, including the launch of Charlotte's first admissions season;
- Liaised between Charlotte, New York City, and Milwaukee program sites, as the national point-person for local admissions operations

***Manager of Admissions Training and Design***

August 2007 – June 2008

- Interviewed candidates for the Aspiring Principals program;
- Supported individual, small group, and large group trainings for 150 staff members;
- Reviewed data and created reports based on quantitative and qualitative data;
- Tracked the success of new initiatives, including a Teaching and Learning candidate screen;
- Liaised between New York City and Milwaukee program sites, as the national point-person for local admissions operations

***Special Projects Coordinator to the COO***

May 2007 – July 2007

- Coordinated on-going projects as specified by the COO. Projects included: budget analysis; consultant search coordination; project management tool research; grant reporting for various Foundations in coordination with the Development Team.

**Teaching for Experience Workshop, Dobbs Ferry, New York**

***Co-Facilitator (with David Dunbar)***

September 2008 - present

- Heavily involved in planning, facilitation, and evaluation of a workshop for 12-16 educators
- Responsible for all of the tasks listed under Workshop Logistics Manager

***Workshop Logistics Manager***

June 2006, 2007 and 2008

- Designed promotional material
- Acted as a liaison between participants and the workshop's Facilitator
- Maintained financial records
- Coordinated the daily activities of participants

**The Masters School, Dobbs Ferry, New York**

***CITYterm, Program Coordinator***

2004-2006

- Recruited students from public and private schools to attend
- Collaborated with the Director of CITYterm on admissions decision-making
- Planned and implemented CITYterm's 10<sup>th</sup> Anniversary Celebration for over 200 Alumnae/i and friends of the program
- Shared in residential life duties
- Managed the office, tracked the program's budget, worked with the Masters Schools' financial office
- Taught junior and senior level honors classes in writing, history, and literature

## **RELATED EXPERIENCE**

***New York City Government Scholars Program, New York City, New York***

Summer 2002

***Community Liaison for Manhattan, Community Relations Division of the Department of Health and Mental Hygiene-***  
Presented the Health Department's initiatives to community boards (primarily in Harlem and Chinatown); attended community meetings and health fairs as the Health Department's representative; wrote reports for the Health Commissioner; acted as the department's liaison to the community, field inspectors, and elected officials.

***Youth Shelter of Westchester, Mount Vernon, New York***

2001

***Intern***

Generated a database for analyzing the commonalities between juvenile offenders who were residents of the shelter; examined data from more than a decade; reported to the Executive Director.

***Project Explore, Hamilton County Department of Education, Chattanooga, Tennessee***

Summers 2000 and 2001

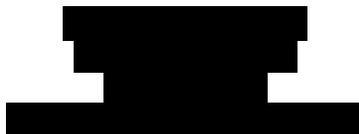
***Visual Arts Teacher***

Established and implemented a visual arts program for 150 gifted elementary students from Title One schools; taught an original curriculum; accompanied 50 gifted middle school students from Title One schools to Washington, D.C.

## **ADDITIONAL ACTIVITIES AND HONORS**

- ***Graduate Intern***, WePAC (West Philadelphia Alliance for Children), Philadelphia, Pennsylvania, Spring 2007
- ***Graduate Intern***, Diversified Community Services, Philadelphia, Pennsylvania, 2006-2007
- ***Advisory Counsel Member***, CITYterm at The Masters School, Dobbs Ferry, New York, 2006-present
- ***Alumni/ae Counsel Member***, CITYterm at The Masters School, Dobbs Ferry, New York, 2008-present
- ***Tutor***, Fannie Lou Hamer Freedom High School, Bronx, New York, 2002
- ***Co-Curator*** of Right2Fight, a daylong artistic exploration of police violence, Sarah Lawrence College, 2002
- ***Recipient*** of the Student Appreciation Award for campus involvement, Sarah Lawrence College, 2002 and 2004
- ***Presenter*** at the Non-Profit Panels, Trustees Meeting, Prospective Students Day, Sarah Lawrence College

MAX POLANER



**experience**

2006-Present

**ACHIEVEMENT FIRST**

**BROOKLYN, NY AND NEW HAVEN, CT**

*CFO and Chief of Staff.* Responsible for all financial, human capital, facility acquisition and organizational development functions of central office and network of 17 schools of leading Charter Management Organization, including:

- Implementation and oversight of financial policies and procedures, creation of budgets, execution of financial reporting, management of external audits, and primarily contact with boards of trustees, public funders (federal, state and local) and philanthropists (individuals and foundations).
- Additionally areas of responsibility include facilities acquisition (including identifying sites, securing financing and overseeing construction), human resource management (for CMO), and management of internal communications and organization (staff meetings, annual retreat, leadership team).
- Participate in creation and implementation of overall strategy as member of leadership team.

2003-2006

**INDUCTIS**

**NEW PROVIDENCE, NJ**

*CFO.* Led all financial, operational and administrative functions for 200 person analytic consulting firm with offices in New Providence, New York and New Delhi, India. Member of leadership team during period of dramatic growth and managed the successful sale of the firm to EXL Services in 2006.

1999-2002

**IMPROMPTU GOURMET**

**VALLEY COTTAGE, NY**

*Founder and CEO.* Founded, launched and led start-up gourmet food company. Raised \$7.2 million in financing and generated \$3 million in revenue prior to closing in March, 2002.

1997-1999

**MCKINSEY & COMPANY, INC.**

**NEW YORK, NY**

*Engagement Manager/Associate.* Performed analysis, managed teams and interfaced with clients as member of consulting teams at strategy consulting firm. Named Engagement Manager after 18 months.

1992-1994

**POLANER PRESERVES**

**ROSELAND, NJ**

*Quality Assurance Manager.* Led quality control department of family owned \$100 million food company. Managed staff of 10 quality control technicians.

1988-1992

**LA VISTA MIDDLE SCHOOL  
THE DORRIS EATON SCHOOL**

**HAYWARD AND  
WALNUT CREEK, CA**

- *Math and Social Studies teacher.* Taught 7<sup>th</sup> and 8<sup>th</sup> grades at La Vista, a public middle school, serving an ethnically and economically diverse student population in heterogeneous classrooms.
- *Music teacher.* Led the music department at the Dorris Eaton School, a private K-8 academy.

**education**

1994-1997

**HARVARD BUSINESS SCHOOL  
THE KENNEDY SCHOOL OF GOVERNMENT**

**BOSTON/CAMBRIDGE, MA**

*MBA and MPP joint-degree program.* Earned Master of Business Administration, with distinction, and Master of Public Policy degrees in combined 3-year program.

1990-1991

**SAN FRANCISCO STATE UNIVERSITY**

**SAN FRANCISCO, CA**

*Teacher Certification.* Received certifications in Math and Social Studies.

1984-1988

**YALE UNIVERSITY**

**NEW HAVEN, CT**

*Bachelor of Arts in Philosophy.* Wrote thesis on Schopenhauer's theory of the will. Member and tour manager of Yale Russian Chorus. Manager of Yale Refrigerator Agency.

**community**

Founding board member of Hoopapaluza, which runs an annual charity event and has raised over \$1,000,000 for children's charities in New Jersey since its creation in 2002.

# MAIA HEYCK-MERLIN

## RELEVANT EXPERIENCE

### **Teach For America**

#### **Managing Director, Shared Operational Services, Teacher Preparation Team**

**Aug. 2005 - present**

*Teach For America is a nonprofit organization that recruits, selects, trains, and supports outstanding recent college graduates to achieve significant academic student gains in under-resourced schools.*

- Responsible for the central operations of multi-site teacher training institutes supporting over 2,900 beginning teachers
- Lead a team of eight direct reports responsible for human assets, finance, technology, procurement, data collection/analysis, operational execution, document production/delivery, while serving as a Teacher Preparation Team leader
- Oversee 16 million dollar operating budget, as well as led first time budgeting process, including creation of new cost-savings initiatives, better forecasting methods, and additional tracking tools
- Create and implement new data tracking systems to monitor ongoing progress and refine existing practices, resulting in real-time data to impact teacher effectiveness and communicate across the organization
- Oversee all procurement and streamline request for proposal (RFP) process for existing local and national vendor contracts, resulting in cost savings in multiple areas
- Manage institute staff recruitment and selection operations, technology, and communications for more than 700 applications per year, with 95% of applicants reporting the efficiency and ease of website was good to excellent and 90% reporting good to excellent accuracy and timeliness of responses
- Design and implement all corps member and institute staff policies to reduce risk and liability and ensure consistent application and legal compliance, including the re-design of dismissal procedures
- Oversee all corps member communications from matriculation through institute, including managing the move of materials from hard copy mailings to entirely web-based methods, resulting in cost-savings of \$25,000 and increased quality
- Manage all curriculum editing, production, and distribution to 2,900 incoming corps members, resulting in increased accuracy of delivery and cost-savings of \$70,000 dollars

### **Institute Director, Houston**

**Feb. 2003 - Aug. 2005**

- Responsible for executing an 800-person teacher training institute with a staff of 120--15 direct reports
- Led team to a 17% increase in corps member perception of preparedness; 87% of staff members self-reported a positive work experience (highest of all three institutes)
- Designed and executed institute staff selection process of more than 300 applicants per year
- Managed two million dollar operating budget, including one million dollar university contract, and secured first multi-year contract in institute history
- Cultivated strategic partnership with Houston Independent School District, including contract negotiation and 11 school relationships
- Built staff cultivation systems to recruit and select high-performing staff members--led to practices used across all three institutes
- Supported full-time team of three to plan and execute efficient logistics at the university host site and school sites, resulting in highest logistics and operational results in institute history
- Planned and executed five summer staff training conferences with a focus on giving effective feedback to new teachers--90% of staff members report feeling prepared for their roles, 84% of corps members agreed feedback was effective

### **Executive Director, South Louisiana**

**June 2002 - Feb. 2003**

- Asked to take over Institute Director position to fill organizational need
- Built and managed board of local leaders, including support of influential business organizations
- Developed a \$650,000 local base of financial support, including grants from corporations, foundations, and individuals
- Oversaw programmatic efforts to create professional development options resulting in dramatic increase in program satisfaction
- Increased local awareness of Teach For America's efforts through effective public relations and formation of two additional district partnerships

# MAIA HEYCK-MERLIN

## Children's Charter School Fifth Grade Instructor

Baton Rouge, LA  
Aug. 2001-June 2002

*Children's Charter School is a teacher-run, high-performing charter school serving under-resourced communities in Baton Rouge.*

- Chairperson of Discipline Committee that instituted school-wide positive reinforcement plan on campus
- Co-chair of Technology Team that trained staff members on various software incorporation with instruction
- Founder and advisor of Student Leadership Team; participant in weekly study groups

## The New Teacher Project Content Seminar Designer

Baton Rouge, LA  
Sept. 2001 - Jan. 2002

*TNTP is a nonprofit organization that partners with educational entities to increase the number of people who become public school educators.*

- Designed innovative content seminars for Practitioner Teacher Program based on nationwide best practices
- Connected curriculum and instructional strategies in a year-long training module series for first year teachers
- Crafted lesson plans for first year teachers that incorporated research-based teaching strategies

## Teach Baton Rouge Director of Summer Training Institute

Baton Rouge, LA  
Summer 2001

*Teach Baton Rouge is a district-run program that recruits, selects, trains, and supports mid-career professionals working in under-resourced schools.*

- Planned and oversaw implementation of curriculum for six week intensive summer training for first year teachers
- 87% of participants surveyed felt they were prepared for their first year teaching responsibilities
- Planned staff training for faculty and managed six direct reports--100% of participants were satisfied with faculty
- Managed daily operations, including all written communication and school relationships

## Delmont Elementary School Fourth Grade Teacher/Teach For America Corps Member

Baton Rouge, LA  
Aug. 1999 - May 2001

*Delmont Elementary School is a regular public school in East Baton Rouge Parish and ranks as one of the lowest-performing schools in the district.*

- Selected as Teacher of the Year by faculty and staff; instructed MS Office Productivity courses for educators
- Grade level chairperson; co-creator of Saturday school program and curriculum
- 90% student passage rate on English Language Arts portion of Louisiana Educational Assessment
- Member of Technology Team; Curriculum & Instruction Committee; School Improvement Team

## EDUCATION

### Louisiana State University

Enrolled in M.A. in Educational Technology, GPA 4.0

Baton Rouge, LA  
1999 - 2001

### Tufts University

B.A. in Child Development, GPA, 3.54, Dean's List, Cum Laude

Medford, MA  
1995 - 1999

- President of Leonard Carmichael Society, Tufts' largest student body organization, with over 800 student volunteers
- Presidential Award for Citizenship and Public Service; Wendell Phillips Scholarship Award Finalist; Ex-College Board Member

## AWARDS & LEADERSHIP

### Fulbright Memorial Fund Teacher Program

*Fellowship*

Tokyo, Japan  
October 2000

### David . England Teacher-Researcher Award

*Grant Recipient*

Baton Rouge, LA  
2000 - 01 school year

### National Writing Project

*Participant*

Baton Rouge, LA  
June 2000

- Peer-selected, Editor-in-chief of anthology, *Kaleidoscope*
- Teacher-consultant for district-wide writing instruction

**Nancy Livingston**

**Education**

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**Yale School of Management** New Haven, Connecticut

- Masters in Business Administration, 2008.
- Dean's Scholarship Recipient.
- Top 10%: Microeconomics, Competitor, Customer, Managerial Accounting, Social Venture Management.
- Second Year Advisor for the Leadership Development Program.

**Davidson College** Davidson, North Carolina

- Bachelor of Arts in Art History, Minor in Economics, *Cum Laude*, 2000.
- Phi Beta Kappa. Omicron Delta Epsilon. Academic All-American Field Hockey.

**Professional Experience**

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Current

**Achievement First** Brooklyn, NY

*Senior Director of Curriculum and Professional Development*

- Oversee all network wide professional development events, including new teacher training.
- Manage content specific achievement directors to design curriculum and provide professional development to support the student achievement outcomes as defined by the Achievement First report card.
- Coordinate the development and revisions of Achievement First's interim assessments K-12
- Develop the systems to capture and share network wide best curriculum and instructional practices

2008-2009

**Achievement First** New Haven, CT

*Director of Math Achievement*

- Managed math curriculum development including scope and sequences, interim assessments, and instructional materials
- Delivered network wide and school site professional development based on analysis of student achievement data and school identified deans
- Provided school site support including data analysis, professional development, coaching, and co-observations with principals and deans.

2009

**Teacher U** New York City, New York

*Adjunct Professor of Record, K-6 Math Methods*

- Designed and implemented semester long K-6 Math Methods course for 115 teachers targeted at increasing teacher content and pedagogical knowledge.

2002 – 2006

**KIPP Sunshine Peak Academy** Denver, Colorado

*7th Grade Level Chairperson, Math Teacher, Founding Teacher*

- Developed and implemented the curricula for 6<sup>th</sup> and 7<sup>th</sup> grade math which resulted in 69% of students earning a proficient or advanced rating on the state exam, in comparison to a 25% district average, March 2004, and 76% of students achieving proficient or advanced rating, in comparison to 21% district average, March 2005.
- Selected from KIPP teachers nationwide to receive the Kinder Excellence in Teaching Award; a \$10,000 annual prize awarded to KIPP teachers for dramatically improving student academic achievement and demonstrating leadership on campus.
- Organized the logistics for a two week student trip to Philadelphia, New York, and Boston.
- Increased proficiency in Spanish to improve communication with Mexican-American parents.

2000 – 2002

**Teach for America**, Lafayette Elementary School New Orleans, Louisiana

*Upper Elementary School Teacher*

- Chosen by principal to write an Oracle Help us Help grant, awarding the school 50 computers and 10 printers.
- Created a classroom portfolio, a collection of student work and lessons, to earn alternative teacher certification through the Louisiana Teacher Practitioner Program.

**R. HARRIS FERRELL**



**career summary**

Senior executive in educational ventures with both strategic and operational roles. Demonstrated experience launching and growing new enterprises and in technology product management.

**experience**

2007 – present  
2009 – present

**ACHIEVEMENT FIRST, INC** **BROOKLYN, NY**

*Chief Information Officer*

Oversee the information practices, processes, and systems at AF Central and its network of schools to ensure that Achievement First has the data and information practices supported by the proper enterprise systems to efficiently and effectively communicate, document, share, analyze, report, plan, and review all facets of its best practices and organizational performance.

2007 – 2009

*President, AF Athena*

Launched new division to develop, manage, and sell proprietary technology for formative assessment, data analysis, and instructional planning.

- Managed development from the prototype of the technology into full production implementation across all Achievement First schools and grade levels in less than four months
- Raised over \$5.5M in new philanthropic funding to support Achievement First and its Athena initiative
- Negotiated three-party agreement to fund and outsource the development and commercialization of the next generation of the Athena technology for the K-12 education market

2005 – 2007

**ADVANCEPATH ACADEMICS, INC** **SAN FRANCISCO, CA / WILLIAMSBURG, VA**

*Co-Founder & Senior Vice President, Program Design & Implementation*

Founding team member of private, for-profit venture that partners with school districts to deploy and operate academies that recover, educate, and graduate out-of-school adolescents and students at high risk of not earning their high school diploma.

- Secured initial district partnerships and grew organization from concept through implementation of first five academies with expansion into three states, growing revenues from zero to over \$4M in annual contract value.
- Led academy development from instructional design to fully operational academic program including curriculum development, staff hiring and training, IT management, facilities build-out, student recruitment, district integration, and ongoing support and oversight.
- Negotiated and managed relationship with over 15 business partners, vendors, and suppliers.
- Managed overall performance of academies demonstrating measurable academic improvement of 80-150% in student performance and graduation rates.

2003 – 2005

**NEWSCHOOLS VENTURE FUND** **SAN FRANCISCO, CA**

*Associate Partner*

Oversaw a portfolio of ventures and activities related to school-system performance as part of venture philanthropy team that invests in entrepreneurial organizations (for-profit and nonprofit) working to transform public education.

- Co-led Performance Accelerator Fund designed to invest in entrepreneurial ventures that provide tools and services to help school districts become performance-driven organizations. Specific market focus on human capital development and data and assessment tools.
- Directed research initiative to define, track, and evaluate the adoption of performance-driven practices in leading urban school systems. Produced May 2005 report, “Anatomy of School System Improvement.”

2001 – 2003

**SCHOOLNET, INC.** **NEW YORK, NY**

*Director of Product Management*

Led product development and marketing for company that delivers data analysis and curriculum management software to public school districts to support data-driven decision making in education.

- Managed team to design suite of web-based data management and performance applications. Products named finalists two years in a row for the Codie Awards by the Software and Information Industry Association. Improved product development process to streamline client feedback and market requirements into reliable and timely development cycles.
- Doubled sales and expanded client installations into six new states over 18-month period.

- 2000 *Summer Associate*
  - Spearheaded research and development of applications to enable districts to report and intelligently analyze Adequate Yearly Progress as mandated in the No Child Left Behind Act (patent-pending).
  - Developed The Doyle Report, a website and e-mail newsletter for education policy and technology. Directed the information architecture, design, and programming of website.

1997 – 1999 **MITCHELL MADISON GROUP** **NEW YORK, NY**

*Business Analyst*

Consulted to Fortune 500 companies and New York arts organizations for global management consulting firm. Specialized in demand management and supplier control, strategic restructuring, and marketing initiatives.

- Reduced annual real-time market-data expense by \$8M (15% of prior level) for a leading investment bank. Built and populated relational database to match actual data usage against needs profile of traders.
- Evaluated restructuring effort for New York City arts organization. Analyzed competitive landscape, assessed organization's services, and investigated funding sources to recommend programmatic changes.
- Founded High School Mentoring program between firm and local public high school. Program doubled to over 60 participants by second year.

1995 – 1997 **TEACH FOR AMERICA** **HOUSTON, TX**

*Corps Member and Sixth Grade Bilingual Teacher*

Taught 50 sixth graders in disciplines of math, science, and social studies as part of the national teacher corps that annually selects top college graduates to teach in low-income public schools.

- Awarded Outstanding and Dedicated Teacher for Lantrip Elementary School. First sixth grade class at school to exceed district averages on state-mandated standardized test – a 75% improvement over previous year.
- Appointed by principal to chair Incentive Committee. Developed, proposed, and executed campus-based incentive plan to reward motivated and outstanding staff at Lantrip.
- Elected to Shared Decision-Making Committee by faculty to oversee school budget, assess campus improvement proposals, and establish school policy.
- Completed graduate course work, while working full-time, to earn bilingual elementary teaching certificate.

**education**

1999 – 2001 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**

Master in Business Administration. Awarded First Year Honors (top 15% of class). Education Representative – officer elected by classmates to serve as liaison between faculty and students. Member of HBS Soccer Club – Boston-area graduate school champions.

1991 – 1995 **YALE UNIVERSITY** **NEW HAVEN, CT**

Bachelors of Arts degree in Economics. Thesis topic: *Economic Analysis of Private, For-Profit Firms that Manage Public Schools*. Studied at the Instituto de Estudios Europeos in Madrid, Spain for spring semester junior year. English Director of U.S. Grant Foundation, a teaching program serving New Haven youths. Musical director and stage improvisator in the Purple Crayon of Yale, an improvisational comedy troupe.

**personal**

Fluent in Spanish. Climbed Mt. Kilimanjaro in Africa. Cycled throughout Pacific Northwest. Enjoy cycling, soccer, and basketball. Play blues and rock piano.

# MARC MICHAELSON

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## PROFESSIONAL EXPERIENCE

**Assistant Superintendent, Achievement First, New Haven, CT, Jan 2010 – present.**

- Oversee and support the operations of Achievement First's 4 Connecticut middle schools and ensure that all schools achieve dramatic student performance gains.
- Support, coach, train, and supervise principals through observations and feedback, analyzing data, joint problem-solving, and leveraging network resources.

**Founder and Principal, Elm City College Preparatory School, New Haven, CT, July 2004 – Dec 2009.**

- Founded Achievement First's first public charter school, replicating high performance program of Amistad Academy.
- Directed all school operations including hiring and training of faculty, developing and evaluating academic programs, and managing operations and budgets.

**Encore! Program Director / MicroSociety Director / Teacher, Amistad Academy, New Haven, CT, Aug. 2000 – June 2004.**

- Directed afternoon enrichment program offering 250 students opportunities to develop skills in sports, academics, visual arts, and performance arts.
- Created and managed school-wide MicroSociety program providing students real-life experiences running their own government, bank, businesses, court and newspaper.
- Taught 5<sup>th</sup> – 8<sup>th</sup> grade Reading and History classes.

**Fellow, Institute of Current World Affairs, Addis Ababa, Ethiopia, Apr. 1997 – June 2000**

- Researched and wrote articles on peace and conflict, nation-building, political and economic development, and cultural issues in the Horn of Africa.
- Trained relief and development workers to integrate conflict awareness tools into project cycle.

**Program Manager and Consultant, Save the Children, The Gambia and Burkina Faso, West Africa. May 1994 – Feb. 1997**

- Managed education, natural resource management, economic development and health/family planning programs sponsored by grants from USAID, UN, and World Bank.
- Recruited, trained and supervised more than 40 program and administrative staff.

**Conservation Engineer, Peace Corps, The Gambia, West Africa, Jan. 1990 - Jun. 1992**

Soil and Water Management Unit, Department of Agriculture, Government of The Gambia

- Trained 16 counterparts and 4 Volunteers in basic surveying and construction techniques.
- Supervised construction of 30 water control structures with the participation of more than 1300 people from 21 villages.
- Established cultural exchange between Gambian and American schools.

## EDUCATION

**National Louis University**, M.Ed. in Leadership and Administration, Chicago, IL. 2007

**University of Notre Dame**, M.A. International Peace Studies, Notre Dame, IN. Aug. 1993  
Recipient of John Gilligan Fellowship.

**Tufts University**, B.A. Political Science, cum laude, Medford, MA. May 1989  
Certificate in Peace and Justice Studies.

**London School of Economics and Political Science**, London, England. Oct. 1987 - Jun. 1988  
Social Policy and Administration Department.

## PUBLICATIONS

### **ICWA Letters, Institute of Current World Affairs: Hanover, New Hampshire**

"A Final Trip Around the Horn," June 2000.

"Notes on Sudan," May 2000.

"Puntland: Linchpin in Somalia's Quest for Peace," March 2000.

"Pastoral Days," February 2000.

"Refugees and Ironies," January 2000.

"Afar-Issa Conflict Management," January 2000.

"Front-Line Dispatches," December 1999.

"Deportees: A Year Later," November 1999.

"Ethnic Federalism in Ethiopia: Part 2—Somali Region," October 1999.

"Ethnic Federalism in Ethiopia: Part 1—Transforming a Political Landscape," September 1999.

"Border Economics: 'Contraband' Trade in Ethiopia's Somali Region," August 1999.

"Value-Added Recycling," June 1999.

"Condoms, Konso, and Colobus Monkeys," May 1999.

"Glimpses of a Fellow's Life," March 1999.

"Peace Fails, War Resumes—Why?," February 1999.

"Assab: Surviving Trying Times in Port," January 1999.

"Recognizing Somaliland," January 1999.

"An Excursion to Asmara (via Djibouti, of course)," December 1998.

"The Eritrean-Ethiopian Border Conflict: Part 2—Explanations," November 1998.

"The Eritrean-Ethiopian Border Conflict: Part 1—Events," October 1998.

"Deportations: Personalized Escalation of the Ethiopian-Eritrean Border Conflict," September 1998.

"The Last Year with Mom," June 1998.

"Religious Threads: An Airport, A Mini-Bus and Epiphany," February 1998.

### **Other Articles**

"Wangari Maathai and Kenya's Green Belt Movement: Exploring the Evolution and Potentialities of Consensus Movement Mobilization," *Social Problems*, Vol. 41: No. 4, November 1994.

"International NGOs: Prospects for Conflict Resolution Accompaniments to Relief and Development Assistance," unpublished, February 1994.

"Conflict Management Strategies for International Development Disputes," unpublished, February 1994.

"Somalia: The Painful Road to Reconciliation," *Africa Today*, 2nd Quarter, 1993.

"In The End, Africa Will Shape Its Own Future," *New York Times*, February 28, 1989.

## OVERVIEW

I have dedicated my career to creating classrooms and schools of excellence for traditionally underserved students. In my work to close the achievement gap, I have collaborated successfully with teachers, principals, district leaders, and families. I have on-the-ground experience working in and building successful schools. I also have extensive experience galvanizing support from community based organizations, foundations, and the private sector for the benefit of students in public school and charter school districts.

## PROFESSIONAL EXPERIENCE

### 2008 **Assistant Superintendent, Achievement First (CMO)**

*Provide direct support and supervision to schools of excellence in Brooklyn, NY and New Haven, CT*

- **School Support:** Serve as the direct manager for all NYC middle schools and the CMO's flagship high school in New Haven by giving instructional and operational guidance and the direct coaching of principals and deans. Schools under my purview have demonstrated exceptional gains (all schools received As on Chancellor's progress report).
- **New School Development:** Work hand-in-hand with Principals-in-Residence to support the development of strong systems and structures for two new NYC schools opening September 2009.
- **Systemic Leadership and Management Development:** Create systems for school review process and improvement plans, develop network-wide models for documents, systems, and structures.
- **High School Model Development:** Coordinate AF's first ever 9 – 12 curriculum and interim assessment development to promote data-driven instruction; create all network policies around graduation and promotion requirements, high school staffing, programming, and budget.

### 2004-08 **Founding Principal, Urban Assembly School for Law and Justice ([www.slihs.org](http://www.slihs.org))**

*Spearheaded development of unscreened, Title I School featured in Clara Hemphill's "NYC Best Public High Schools"*

- **School Successes:**
  - "A" on School Progress Report and "Well Developed with Outstanding Features" on NYC's School Quality Review
  - 100% of Seniors Applied to College
  - 100% of Seniors Accepted to College
  - 100% of Seniors Passed ELA and Math Regents
  - 93% Graduation Rate (compared to ~50% citywide average)
  - Substantially exceeded citywide averages on School Environment Survey based on responses by students, parents, and teachers.
  - SLJ Featured in Publications including *New York Times* (June 2005 and June 2008), *American Lawyer*, and *Brooklyn Eagle*.
  - Developed teachers who subsequently won prestigious prizes including three NYC Outstanding Teachers, two \$50,000 Math for America Fellows, New York Times New and Outstanding Featured Teacher, National Endowment for the Humanities and Teacher Fund Grant Recipients.
- **School Features:**
  - **Academic Rigor** Allocated appropriate budgetary and programmatic resources and created protocols and systems to support collaboration and communication leading to high expectations and outcomes for all students. 100% of students accepted to college including Amherst, the University of Chicago, Georgetown, Barnard, Bates, Hamilton, Skidmore, Union, and dozens more. Graduates received several million dollars in aid and scholarship money.
  - **Supportive Relationships** Developed Advisory system used as a model for other schools to promote strong relationships between the school and the home, ongoing academic support and counseling for students; facilitated the creation of exceptional Advisory curriculum.
  - **Integrated Partnerships** Initiated and maintained relationships with community based organizations, non-profits, corporate partners, and governmental agencies to enhance the instruction in academic courses and Advisory; Partnerships include Red Hook Community Justice Center, Cravath, Swaine & Moore, LLP, Brooklyn Law School, and more than 50 others including the Vera Institute of Justice and the Junior Statesmen of America.
- **School Support:**
  - Created 501c3 to provide essential support and enrichment services for students and families to operate in tandem with the school (Adams Street Foundation).
  - Developed programs to ensure 100% college matriculation for all students (early-college awareness, support through the college process, retention support through college).
  - Raised over \$2 million over four years to support school to ensure that Department of Education funding could be protected for instruction.

### 2003-04 **Regional Instructional Specialist, Region 8**

*Supported high school principals, assistant principals and coaches in developing strong balanced literacy instruction across the curriculum in their schools.*

- Led monthly professional development sessions for Assistant Principals, weekly sessions for coaches and provided ongoing support for individual schools.
- Assisted school administrators and coaches in decisions regarding the utilization of resources (i.e.: programming, personnel) to promote effective literacy instruction in all content areas.
- Facilitated the successful establishment of lab sites in schools to serve as models of effective literacy instruction for all teachers in the building.

# ELANA KAROPKIN

## 2002-03 **Assistant Principal, New Century High School 9<sup>th</sup> Grade Academy, Van Arsdale High School**

*Implemented the transformation of the ninth grade based on high expectations and youth development principles through collaboration with the school's current administration, the superintendency and a community-based organization.*

- Supervised and supported 28 teachers in English, Math, Science and Social Studies through formal and informal observations, team and modeled teaching, development of buddy and mentor teacher program, guided intervisitations and the creation of a library of resources.
- Led and coordinated weekly professional development opportunities for all 9<sup>th</sup> grade teachers in pedagogy and youth development, as well as after-school professional development sessions for new teachers in areas such as creating unit plans, backward design, project-based learning and positive discipline.
- Coordinated partnership with St. Nick's (CBO) to provide targeted support services for all 9<sup>th</sup> graders including home visits, one-on-one conferencing, attendance outreach and Academic Intervention Services.

## 1999-02 **English Coordinator and English Teacher, Cobble Hill High School of American Studies**

*Coordinator and Supervisor of the English Department*

- Provided instructional leadership by formally and informally observing lessons, modeling effective unit and lesson planning and weekly meetings to facilitate creation and implementation of department short and long-term objectives.
- Led school-wide workshops and coordinated teacher-led staff development days to promote the integration of technology, literacy skills, and Regents preparatory material into curriculum.
- Member of School Leadership Team: made budgetary, curricular, and hiring decisions with faculty, parents, and students.
- 94% departmental passing rate on the English Regents exam, 97% passing rate in my class.

## 1997-8 **English Teacher, Thomas Jefferson High School**

*Developed curriculum tailored to multiple learning styles for students in challenging educational environment.*

- Developed Law and Literature unit including such components as: coaching of Mock Trial team, coordinating cooperative relationships with judges and attorneys; arranging tours to local police stations and courts, such as the Red Hook Community Justice Center.
- Prepared incoming 9<sup>th</sup> graders for the rigor of high school by teaching study skills, research skills, and literary analysis.
- Faculty advisor to *Aspira*, the school's multi-cultural newsletter.

## FELLOWSHIPS, HONORS & PUBLICATIONS

### 2009 **Harvard School of Education: Programs in Professional Education**

*Featured speaker for the Charter Schools Institute on "Defining and Supporting Instructional Excellence"*

### 2007 **Cornerstone Award**

*Recipient of \$10,000 through the Jewish Funds for Justice Grant awarded to four young activists from across the country.*

### 2005 **Annenberg Institute for School Reform: Voices in Urban Education – Spring 2005**

*Published Article: "It Takes a City to Build a School: A Community Partnership in Brooklyn"*

### 2001-02 **Jonathan Levin Fellowship**

*Full tuition scholarship to New York University awarded to no more than five leading urban teachers yearly.*

### 2001 **National Endowment for the Humanities Summer Seminar at Amherst College**

*Selected for competitive summer fellowship to study Punishment, Politics and Culture with Dr. Austin Sarat.*

### 2001 **Street Law Supreme Court Summer Institute**

*Selected to participate in conference on the Supreme Court for educators around the country.*

### 2001 **Gilder Lehrman Summer Institute at Gettysburg College**

*Selected for competitive program to study the life and times of Abraham Lincoln with Dr. Gabor Borrit.*

### 2000 **Gilder Lehrman Summer Institute at Cambridge University, England**

*Selected for competitive program to study the American Revolution from a British Perspective.*

## EDUCATION

### **New York University**

MA in English Education, 2002 – 4.0 GPA.

Additional graduate coursework at Touro College, Brooklyn College, College of Mt. Saint Vincent and St. Rose College.

### **Bryn Mawr College**

Graduated cum laude  
BA in English, 1997.

## REFERENCES

**Joel Klein, Chancellor, NYC Department of Education**  
52 Chambers Street / New York, NY 10007 / (212) 374-0200

**Doug McCurry, Founder and Co-CEO, Achievement First**  
1137 Herkimer Street / Brooklyn, NY 11233 / (203) 589-7396

**Jeff Sudmyer, Principal, Amistad Academy High School**  
49 Prince Street / New Haven, CT 06510 / (203) 848-5682

**Jeffrey Smith, Managing Partner, Cravath, Swaine & Moore, LLP, Advisory Board Co-Chair**  
825 8<sup>th</sup> Avenue / New York, NY 10019 / (212) 474-1000

**Emary Aronson, Managing Director, Robin Hood Foundation**  
826 Broadway, 9th Floor / New York, NY 10003 / (212) 227-6601

**Suzette Dyer, Teacher and Grade Team Leader, Urban Assembly School for Law and Justice**  
283 Adams Street / Brooklyn, NY 11201 / (917) 755-3819

**Susan Knight, Director of College, Urban Assembly School for Law and Justice**  
283 Adams Street / Brooklyn, NY 11201 / (917) 583-6838

**Alberta Marshall, Founding Parent & PTA President, Urban Assembly School for Law and Justice**  
50 Navy Street / Brooklyn, NY 11201 / (718) 625-7574

**Charles Walker, Founding Student, Urban Assembly School for Law and Justice**  
50 Navy Street / Brooklyn, NY 11201 / (718) 858-1160

# Chi Tschang

## education

1994-1998

### YALE COLLEGE

NEW HAVEN, CT

Bachelor of Arts degree in History, May 1998

*Cumulative GPA: 3.7. Graduated cum laude with distinction in the major.*

*Distinctions:* President's Public Service Fellowship (1996), John Schroeder Award (1997), Dwight Waterman Prize (1997), New Haven Community Foundation's Elm/Ivy Award (1998), and Fenmore R. Seton Award (1998)

*Interests:* Co-coordinator and board member at Dwight Hall, Center for Public Service at Yale; Founder, Cityscape program; Research Assistant for Professors Cynthia Farrar and Douglas Rae, Political Science Department

## experience

2003-2009

### KIPP ACADEMY FRESNO

FRESNO, CA

**Founder and Principal.** Based on the nationally acclaimed KIPP model, KIPP Academy Fresno (KAF) is a college-preparatory public school in central-west Fresno aimed at preparing 300 underserved 5<sup>th</sup> through 8<sup>th</sup> graders for success in top high schools and colleges. In 2007-2008, 77 percent of KAF students were low-income minorities.

#### School-wide Accomplishments

- In 2008, KAF's statewide Academic Performance Index (API) score of 850 ranked 7<sup>th</sup> overall out of the 119 public middle schools in Fresno, Madera, Merced and Mariposa counties.
- In 2008, KAF was named a California Title I Distinguished School, one of only two middle schools in Fresno County (out of 60 total middle schools).
- In 2008, KAF's graduating class of 8<sup>th</sup> graders had improved by 8 grade levels in math (64 national percentiles) and by 7 grade levels (54 national percentiles) in reading over four years.
- In 2008, 100% of KAF's graduating 8<sup>th</sup> graders matriculated to college-preparatory high school programs and secured over \$450,000 in high school scholarships.
- On a 2008-2009 1<sup>st</sup> quarter parent survey (with an 85 percent return rate), 98 percent of respondents stated they were "satisfied" or "highly satisfied" with the overall quality of education at KAF.

#### Primary Responsibilities

- Hired, trained, managed and led a staff of 20 teachers; over four years, the school's annual staff attrition rate was among the lowest in the KIPP network (19 percent at KAF vs. 40 percent at KIPP nationwide)
- Supervised an operating budget of \$2.8M+, including annual clean audits and over \$1.2M in fundraising over four years.
- In first year of teaching math, 6<sup>th</sup> grade cohort tested at the 95<sup>th</sup> percentile on the SAT-10, ranking 2<sup>nd</sup> overall in the KIPP network nationwide (2006). On the STAR state tests, this cohort ranked 1<sup>st</sup> out of the 160 elementary schools in Fresno County.
- In first year of teaching ELA, 7<sup>th</sup> grade cohort tested at the 77<sup>th</sup> percentile on the SAT-10 (2008). On the STAR state tests, this cohort ranked 7<sup>th</sup> out of 119 middle schools in Fresno, Madera, Merced and Mariposa counties.
- Spearheaded a bi-weekly KIPP to College Saturday School program that taught SAT vocabulary, composition skills and problem-solving strategies.
- As a Fisher Fellow, participated in the KIPP School Leadership Program, a year-long apprenticeship that supports aspiring school founders in efforts to create and lead KIPP public schools in high-need communities.

1999-2003

### ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL

BOSTON, MA

**Chair, History Department.** The Academy of the Pacific Rim (APR) is a grade 6-12 public charter school committed to combining the best educational practices and ideas from the West and Far East. APR students are 54% African-American, 25% Caucasian, 14% Latino, and 5% Asian; 51% qualify for free or reduced meals.

- Managed department of five teachers. Taught courses in Ancient History (grade 6), U.S. History (grade 8), World History (grade 10) and SAT prep (grade 11).
- 8<sup>th</sup> grade MCAS history average ranked 10<sup>th</sup> out of 450+ Massachusetts public middle schools (2002).
- Profiled ("The Lottery Winner") in Po Bronson's #1 New York Times best-seller *What Should I Do With My Life? The True Story of People Who Answered the Ultimate Question* (Random House, 2003) and on the Oprah Winfrey show (January 27, 2003).

1998-1999

### CITY YEAR

PROVIDENCE, RI

**Corps member.** Served with Americorps citizen service organization, tutoring and mentoring 4<sup>th</sup> graders at the William D'Abate Memorial School in south Providence. Recipient of the 2007 Comcast National Leadership Award for *leadership as a social entrepreneur* and *outstanding achievement as a City Year alumnus*.

## personal

Accomplished trombonist (4 years in the Yale Symphony Orchestra). Former cook for Armany's Italian restaurant in Boston. Conversant in Mandarin Chinese and Spanish. Enjoy salsa dancing, reading and following Duke basketball.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Achievement First Teacher Incentive Fund Budget Narrative** Pages: **0** Uploaded File: **C:\Documents and Settings\karagreico\My Documents\Career Pathways\Teacher Incentive Fund Grant\Achievement First\_TIF Budget Narrative\_07062010.pdf**

**Achievement First**  
**Teacher Incentive Fund Application**  
**Budget Narrative**  
**July 2010**

**Table of Contents**

**OVERVIEW OF TYPES OF EXPENSES SUBMITTED ..... 4**

1. Salary Increases and Bonus Awards.....4

2. Planning and Infrastructure Costs..... 5

3. Other Assumptions/Comments ..... 5

**EXPENSES (FEDERALLY FUNDED) ..... 6**

1. Personnel..... 6

2. Fringe Benefits..... 8

3. Travel ..... 8

4. Equipment ..... 9

5. Supplies..... 11

6. Contractual..... 11

7. Construction..... 11

8. Other (Teacher Salary Increases and School Bonus) ..... 11

9. Total Direct Costs ..... 11

10. Indirect Costs ..... 12

11. Training Stipends ..... 12

12. Total Costs ..... 12

**EXPENSES (NON-FEDERALLY FUNDED)..... 14**

**OVERVIEW OF AF INCENTIVE PROGRAM COMPENSATION IMPACT..... 16**

TIF Budget Narrative Achievement First 2

1. Mechanics of the Teacher Career Pathway Incentive System .....	16
2. School Bonus System .....	20
<b>OVERALL COST IMPACTS OF NEW COMPENSATION SYSTEMS.....</b>	<b>20</b>
<b>COST DRIVERS AND TOTAL COSTS PER PROJECT YEAR .....</b>	<b>23</b>
1. Cost Drivers.....	23
2. Total Costs Per Project Year.....	26
<b>OFFSETTING SAVINGS.....</b>	<b>29</b>
<b>TOTAL PROJECT COSTS AFTER OFFSETTING SAVINGS.....</b>	<b>32</b>

## **I. OVERVIEW OF TYPES OF EXPENSES BEING SUBMITTED**

Achievement First (AF) requests \$ [REDACTED] from the Teacher Incentive Fund to meet its ambitious student achievement goals. The most significant areas of cost specifically related to developing a Teacher Career Pathway to recognize excellent teachers and leaders are:

- Salary increases and bonuses awarded (85%)
- Planning and infrastructure costs (15%)

### **1. Salary Increases and Bonus Awards**

The vast majority of this grant request ([REDACTED]) is allocated for rewards to teachers who meet specific excellence criteria (described on pages 20-28 of the project narrative). AF is not requesting fringe benefits for these salary increases or bonus awards and therefore all related expenses are included in Row 8 Other of form ED524.

First, excellent teachers will have an opportunity to advance through four tiers during their career at Achievement First. This advancement coincides with a significant salary increase (\$ [REDACTED]). Our rejected network-wide salary increases are estimated based on our current talent review. More detail is included below.

Second, we are proposing an expansion of our current principal bonus system to include academic deans and deans of students (equivalent to assistant principals), teachers, and school support staff who work together to achieve excellent student growth in their schools, as defined in the AF School Report Card (see page 17 of the project narrative appendix). All school staff can earn an annual bonus equivalent to up to 10% of their current salary upon meeting this

rigorous criterion. Our bonus estimates for years 2-5 of the grant are based on 2 years of experience providing principal bonuses based on the AF School Report Card.

Both the salary increases and bonus system will be sustainable beyond this 60 month grant through school-based cost savings described below.

## **2. Planning and Infrastructure Costs**

The 2010-2011 school year is Achievement First's key planning year and initial data collection year. During this time, AF will refine the evaluation criteria and tools, train leaders on effective evaluation, identify and implement an online data management system and finalize the compensation model. In addition, during this first year, initial data will be collected on all AF teachers to ensure sustained excellence for two years before advancement to the next tier. These costs are unique to the initial planning year. Once the Teacher Career Pathway is well established, only a fraction of the initial planning, design and infrastructure costs will be needed.

## **3. Other Assumptions/Comments**

Achievement First is not submitting any expenses in the following categories:

- Fringe Benefits
- Supplies
- Contractual
- Construction
- Indirect Costs
- Training stipends

A major assumption regarding the expenses outlined in the grant budget is a 3% annual inflation rate applied each year after year one. This generates the following inflation factor,

which has been applied to the costs in each project year:

TIF Budget Narrative

Achievement First 5

<b>Inflation factor</b>	<b>Project Yr. 1</b>	<b>Project Yr. 2</b>	<b>Project Yr. 3</b>	<b>Project Yr. 4</b>	<b>Project Yr. 5</b>
Annual Rate 3%	██████	████████████████████	████████████████████	████████████████████	████████████████████

**II. FEDERALLY FUNDED EXPENSES (REQUESTED IN TIF)**

**1. Personnel**

To ensure that the greatest possible percentage of TIF funding is allocated directly to teachers and school leaders, AF is requesting funding only for the two project managers most directly responsible for the project’s success and two new positions to support the associated data needs. The data needs are still being determined and will be finalized by the start of the grant in October 2010.

All other network and school leaders will contribute to this work within their current responsibilities.

<b><i>Personnel:</i> The following requested personnel will all be hired as employees of the project.</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>

<p>Chief of Staff and Project Director (1): Sarah Coon will be responsible for the overall leadership and management of the Teacher Career Pathway. Her qualifications are described in detail in the project narrative on page 39 of the application and her resume is attached. Her compensation is included during the first two years of implementation.</p>	<p>50%</p>	<p>\$ [REDACTED]</p>	<p>[REDACTED]</p>
<p>Senior Associate, Evaluation and Recognition (1): New Position: Erica Chapman is responsible for the execution of all evaluation components, communication, data management system implementation and team coordination. Her qualifications are described in detail in the project narrative on page 39 of the application and her resume is attached. Her compensation is included during all five years of implementation.</p>	<p>100%</p>	<p>\$ [REDACTED]</p>	<p>[REDACTED]</p>

<p>Database Architect (1): New Position that will research, design, and develop the online lesson observation data collection tool and the overall Teacher Career Pathway data platform. His or her compensation is included during the first two years of implementation.</p>	<p>50%</p>	<p>██████████</p>	<p>██████████</p>
<p>Data Analyst (1): New Position that will analyze and report the data and will also work to continually improve the data system. His or her compensation is included during all five years of implementation.</p>	<p>50%</p>	<p>██████████</p>	<p>██████████</p>

**2. Fringe Benefits**

- Not applicable.

**3. Travel**

The AF project directors look forward to participating in the annual Teacher Incentive Fund Grantee Meeting and the Teacher Incentive Fund Topical Meeting. Both meetings are required and will 1) provide project managers with key information needed to manage and implement a discretionary grant awarded by the Department of Education and utilize technical assistance from experts and 2) will provide in depth information on a topic related to implementing PBCSs.

TIF Budget Narrative

Achievement First 8

<b>Annual Travel: Travel expenses include the average airfare of \$400 each, in addition to a hotel room at \$150/night for two nights, local transportation of \$50, and per diem of \$40</b>	<b># Trips</b>	<b>\$ per Trip per Person</b>	<b>Total</b>
Required TIF Annual Grantee Meeting: This meeting, which is hosted in Washington, DC will provide technical assistance for our grant site and provide collaboration among all TIF grantees. The total trip will last 1.5 full days.	2  (1 Project Dir. & 1 other key personnel)	■■■	■■■
Required Teacher Incentive Fund Topical Meeting: This 1.5 day meeting will provide AF with in depth information on a topic related to implementing PBCSs. Topical meetings will be held annually.	2  (1 Project Dir. & 1 other key personnel)	■■■	■■■

**4. Equipment -**

There are significant data needs associated with the teacher and school evaluations. For each teacher, six different independently managed data sets must be compiled and presented for

principal review during the teacher determination process. These data sets include: value-added growth analysis from standardized test results by students, findings from the instructional observations, findings from the student surveys on each teacher, findings from the parental surveys on each teacher, findings from the peer surveys on each teacher, and the synopsis of from the professional growth plan from each teacher. We are currently researching the best data solutions for collecting and compiling these significant data sets in a manner that enables principals to easily review all relevant data inputs in making the teacher evaluation determination.. The equipment requested assumes an in-house data compilation and archiving structure which will necessitate hardware, software, and technical expertise to design, build, deploy, and manage.

<i>Equipment:</i>	Cost of Item	Item Description	Total
Server Hardware: Currently researching hardware for data needs. May require one time purchase of server infrastructure required to support the significant data needs associated with evaluations.	\$8,000	██████████	██████
Database software: Potential purchase of required database software licenses.	\$6,000	██████████	██████

Annual Data System Maintenance and IT Support: server maintenance and patching, database administration, technical support	████████	Maintenance and IT Support	████████0
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**5. Supplies**

- Not applicable.

**6. Contractual**

- Not applicable.

**7. Construction**

- Not applicable.

**8. Other**

- As we are not requesting fringe benefits, all funding for teacher compensation and bonus is included in the “other” category. A detailed explanation of the purpose and estimates is included on pages 13-30. The total amount requested in “other” is \$████████ during years 2-5 of the project.

**9. Total Direct Costs**

- The total sum of direct costs requested to meet the goals of this project is ██████████

## **10. Indirect Costs**

- Not applicable

## **11. Training Stipends**

- Not applicable for the Teacher Incentive Fund program.

## **12. Total Costs**

The sum total of direct costs is \$ [REDACTED] indirect cost is \$0 and training stipend is \$0. The grand total cost for the 60 month project period from October 2010 to September 2015 is

\$ [REDACTED] See the table below for costs each year.



### III. NON-FEDERAL FUNDED EXPENSES

The majority of funding requested (85%) is allocated toward teacher compensation. This is possible due to additional funding from the Bill & Melinda Gates Foundation and additional in-kind resources from Achievement First. In August 2009, the Bill & Melinda Gates Foundation awarded Achievement First a [REDACTED] grant to develop the Teacher Career Pathway. The funding period is October 2009 to December 2010. The grant included the following significant expenses:

- Personnel and Benefits [REDACTED] This includes portions of salaries of all personnel involved in the planning who are described in the “Adequacy of Support (2): Project Leadership” section of the Project Narrative. It does not include the three new positions that are included as part of this grant application.
- Consulting and Professional Fees [REDACTED]: This funding was allocated for a contract with Mathematica Policy and Research, Inc. to develop value-added measurements.
- Computers and Equipment ([REDACTED] Purchase of statistical tools necessary for value-added analysis and purchase of a human resources information system (note: this is not the same system as the platform required for the Teacher Career Pathway evaluation described above).

The other grant funding categories are significantly smaller and included in the table below. At the completion of the Bill & Melinda Gates Foundation grant period, Achievement First will continue to fund the support personnel who lend their talents to this work 10-15% of their time. The funding from the TIF grant will support personnel with 50-100% of their time allocated to Teacher Career Pathway planning and execution.

**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						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

## **IV. OVERVIEW OF ACHIEVEMENT FIRST INCENTIVE PROGRAMS COMPENSATION IMPACTS**

Achievement First believes that compensation incentives should recognize and incentivize both individual contributions (core of Teacher Career Pathway) and the teamwork necessary to achieve school-wide goals (AF School Report Card). Thus, there are two components to the Achievement First (AF) teacher incentive program:

- **Teacher Career Pathway:** our career pathways compensation system is based on a set of tiered teacher salary scales that primarily compensates teachers based on their performance as opposed to years of experience or the accumulation of academic credits as utilized by most traditional district scales.
- **School-wide bonuses:** our school-wide bonus system provides all school staff with a reward based on school performance – for those schools earning the bonus, it provides additional compensation on top of base salaries

Each of these components will add some amount of expense to the current AF expense model. However, we believe that with time, the increased effectiveness of our teachers that these changes will bring about will enable us to reduce spending in other areas, thereby making these programs cost-neutral in the long term.

### **4. Mechanics of the Career Pathways Incentive System**

The Career Pathways incentive system creates four tiers of teachers, each with its own compensation scale. There are also different sets of scales for our New York City schools, which need to be competitive with the New York Department of Education salary scales, and our

Connecticut and Rhode Island schools, where pay scales are significantly lower. We have chosen to pay all of our Connecticut and Rhode Island teachers off the same scale, even though there is some variation in the pay among the districts in which we operate (New Haven, Hartford, Bridgeport and Cranston/Providence). We compare our scales to New Haven, which are the highest of the districts in which we operate to ensure we are competitive in all markets. The scales are below:

NY Teacher Pay Scales, 2010-2011						
Years of Teaching	District Scale*	Current AF scale	Tier 1 -- Fellow	Tier 2 -- Teacher	Tier 3 -- Senior	Tier 4 -- Master
1						
2						
3						
4				0		
5						
6					0	
7						
8						
9						
10						
11						
12						
13						
14						
15						

*Italics* indicates a salary that is lower than the current comparable AF scale  
 \*The district scale is based on the scales of the New York DOE -- it assumes a bachelor's degree in years 1 and 2, and a master's degree in years 3 and higher

CT and RI Teacher Pay Scales, 2010-2011						
Years of Teaching	District Scale	Current AF scale	Tier 1 -- Fellow	Tier 2 -- Teacher	Tier 3 -- Senior	Tier 4 -- Master
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
<i>Italics</i> indicates a salary that is lower than the current comparable AF scale						
*The district scale is based on the scales of the New Haven Public Schools and it assumes a bachelor's degree in years 1 and 2, and a master's degree in years 3 and higher\						

The scale as a whole will increase each year at an inflation rate/COLA that we are forecasting to be 3% per year.

The principles behind the scales are as follows:

- Tier 1 is designed for those new to teaching. It is structured to be competitive at the entry point with salaries paid by our host districts, with comparable increases for two years, and then a plateau after which there are no increases, and a teacher who does not progress would fall further and further behind the district scale. It is expected it should take no more than two years to progress from Tier 1 to Tier 2 and so the system is designed to provide a disincentive to stay in teaching for those who are unable to progress. If a person

stayed at this level, he or she would on average receive significantly less pay than earned under our current structure.

- Tier 2 is designed for those who have some teaching experience and have strong potential. It is structured so that a person entering at this level would receive a significant premium over district scales (approximately \$ [REDACTED] which is comparable to our current scales (which compensate teachers for working AF's longer school day and year). It increases by \$ [REDACTED] per year until it plateaus after 5 years when it is expected that a person should have been able to progress to Tier 3. This transition is a critical one and is fundamental to our approach of incentivizing all teachers to reach their highest level of performance.
- Tier 3 is designed for strong teachers who we hope will make up the heart of our faculties at each school. It is expected that a teacher will require a minimum of 4 years of experience before achieving this level (and only then if these are four outstanding years of performance), and it starts at a significantly higher premium to district scales (approximately \$ [REDACTED] and also increases by [REDACTED] per year. However, it does not plateau until a teacher has reached 19 years of experience, as we see this level as one that we expect strong teachers will be able and want to maintain for most if not all of their careers.
- Tier 4 is designed for AF's highest performing teachers. It is expected that a teacher will have a minimum of at least 6 years of experience before achieving this level (and only then if these are six outstanding years of performance), and it starts at the highest premium to district scales (approximately \$ [REDACTED] and also increases by [REDACTED]0 per year. It does not plateau.

The table below summarizes the key characteristics of each tier:

<b>Tier</b>	<b>Premium to district at entry point</b>	<b>Amount of increase per year before "plateau"</b>	<b>Minimum years experience required before entering tier</b>	<b>Years at tier before "plateau"</b>
Tier 1	~\$1,000 to \$3,000	\$2,000	None	2
Tier 2	~\$8,000 to ~\$10,000	\$1,000	2	8
Tier 3	~\$15,000 to \$18,000 to	\$1,500	4	15
Tier 4	~\$23,000 to \$24,000	\$1,500	6	No "plateau"

### **5. School-wide Bonus System**

A school-wide bonus will be distributed each year based on the AF Report Card final score.

These bonuses will be distributed to all teachers, leaders and school support team members in December of each year. The bonus structure will be as follows:

<b>Points on School Report Card</b>	<b>Bonus %</b>	<b>Bonus Amount</b>
475 - 550 points	100%	10% of salary
375 - 475 points	75%	5% of salary
275 - 374 points	50%	2.5% of salary
0-274 points	0%	\$0

For the purposes of modeling, and based on our experience of implementing the report card for our principal bonus system over the past three years, we are forecasting that most schools will perform at high enough levels of performance to receive a 5% bonus, with some achieving the outstanding result of achieving a 10% bonus and some receiving less than 5%. Thus, on average, we assume that schools receive a 5% bonus. It is important to note, the funding requested from the Teacher Incentive Fund application is only for teachers, not for the continuation of our principal bonus system.

## **V. OVERALL COST IMPACTS OF NEW COMPENSATION SYSTEMS**

Each of the two components of the Achievement First compensation systems will have some increased cost associated with them in the short term. Two tables below show the average cost of a teacher under our current compensation system and what we are forecasting the cost would be under the new system. Note that there is a variation both by geography and by type of school, as we expect the mix of teachers by tier to be slightly different at an elementary school than middle and high schools.

Elementary -- NY						
Cost per teacher based on current AF compensation system			Cost per teacher under Career Pathways incentive system			Difference in avg. teacher salary
Teacher tenure	Est. % of teaching staff	Avg. salary for tenure level	Tier under Career Pathways	Est. % of teaching staff	Avg. salary for tier	
1-2 years	30%	██████	Fellow	35%	██████	
3-4 years	25%	██████	Teacher	30%	██████	
5-6 years	25%	██████	Senior	25%	██████	
7-12 years	15%	██████	Master	5%	██████	
12+ years	5%	██████	Master	5%	██████	
<b>Weighted average salary</b>	<b>100%</b>	██████	<b>Weighted average salary</b>	<b>100%</b>	██████	██████

Middle and High School -- NY						
Cost per teacher based on current AF compensation system			Cost per teacher under Career Pathways incentive system			Difference in avg. teacher salary
Teacher tenure	Est. % of teaching staff	Avg. salary for tenure level	Tier under Career Pathways	Est. % of teaching staff	Avg. salary for tier	
1-2 years	20%	██████	Fellow	20%	██████	
3-4 years	20%	██████	Teacher	45%	██████	
5-6 years	20%	██████	Senior	25%	██████	
7-12 years	30%	██████	Master	5%	██████	
12+ years	10%	██████	Master	5%	██████	
<b>Weighted average salary</b>	<b>100%</b>	██████	<b>Weighted average salary</b>	<b>100%</b>	██████	██████

Elementary -- CT						
Cost per teacher based on current AF compensation system			Cost per teacher under Career Pathways incentive system			Difference in avg. teacher salary
Teacher tenure	Est. % of teaching staff	Avg. salary for tenure level	Tier under Career Pathways	Est. % of teaching staff	Avg. salary for tier	
1-2 years	30%	██████	Fellow	35%	██████	
3-4 years	25%	██████	Teacher	30%	██████	
5-6 years	25%	██████	Senior	25%	██████	
7-12 years	15%	██████	Master	5%	██████	
12+ years	5%	██████	Master	5%	██████	
<b>Weighted average salary</b>	<b>100%</b>	██████	<b>Weighted average salary</b>	<b>100%</b>	██████	██████

Middle and High School -- CT						
Cost per teacher based on current AF compensation system			Cost per teacher under Career Pathways incentive system			Difference in avg. teacher salary
Teacher tenure	Est. % of teaching staff	Avg. salary for tenure level	Tier under Career Pathways	Est. % of teaching staff	Avg. salary for tier	
1-2 years	20%	██████	Fellow	20%	██████	
3-4 years	20%	██████	Teacher	45%	██████	
5-6 years	20%	██████	Senior	25%	██████	
7-12 years	30%	██████	Master	5%	██████	
12+ years	10%	██████	Master	5%	██████	
<b>Weighted average salary</b>	<b>100%</b>	██████	<b>Weighted average salary</b>	<b>100%</b>	██████	██████

To translate this into percentages, the table below shows the increase these changes would represent over our current teacher costs for each geography and by type of school:

Summary of per teacher salary impacts		
% increase to avg. teacher salary	NY	CT
Elementary	4.4%	6.9%
Middle and High School	1.9%	3.7%

In terms of the cost impact of the school wide- bonus system, as mentioned above, our assumption is that, on average, our schools receive a 5% bonus, so that the expected cost impacts on ALL salaries are:

<b>Cost impacts of school-wide bonus system</b>		
<i>% increase to avg. teacher salary</i>	NY	CT
Elementary	5%	5%
Middle and High School	5%	5%

## **VI. COSTS DRIVERS AND TOTAL COSTS PER PROJECT YEAR**

### **Cost Drivers**

There are three major drivers of the costs of the incentive program as they will occur by project year. They are:

1. The schedule of implementation
2. The number of teachers at each school during each year (primary driver for Teacher Career Pathway salary structure)
3. The total salaries of those staff eligible to receive a school-wide bonus (primary driver for School Bonus)

The first driver of cost will be the schedule of implementation of the incentive compensation system. The schedule is as follows:

<b>Schedule of implementation</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Career Pathways incentive system</b>	<i>Planning year (capture data, but continue on current scale)</i>	Differential compensation implemented for only 5% of top performers	Differential compensation implemented for all teachers	Differential compensation implemented for all teachers	Differential compensation implemented for all teachers
<b>Schoolwide bonus</b>	<i>Planning year (continue bonus system for principals)</i>	Bonus system expanded to include deans	Bonus system expanded to include all staff	Bonus system expanded to include all staff	Bonus system expanded to include all staff

The second driver of cost, specifically for the Teacher Career Pathway salary structure, is the number of school staff at each site. These change over time as our schools are launched and grow – here is the forecast:

School description				# Teachers				
Number	Charter	Academy Type	Location	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	Amistad	Elem	CT	33	33	33	33	33
2	Amistad	Middle	CT	25	25	25	25	25
3	Elm City	Elem	CT	23	24	24	24	24
4	Elm City	Middle	CT	17	18	18	18	18
5	Amistad/Elm City	HS	CT	18	21	23	26	26
6	AF Bridgeport	Elem	CT	8	16	21	28	34
7	AF Bridgeport	Middle	CT	25	25	25	25	25
8	AF Hartford	Elem	CT	31	33	33	33	33
9	AF Hartford	Middle	CT	22	25	25	25	25
10	AF Crown Heights	Elem	NY	34	34	34	34	34
11	AF Crown Heights	Middle	NY	25	25	25	25	25
12	AF Endeavor	Elem	NY	-	14	20	27	33
13	AF Endeavor	Middle	NY	24	24	24	24	24
14	AF Crown Heights/Endeavor	HS	NY	11	23	31	33	33
15	AF East New York	Elem	NY	34	34	34	34	34
16	AF East New York	Middle	NY	15	22	25	25	25
17	AF Bushwick	Elem	NY	34	34	34	34	34
18	AF Bushwick	Middle	NY	25	25	25	25	25
19	AF East New York/Bushwick	HS	NY	-	4	9	18	26
20	AF Apollo	Elem	NY	16	22	29	34	34
21	AF Apollo	Middle	NY	-	-	7	15	22
22	AF Brownsville	Elem	NY	29	34	34	34	34
23	AF Brownsville	Middle	NY	-	-	7	15	22
24	AF Aspire	Elem	NY	-	16	22	29	34
25	AF Aspire	Middle	NY	-	-	-	7	15
26	AF NY #8	Elem	NY	-	-	16	22	29
27	AF NY #8	Middle	NY	-	-	-	-	7
28	AF Rhode Island #1	Elem	RI	-	16	22	29	34
29	AF Rhode Island #1	Middle	RI	-	-	-	7	15
30	AF Rhode Island #2	Elem	RI	-	-	16	22	29
31	AF Rhode Island #2	Middle	RI	-	-	-	-	7
			<b>Total</b>	<b>449</b>	<b>547</b>	<b>640</b>	<b>729</b>	<b>816</b>

The third and final driver for the costs of the incentive program is the total salaries of those staff eligible to receive the bonus. As a reminder, a principal bonus system has already been in place at Achievement First, so it is not included in the costs of this program.

School description				Staff compensation subject to bonus					
#	Charter	Academy Type	Location	2010-2011	2011-2012*	2012-2013	2013-2014	2014-2015	Total
1	Amistad	Elem	CT	Planning year					
2	Amistad	Middle	CT	Planning year					
3	Elm City	Elem	CT	Planning year					
4	Elm City	Middle	CT	Planning year					
5	Amistad/Elm City	HS	CT	Planning year					
6	AF Bridgeport	Elem	CT	Planning year					
7	AF Bridgeport	Middle	CT	Planning year					
8	AF Hartford	Elem	CT	Planning year					
9	AF Hartford	Middle	CT	Planning year					
10	AF Crown Heights	Elem	NY	Planning year					
11	AF Crown Heights	Middle	NY	Planning year					
12	AF Endeavor	Elem	NY	Planning year					
13	AF Endeavor	Middle	NY	Planning year					
14	AF Crown Heights/Endeavor	HS	NY	Planning year					
15	AF East New York	Elem	NY	Planning year					
16	AF East New York	Middle	NY	Planning year					
17	AF Bushwick	Elem	NY	Planning year					
18	AF Bushwick	Middle	NY	Planning year					
19	AF East New York/Bushwick	HS	NY	Planning year					
20	AF Apollo	Elem	NY	Planning year					
21	AF Apollo	Middle	NY	Planning year	-				
22	AF Brownsville	Elem	NY	Planning year					
23	AF Brownsville	Middle	NY	Planning year					
24	AF Aspire	Elem	NY	Planning year					
25	AF Aspire	Middle	NY	Planning year	-				
26	AF NY #8	Elem	NY	Planning year	-				
27	AF NY #8	Middle	NY	Planning year	-				
28	AF Rhode Island #1	Elem	RI	Planning year					
29	AF Rhode Island #1	Middle	RI	Planning year	-				
30	AF Rhode Island #2	Elem	RI	Planning year	-	1,62			
31	AF Rhode Island #2	Middle	RI	Planning year	-	-			
<b>Total</b>				-					

\*In 2011-2012, only deans will be added to the bonus system

As a reminder, the final impact on costs is the inflation factor that has been applied to all years after year 1. We are assuming a 3% rate of inflation/COLA, which gives the following inflation factors:

Inflation factor	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Annual rate 3%	1.000	1.030	1.061	1.093	1.126

**Total Cost Per Project Year**

Based on the assumptions and inputs above, the below tables show individual school forecasts for costs based on the Teacher Career Pathway compensation system and the school-wide bonus.

First, for the Teacher Career Pathway compensation system, based on the increased cost per teacher and the number of teachers per school described above, here is the forecast of incremental cost from implementing the tiered system.

School description				Incremental expense of Career Pathways compensation system					
#	Charter	Academy Type	Location	2010-2011	2011-2012*	2012-2013	2013-2014	2014-2015	Total
1	Amistad	Elem	CT	Planning year					
2	Amistad	Middle	CT	Planning year					
3	Elm City	Elem	CT	Planning year					
4	Elm City	Middle	CT	Planning year					
5	Amistad/Elm City	HS	CT	Planning year					
6	AF Bridgeport	Elem	CT	Planning year					
7	AF Bridgeport	Middle	CT	Planning year					
8	AF Hartford	Elem	CT	Planning year					
9	AF Hartford	Middle	CT	Planning year					
10	AF Crown Heights	Elem	NY	Planning year					
11	AF Crown Heights	Middle	NY	Planning year					
12	AF Endeavor	Elem	NY	Planning year					
13	AF Endeavor	Middle	NY	Planning year					
14	AF Crown Heights/Endeavor	HS	NY	Planning year					
15	AF East New York	Elem	NY	Planning year					
16	AF East New York	Middle	NY	Planning year					
17	AF Bushwick	Elem	NY	Planning year					
18	AF Bushwick	Middle	NY	Planning year					
19	AF East New York/Bushwick	HS	NY	Planning year					
20	AF Apollo	Elem	NY	Planning year					
21	AF Apollo	Middle	NY	Planning year	-				
22	AF Brownsville	Elem	NY	Planning year					
23	AF Brownsville	Middle	NY	Planning year	-				
24	AF Aspire	Elem	NY	Planning year					
25	AF Aspire	Middle	NY	Planning year	-	-			
26	AF NY #8	Elem	NY	Planning year	-				
27	AF NY #8	Middle	NY	Planning year	-	-	-		
28	AF Rhode Island #1	Elem	RI	Planning year					
29	AF Rhode Island #1	Middle	RI	Planning year	-	-	9,599	22,817	32,417
30	AF Rhode Island #2	Elem	RI	Planning year					
31	AF Rhode Island #2	Middle	RI	Planning year	-	-	-		
			<b>Total</b>	-					

\*In 2011-2012, the new incentive scales are implemented for only 5% of staff.

The impact of the average 5% bonus on eligible school salaries is captured in the table below:

School description				Total bonus system cost					
#	Charter	Academ y Type	Loca tion	2010-2011	2011-2012*	2012-2013	2013-2014	2014-2015	Total
1	Amistad	Elem	CT	Planning year					
2	Amistad	Middle	CT	Planning year					
3	Elm City	Elem	CT	Planning year					
4	Elm City	Middle	CT	Planning year					
5	Amistad/Elm City	HS	CT	Planning year					
6	AF Bridgeport	Elem	CT	Planning year					
7	AF Bridgeport	Middle	CT	Planning year					4
8	AF Hartford	Elem	CT	Planning year					
9	AF Hartford	Middle	CT	Planning year					
10	AF Crown Heights	Elem	NY	Planning year					
11	AF Crown Heights	Middle	NY	Planning year					
12	AF Endeavor	Elem	NY	Planning year					
13	AF Endeavor	Middle	NY	Planning year					
14	AF Crown Heights/Endeavor	HS	NY	Planning year					
15	AF East New York	Elem	NY	Planning year					
16	AF East New York	Middle	NY	Planning year					
17	AF Bushwick	Elem	NY	Planning year					
18	AF Bushwick	Middle	NY	Planning year					
19	AF East New York/Bushwick	HS	NY	Planning year	-				
20	AF Apollo	Elem	NY	Planning year					
21	AF Apollo	Middle	NY	Planning year	-				
22	AF Brownsville	Elem	NY	Planning year					
23	AF Brownsville	Middle	NY	Planning year					
24	AF Aspire	Elem	NY	Planning year					
25	AF Aspire	Middle	NY	Planning year	-	-			
26	AF NY #8	Elem	NY	Planning year	-				
27	AF NY #8	Middle	NY	Planning year	-	-	-		
28	AF Rhode Island #1	Elem	RI	Planning year					
29	AF Rhode Island #1	Middle	RI	Planning year	-	-			
30	AF Rhode Island #2	Elem	RI	Planning year	-				
31	AF Rhode Island #2	Middle	RI	Planning year	-	-	-		
<b>Total</b>				-					

\*In 2011-2012, only deans will be added to the bonus system

Adding these together gives the following total costs of the project for each of the project years before any offsetting costs are identified:

School description				Total costs (before offsetting savings)					
#	Charter	Academy Type	Location	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
1	Amistad	Elem	CT	Planning year					
2	Amistad	Middle	CT	Planning year					
3	Elm City	Elem	CT	Planning year					
4	Elm City	Middle	CT	Planning year					
5	Amistad/Elm City	HS	CT	Planning year					
6	AF Bridgeport	Elem	CT	Planning year					
7	AF Bridgeport	Middle	CT	Planning year					
8	AF Hartford	Elem	CT	Planning year					7
9	AF Hartford	Middle	CT	Planning year					
10	AF Crown Heights	Elem	NY	Planning year					
12	AF Endeavor	Elem	NY	Planning year					
13	AF Endeavor	Middle	NY	Planning year					
14	AF Crown Heights/Endeavor	HS	NY	Planning year					
15	AF East New York	Elem	NY	Planning year					
16	AF East New York	Middle	NY	Planning year					
17	AF Bushwick	Elem	NY	Planning year					
18	AF Bushwick	Middle	NY	Planning year					
19	AF East New York/Bushwick	HS	NY	Planning year					
20	AF Apollo	Elem	NY	Planning year					
21	AF Apollo	Middle	NY	Planning year	-				
22	AF Brownsville	Elem	NY	Planning year					
23	AF Brownsville	Middle	NY	Planning year	-				
24	AF Aspire	Elem	NY	Planning year					
25	AF Aspire	Middle	NY	Planning year	-	-			
26	AF NY #8	Elem	NY	Planning year	-				
27	AF NY #8	Middle	NY	Planning year	-	-	-		
28	AF Rhode Island #1	Elem	RI	Planning year					
29	AF Rhode Island #1	Middle	RI	Planning year	-	-			
30	AF Rhode Island #2	Elem	RI	Planning year	-				
31	AF Rhode Island #2	Middle	RI	Planning year	-	-	-		
			<b>Total</b>	-					

## VII. OFFSETTING SAVINGS

Achievement First’s current economic structure is self-sufficient at scale, meaning that we would operate a full enrollment completely on public dollars paid at the same level of our host districts. Already, all of our fully mature schools are operating at costs at or below the level of our host districts, and many have already achieved break-even on public dollars.

If the additional costs of the incentive system were added without identifying offsetting cost savings, they would tip the balance of our economic model into the red, and it would no longer be self-sufficient at scale. However, we believe the benefits of the new incentive compensation

systems in improving teacher effectiveness and identifying top performing teachers who can act as role-models and coaches will enable us to find savings that will offset the costs of the program.

In particular, we believe that the increase in teacher effectiveness overall and the roles played by “Master Teachers” in particular in assisting the rest of the school staff could lead to reductions in our current level of staffing that would generate cost savings. Overall, we would reduce the teaching staff at each academy by two and, in New York only, the Dean staff by 1 . Deans are similar to Assistant Principals with a primary role to coach teachers. NY schools currently have four deans and CT schools have three. The savings from these changes would be the following by Year 5:

<b>Offsetting Savings from Staff Reductions</b>					
	Current Structure	Proposed Structure	Change	Savings in Year 5 in NY	Savings in Year 5 in CT
<b>Elementary</b>					
Teachers	34	32	-2	████████	████████
Deans	5	4	-1	110,018	NA
<b>Total Elementary</b>				████████	████████
<b>Middle/High School</b>					
Teachers	25	23	-2	████████	████████68
Deans	5	4	-1	████████	NA
<b>Total Middle/High School</b>				████████	████████

While this would increase student/teacher and student staff ratios somewhat, we believe that they would remain at levels that can support our educational program:

<b>Changes in Student/Teacher and Student/Staff Ratios</b>			
	Current Structure	Proposed Structure	Change
<b>Elementary</b>			
Student/teacher ratio	12.2	13.0	0.8
Student/staff ratio	9.2	9.9	0.7
<b>Middle/High School</b>			
Student/teacher ratio	12.8	14.0	1.1
Student/staff ratio	8.9	9.7	0.8

In terms of implementation, we would ask schools to institute the cost savings measures according to the following schedule:

Schedule of implementation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Implementation of offsetting costs	None	None	Reduction of teaching staff by one, or other cost savings of equal amount	Reduction of teaching staff by two, or other cost savings of equal amount	Reduction of teaching staff by two and deans in NY schools by one or other cost savings of equal amount

Note that we would give principals the latitude to identify other sources of savings besides staff reductions that are of similar financial value

The overall extent of the offsetting cost savings would be:

School description				Offsetting savings					
#	Charter	Academy Type	Location	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
1	Amistad	Elem	CT	Planning year	-				
2	Amistad	Middle	CT	Planning year	-				
3	Elm City	Elem	CT	Planning year	-				
4	Elm City	Middle	CT	Planning year	-				
5	Amistad/Elm City	HS	CT	Planning year	-				
6	AF Bridgeport	Elem	CT	Planning year	-				
7	AF Bridgeport	Middle	CT	Planning year	-				
8	AF Hartford	Elem	CT	Planning year	-				
9	AF Hartford	Middle	CT	Planning year	-				
10	AF Crown Heights	Elem	NY	Planning year	-				
11	AF Crown Heights	Middle	NY	Planning year	-				
12	AF Endeavor	Elem	NY	Planning year	-				
13	AF Endeavor	Middle	NY	Planning year	-				
14	AF Crown Heights/Endeavor	HS	NY	Planning year	-				
15	AF East New York	Elem	NY	Planning year	-				
16	AF East New York	Middle	NY	Planning year	-				
17	AF Bushwick	Elem	NY	Planning year	-				
18	AF Bushwick	Middle	NY	Planning year	-				
19	AF East New York/Bushwick	HS	NY	Planning year	-				
20	AF Apollo	Elem	NY	Planning year	-				
21	AF Apollo	Middle	NY	Planning year	-				
22	AF Brownsville	Elem	NY	Planning year	-				
23	AF Brownsville	Middle	NY	Planning year	-				
24	AF Aspire	Elem	NY	Planning year	-				
25	AF Aspire	Middle	NY	Planning year	-				
26	AF NY #8	Elem	NY	Planning year	-				
27	AF NY #8	Middle	NY	Planning year	-				
28	AF Rhode Island #1	Elem	RI	Planning year	-				
29	AF Rhode Island #1	Middle	RI	Planning year	-				
30	AF Rhode Island #2	Elem	RI	Planning year	-				
31	AF Rhode Island #2	Middle	RI	Planning year	-				
			<b>Total</b>	-	-	-	-	-	-

**VIII. TOTAL PROJECT COSTS AFTER OFFSETTING SAVINGS**

The schedule of project implementation and offsetting project costs are such that the program is approaching self-sufficiency by its 5<sup>th</sup> year. Here is the net cost of the program with total project costs offset by cost savings:

#	Charter	Academy Type	Location	2010-2011	20
1	Amistad	Elem	CT	Planning year	
2	Amistad	Middle	CT	Planning year	
3	Elm City	Elem	CT	Planning year	
4	Elm City	Middle	CT	Planning year	
5	Amistad/Elm City	HS	CT	Planning year	
6	AF Bridgeport	Elem	CT	Planning year	
7	AF Bridgeport	Middle	CT	Planning year	
8	AF Hartford	Elem	CT	Planning year	
9	AF Hartford	Middle	CT	Planning year	
10	AF Crown Heights	Elem	NY	Planning year	
11	AF Crown Heights	Middle	NY	Planning year	
12	AF Endeavor	Elem	NY	Planning year	
13	AF Endeavor	Middle	NY	Planning year	
14	AF Crown Heights/Endeavor	HS	NY	Planning year	
15	AF East New York	Elem	NY	Planning year	
16	AF East New York	Middle	NY	Planning year	
17	AF Bushwick	Elem	NY	Planning year	
18	AF Bushwick	Middle	NY	Planning year	
19	AF East New York/Bushwick	HS	NY	Planning year	
20	AF Apollo	Elem	NY	Planning year	
21	AF Apollo	Middle	NY	Planning year	
22	AF Brownsville	Elem	NY	Planning year	
23	AF Brownsville	Middle	NY	Planning year	
24	AF Aspire	Elem	NY	Planning year	
25	AF Aspire	Middle	NY	Planning year	
26	AF NY #8	Elem	NY	Planning year	
27	AF NY #8	Middle	NY	Planning year	
28	AF Rhode Island #1	Elem	RI	Planning year	
29	AF Rhode Island #1	Middle	RI	Planning year	
30	AF Rhode Island #2	Elem	RI	Planning year	
31	AF Rhode Island #2	Middle	RI	Planning year	



of our network. Thus, request for this project is \$ [redacted] for teacher salaries and bonuses and [redacted] for planning and management. The total federal funding request is [redacted] from October 2010 to September 2015.