

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

Application Number S374A120005



Applicant Name: Breakthrough Charter School

Reviewer Code: 5-A

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEAs clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments: The application demonstrates that the HCMS of the seven LEAs had been in a process of refining their individual HCMS to become a unified network. (p. e38) The application states that the Breakthrough Charter Schools (BCS) had the autonomy to build and adjust it own terms of HCMS and base these on effectiveness. (p. e38) The application has documented the memo of understanding between the LEAs and Breakthrough Charter Schools (BCS). (p. e95) This provides alignment of each LEAs clearly described vision of instructional improvement.</p>		
(2) Likely to increase the number of effective educators in the LEAs schools, especially in high-need schools, as demonstrated by (35 points)--	35	31
<p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEAs leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments: (2i,ii,iii) The application states that the BCS is planning to recruit and that recruitment is a</p>		

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key component. However, the recruitment process is still in the planning process. (p. e39) The application gives adequate evidence that the seven LEAs will be using the Ohio Teacher Evaluation System (OTES) with its four performance levels for evaluation. (p. e44) Currently, three of the LEAs use many aspects of OTES to evaluate their staff while the remaining four LEAs are committed to implementing the OTES framework. (p. e46) The application documents the weight given to educator effectiveness based on OTES which relies on two main evaluation components, each making up 50% of the rating on teacher performance and student academic growth. This distribution of weight is likely to support the increase in the number of effective educators in the LEAs school with the weight spread equally between student growth and teacher performance. (p. e47) The application discusses the evaluation of principals and that OTES is developing a rubric and that one of the LEAs used the OTES to evaluate its principal. (p.e54) However, the evaluation rubric used was not included in the application. The application is also weak in presenting the range of human capital decisions. The application does not include detailed information on retention or non-retention of educators.

(2iv) The application has adequate narrative to show the commitment of the LEAs leadership in implementing the HCMS. (p. e46) The OTES framework is in response to Ohio legislation requiring public charter schools to implement the system if they receive "Race to The Top Funds". Currently, three Breakthrough schools receive these funds. This is the motivation for implementing the HCMS.

(2v) The application has estimated average salary increase of 10% and 15% for teachers and 5% to 11% for principals. (p. e77) The application is unclear where this money will come from for these increases. The application is unclear if these increased percentages are yearly or over the length of the project. If the increased percentages are over the length of the project then it is feasible with an average increase of \$5,884 per teacher over the 5 years of the grant. (p. e77) However, if the increased percentage is yearly it will not be feasible, as the project will run out of money before the anticipated timeline. The application has documented through a narrative that it plans to recruit bright, talented teachers and leaders. Breakthrough Charter Schools (BCS) recruitment strategies will include local (local job fairs) and mass marketing (using Facebook and Craigslist). (p. e39) The application includes a timeline for the recruitment. (p. e40) The applications indicates that the BCS plans to use the percentage increase of salaries to retain the new recruits.

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments: The application presents a high-quality evaluation rubric with four performance levels that evaluates teachers. (p. e51) The evaluation based on OTES has several components; Profession Growth, Improvement Plan, Formal Observation, Classroom Walkthroughs, and Pre-Post Conferences and well as student growth. (p. e47) (p. e123-e178) The evaluation rubric for the principal is included in Attachment U. (p.e203)</p>		
(2) Each participating LEA has presented (4 points)-- (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and (ii) Evidence, such as current research and best practices, supporting the LEAs choice of student growth models and demonstrating the rigor and comparability of assessments;	4	3
<p>Comments: (2i) The application presents student growth as a combination of data; two or more Value-Added scores, vendor-created assessments and LEA-determined student growth measures. (p. e49) However, the application did not clearly explain the growth measure. The components that will make up student growth are still to be determined. (2ii) The application states that many state systems were examined and that the research was supplemented by the work of Charlotte Danielson, Laura Goe, New Teacher Center, and Learning Point Associates. (p. e46)</p>		
(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	13	12
<p>Comments: There is evidence in the application that the evaluators will be fully credentialed</p>		

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by taking a rigorous three-day workshop sponsored a by Ohio Department of Education and pass an online test. (p. e53) There is evidence that most of the evaluators are in the process of getting credentialed. (p. e218-e232) Inter-rater reliability will be accounted for by periodic co-observations by other credentialed evaluators and regular re-certification of evaluators. (p. e34) The application includes the evaluation of Principals in Attachment U. (p. e203) The application includes the evaluation for teachers in the attachments included in the application. (p. e121- e178) However, the application did not note what will be observed or when the observations will occur. The application is weak in not noting what course material would be covered in the rigorous workshop. The application does not note what benchmarks will indicate inter-rater reliability. The application does not note what events will be observed.

(4) The participating LEA has experience measuring student growth. at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	2
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Comments: The application provides evidence that some of the LEAs have experience measuring student growth; Scantron/Global Scholar Performance Series has been used by BCS. The application notes that BCS implemented some measurement of student growth last year in grades 2-8 in math and reading using the series mentioned above. (p. e50)

The application states that all teachers of regular instructional responsibilities will be evaluated at student group at the classroom level. However, BCS currently has no system in place to measure student growth in non-regular classrooms.

Also, the LEAs were not individually noted as to which ones currently use any student growth model in the application.

(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	6	4
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Comments: The application states it will be using the OTES evaluation model which uses 50% student growth data for the educator evaluations. (p. e49)(p. e54) This is a significant part of

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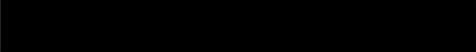
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<p>the teacher evaluation.</p> <p>The application is vague on how the growth calculation is to be determined. The application gives limited information concerning teacher evaluations where traditional assessments are not available (English as a Second Language, PE, music, special student populations, etc) the BCS will be looking for a process to gauge student growth by Student Learning Objectives. (p. e31)</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal's practice in--</p> <p>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>3</p>
<p>Comments: (6i)The application states the 50% of the principal's evaluation will be based on student growth. This is a significant part of the principal evaluation. However the application does not state how that growth will be measured or how student growth will be determined. (p. e54)</p> <p>(6ii) The application documents the principal focusing on teachers and school community for student growth, the establishment of a collaborative school culture, and the support of special student populations through the proposed adaption of the Ohio Principal Evaluation System, Attachment U. (p. e203)</p> <p>However, the application is vague on the evaluation system and expectations of the principal. The application is vague on the principal's role in promoting student growth to the community and to the teachers. The application is vague in how to determine if the establishing of a collaborative school culture is addressed. The application is vague in how supporting the academic needs of special student populations, including students with disabilities and English learners is to be addressed for principals.</p>		
<p>TOTAL</p>	<p>35</p>	<p>26</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	6
<p>Comments: The application documents how the evaluation combines components to form an overall teacher rating and professional development plan. (p. e58) Based on the educators growth score the school leadership team will implement either a professional growth plan or a professional improvement plan. The application presents the principal professional development as more of a collaboration between the principal and the evaluator on what type of action is needed in the professional development plan. (p. e43)</p> <p>However, the application is missing how the professional development needs of the individual schools will be identified.</p>		
(2) Provide professional development in a timely way (2 points);	2	1
<p>Comments: The application states that professional development will happen every six weeks during the school year based upon student achievement. (p. e45) However, the application is unclear if student data will be obtained in a manner that allows this to happen.</p> <p>The application details various professional development opportunities. (p. e56) The application indicates that teachers need to request outside professional development. However, educators may not know they need the professional development therefore they may not request the professional development in a timely manner.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5

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<p>Comments: The application provides evidence of a chance for educators to attend “Breakthrough University” to receive training for school leadership positions. (p. e 57) The application details that educators are encouraged to present at conferences and to collaborate with peers. The application describes an opportunity through Breakthrough Career Pathways for teachers to choose either the School Administration Pathway or the Teaching Pathway. (p. e61) The professional development provides job-embedded opportunities.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>19</p>
<p>Comments: The applications details how educators are encourage to pursue areas of interest. (p. e56) The applications details how educators are encourage to present at professional development workshops. The application details how educators are encouraged to attend Breakthrough University to become future leaders. (p.e57)</p> <p>However, the application is unclear when the components will be implemented since the proposal is still being developed. The applicant notes that several components are under development. (p. e57)</p>		
<p>TOTAL</p>	<p>35</p>	<p>31</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	6
<p>Comments: The application provides documentation of principal involvement. (p. e98) The application states that three LEAs have at least two teachers that will continue to work on a performance based compensation. The application states that these teachers have been actively involved in leading the ongoing implementation of the Race to the Top (RttT) goals. (p. e67)</p> <p>However, the application is lacking documentation of involvement from the other four schools and from other teachers in the three schools already involved in the RttT. The application is not clear on what the 50% educators and 50% administrators means in terms of personnel. The application is not clear if the “educators” category includes principals and teachers or if the “administrators” category includes the principals. This could result in the underrepresentation of teachers since theoretically the “educators” could be primarily or exclusively principals.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	18
<p>Comments: The application documents letters of support from educators from four of the seven schools. (p. e209-217) The letters are divided between teachers and principals.(p. e210) The teacher letters of support mention that educators were involved in focus groups that worked on the creation and development of the plan. (p. e210)</p> <p>However, the application shows limited support when only two or three letters were received from the four schools that did provide letters of support from educators. The application includes letters of support from each school but two of the letters are from non-teachers or non-principals. There are two letters from Citizens Academy. There does not appear to be a letter from Citizens Academy East. The application would be strengthened by providing educator</p>		

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letters of support from each of the schools.

TOTAL	35	24
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SELECTION CRITERION (e) Project Management. (30 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments: The application states that school staff and BCS management staff will be involved. (p. e70) Attachment K and F of the application clearly defines the key roles and responsibilities of personnel. (p. e110) (p. e218)</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	4
<p>Comments: The application provides evidence of sufficient human resources. Attachment K of the application details the personnel and their positions. (p. e110)</p> <p>However, the application is unclear if the schools will need additional research data management. The application notes that a Director of Performance Management will be hired to work with the data, however more staff may be needed.</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments: The application lists three measurable objectives. Objective one is to provide comprehensive, data-driven educator evaluations by the end of year one. Objective two is to develop and implement an educator salary structure and an educator recruitment and selection plan by year three. Objective three is to improve and implement a professional development and promotion system based on teacher evaluations and improve instruction by year two. (p. e71) The objectives have specific measurement values embedded in the application. For example, the application states that 75% of the Cleveland Urban teacher Resident will be hired and retain upon the completion of their residency each year. (p. e71)</p> <p>However, the application is vague on some of the measurement of the objectives. The application is unclear on how to measure if a data system is developed and implemented. The application is unclear on how the first three bullets of Objective two will be measured. For example, it is unclear how to measure implementation of educator salary based on effectiveness. (p. e71)</p>		

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(4) Includes an effective project evaluation plan (5 points);	5	4
<p>Comments: The application details an effective evaluation plan. The plan details each objective and the timeline for that objective. The application details BCS as the human resource service provider for the project. (p. e72) The application notes that a Director of Performance Management will be key in the evaluation plan.</p> <p>However, the application is unclear on how to measure if a data system is developed and implemented. The application is unclear on how the first three bullets of objective two will be measured.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	6
<p>Comments: The application details a realistic and achievable timeline. The timeline is set up by; professional develop, educator evaluation, data systems, communication etc., with the time delineated by quarters. (p. e196)</p> <p>However, the application leaves the person responsible for each activity/objective blank on the table. The applicant needs to assign a person to be responsible for each activity/objective. The application is unclear about what constitutes "regularly" when the timeline states that professional development will occur regularly (found under professional development). This is blocked-in under quarter 2 and quarter 3 and is not clear on what is considered regular. (p. e196)</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	2
<p>Comments: The application details a realistic and achievable timeline for completing projects tasks and achieving objectives. (p. e197). The application provides a good general overview of the project.</p> <p>The application details that most project activities are not monitored until the second quarter of year one which could hinder the development and progress of the project. The application leaves the person responsible for each activity/objective blank on the table. The applicant needs to assign a person to be responsible for each activity/objective. The application is</p>		

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unclear as to how and when information will be disseminated to educators and project participates.		
TOTAL	30	23

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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	9
<p>Comments: The application provides evidence that close to 65% of the network's operating cost and capital is cover by corporate, community and family foundation support. (p. e73) Additionally the BCS has attracted the attention of the Charter School Growth Fund, receiving the Charter Schools Program Replication and Expansion grant from the U.S. Department of Education. (p. e74) The application provides evidence that BCS will continue to seek private funds for operating and well as other federal grants. (p. e74)</p> <p>The application does not describe nonfinancial support.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments: The application provides convincing evidence that the PBCS and educator evaluation systems will be sustained after the grant period ends. The BCS has designed a system the projects revenues in a 3-year, 5-year, and 10-year model, which is beyond the grant period. (p.e76) The budget narrative found in the application provides evidence that the system can last beyond the grant. (p. e287) The application shows strong evidence of school, local, and state support as indicated by the letters of support. (p. e233)</p>		
TOTAL	20	19

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

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Total Possible	Assigned Score
<p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	15
<p>Comments: (a) The application details a chart with the expected number of teachers receiving compensation for each LEA for the next 5 years. (p. e77) However, the application is unclear how it will use the overall evaluation rating to determine teacher salaries as the evaluation system has not been adopted yet.</p> <p>(b) The applications has a narrative listing a total estimated compensation increase of 15% on the salaries as a result of a rating of effective or highly-effective teachers. (p. e77) (p. e291) The narrative budget details principal and vice principal fringe benefits. (p. e288)</p> <p>However, the application does not describe how the 15% compensation will be applied throughout the salary structure. The application does not mention what type of growth needs to be achieved to receive the ratings of effective and highly effective.</p> <p>(c) The application provides convincing evidence that implementation is feasible with the provided timeline and budget narrative. The applicant allows time for project setup in the first quarter of the year. (p. e 196) The projected amount of non-federal funds shows stakeholder support. (p. e291) There is extensive support of the program at community and at the state government level as documented by the attached letters of support. (p. e272)</p> <p>However, the application does not mention how to deal with possible modifications that may be needed by the individual LEAs. The LEAs may not be at the same starting place on salary schedules and in their individual HCMS.</p>		
TOTAL	20	15
GRAND TOTAL	220	179

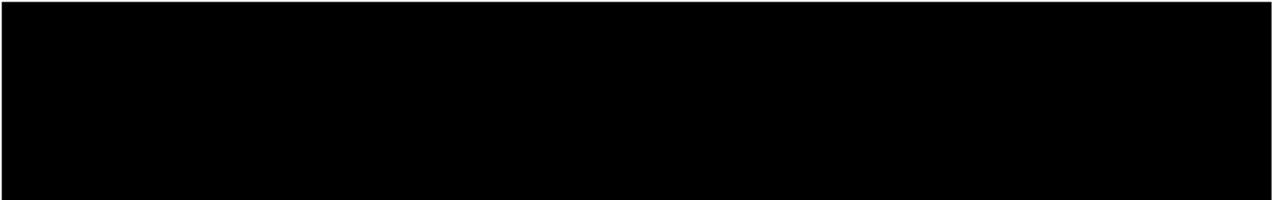
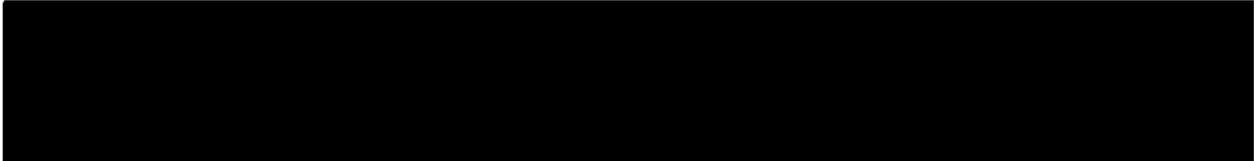
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Applicant Name: Breakthrough Charter Schools, OH

Reviewer Code: 5-B

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments</p> <p>The application states that the leaders of these schools joined together in 2009 to create the Breakthrough Charter Schools (BCS), whose mission is to "create more-high quality school options for Cleveland's children..." (p e20). The application also includes strong letters of support from each of the LEAs (p e209-217). The application (p e95-99) also includes a signed memorandum of understanding (MOU) stating the requirements and responsibilities of each LEA. These various elements indicate alignment among the participating LEAs vision for instructional improvement.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	35	29

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Comments

The application (p e26-27) notes a clear need for help with educator recruitment and retention. The application also includes (p e27-30) additional evidence of the challenges faced resulting from challenges with hiring, recruiting, and retaining young teachers in the area. Additionally, the cited study from Case Western (p e29) and anonymous teacher letter (p e198) notes that the low salaries are a central barrier for recruiting and retaining effective educators. The plan articulated (p e38) in conjunction with expected support from The New Teachers Project (TNTP) provides evidence for a likely increase in the number of effective educators.

- i. The application includes a plan for improving the recruitment, pipeline initiatives, and hiring of educators. The focus of the discussion is on recruiting teachers, but the application does not explain how new leader/principal recruitment decisions will be made beyond internal applicants advancing through the Breakthrough University. The focus of the application is also more on recruiting and hiring decisions compared to evaluation and retention decisions. This decision may be due to the percentage of unfilled positions and the turnover percentage, both of which are stated to be immediate problems. The evaluation system discussion (beginning p e43) provides details on the assessments throughout the year for both teachers and leaders (see p e47, e54). The application would be strengthened with more discussion regarding how/if non-retention decisions will be made using the proposed system.
- ii. The application does provide detailed notes on the current evaluations included as Attachments (p e121-178) by school. The application indicates (p e47, e54) that educator evaluation will consist of 50% on growth measures and 50% on performance standards. The connection of these percentages to the payout amounts is unclear in the application, as the TNPT and other organizations are intended to help develop this connection.
- iii. The application states (p e46, e54) that the Ohio education department (ED) has been developing the Ohio Teacher Evaluation System (OTES) and Ohio Principal Evaluation System (OPES) since 2008 and the final framework is anticipated to be adopted in 2013-14. The application notes that the system is research-based and aligned with the standards for teachers and principals. The application notes that the Ohio ED worked extensively to develop the framework with outside organizations (e.g. other states, Danielson, TNTP, Learning Point, National Institute for Excellence in Teaching). The application Attachment M (p e121, evaluation rubrics) indicates that the schools have created measures and are currently or prepared to use them for human capital decisions. The application, however, is

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not clear as to how promotion, tenure, and removal policies will be created, but the application does note that such policies will be created in conjunction with the TNTP.

- iv. The application includes detailed letters of support from not only the primary leadership of the LEAs but also additional teachers and leaders within the schools (p e209-217). The letters support improving the current system. The application notes that the BCS is strongly committed to creating a network that “drives educational excellence and improves instructional outcomes” (p e16). The application is unclear if support is provided for all components of the HCMS, as many components will be determined during the planning year.
- v. The application notes that the PBCS is not yet finalized (p e77). The application does include estimates that effective and highly-effective teachers would receive an average compensation increase of 15% (approximately \$6,000) and similarly effective principals would receive an approximate 11% increase (roughly \$8,000). The application does note that the bonuses will include base pay increases (10% for teachers, 5% for principals) as well as a bonus pool amount (5% for teachers and principals). The application notes (p e28) that the average salary difference for BCS and Cleveland Metro School District teachers is substantial (\$37,354 to \$66,238), as such the potential 15% increases for effective teachers could help offset this difference, but may not be sufficient enough to attract and retain educators.

TOTAL	45	39
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35

points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The application indicates that the OTES and OPES (p e43, e54) will be adopted by the state in 2013-14 and that the BCS network is ahead of the state in implementing these standards. The rubrics were created in conjunction with outside research agencies (e.g. TNTP) and have gone through several iterations indicating that they are of high quality. The rubrics provided in the application (p e121) indicate that each of the LEAs have adopted evaluation rubrics based on four performance levels.</p>		
(2) Each participating LEA has presented (4 points)--	4	3
<p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>		
<p>Comments</p> <p>The figure (p e47) and corresponding discussion included in the application provides a partial rationale for considering the student growth measures. The application cites (p e46) evidence of current research and best practices by referencing the work of a variety of different leading researchers (e.g. Charlotte Danielson) and agencies (e.g. Learning Point, National Institute for Excellence in Teaching) who have worked to assist in supporting the LEA's choice of student growth measures. The application also describes (p e46, 52) that the growth measures are still being discussed for some grade levels and educators. The application notes that the "BCS anticipates using" and "is looking forward to working with the team from TNTP" (p e50), which indicates that some of these decisions remain open at the time of the application submission. The application includes (p e209) letters of support from each of the LEA leaders and the BCS leadership providing support for differentiating performance levels under the new system;</p>		

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<p>however, since the student growth levels are not known at this time, the letters of support are for only changing and improving the system.</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p>13</p>	<p>11</p>
<p>Comments</p> <p>The application provides substantial evidence that the BCS and each participating LEA has made progress in developing a high-quality plan. The general teacher evaluation process table (p e44) indicates that observations will be conducted biweekly/monthly by teacher coaches and leadership team members. The application includes (p e52) a description of the credibility and reliability of the evaluators, and the credentials of the evaluators beyond their respective titles is found in Attachments K and O (p e283). The observation tools are also provided (p e121). The application does not indicate specifically what will be observed or if the observations are announced, but based on the rubrics, these appear to be classroom observation for teachers.</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>2</p>
<p>Comments</p> <p>The application states (p e50) that participating LEAs within the BCS began using the Scantron/Global Scholar Performance Series assessments for grades 2-8 in 2011-12. The application does not indicate that growth measures have been calculated at this point. The LEAs have implemented sections of the proposed evaluator systems, but the application does not indicate how these measures have been used to make decisions at this point. The application does not indicate that these measures have been examined at the classroom level.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p>	<p>6</p>	<p>5</p>

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<p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments</p> <p>i. The application states (p e47) that the evaluation rating for teachers is 50% based on student growth, which is a significant part. The application does not specify how the value-added/student growth calculation is made, but the figure included (p e47) provides three different methods of producing the growth measure. The application does not specify how these measures will be calculated for teachers without each of the requisite measures (e.g. K-1 teachers), but the application does state that these decisions will be made in collaboration with the TNTP (p e50).</p> <p>ii. The application states (p e50) that when traditional assessments cannot be used or are unavailable (e.g. special education teachers) student learning objectives will be created in collaboration with help from the TNTP. The application indicates that BCS is “looking forward to working with a team from TNTP” (p e50) to develop measures to evaluate teachers working with special population students, which indicates that these measures are not currently part of the application but are to be determined at a later time.</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal’s practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>5</p>
<p>Comments</p> <p>i. The application (p e54) indicates that the principal evaluation will be 50% based on student growth measures, a significant part. The application notes that these measures are not yet determined for the state, but that the BCS “anticipates” using</p>		

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<p>the same measures for principals as teachers (p e50).</p> <p>ii. The application includes (p e203) an explanation of the OPES and outlines five performance keys, including: creating a shared vision and clear goals; implementation of high-quality standards; allocation of resources; establish and sustain collaborative learning; engage parents and community. The application does specifically note that principals will be evaluated on student growth (50%), establishing a collaborative environment, and supporting the needs of all students, although the application does not specify subgroups as noted in point C above.</p>		
TOTAL	35	28

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	7
<p>Comments</p> <p>The application provides (p e59-60) information regarding how those exceeding and those falling below effective will be provided targeted professional development services. The application notes that these services will be “individualized to the needs of the teacher” (p e59). The application also provides an explanation of the Breakthrough University, which will offer a variety of training services for those interested in pursuing additional leadership opportunities. The application is slightly vague about how the Breakthrough University services will be tailored to each teacher. The application is not clear about disaggregating by school and providing targeted professional development for each school.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>The application indicates that (p e45) the schools provide days throughout the year (every six weeks) for professional development opportunities. In addition to the mid-year and end-of-year reviews, these opportunities should allow educators to receive timely professional development.</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5

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<p>Comments</p> <p>The application describes the creation of the Breakthrough University (p e57) which will provide opportunities for those interested to pursue leadership skills. The application also describes (p e61) the Breakthrough Career Pathways that will allow for different career opportunities for administration and classroom-lead routes which are job-embedded. The application also notes that the BCS will collaborate with the TNTP for school-specific rubrics to meet the needs of each school.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>18</p>
<p>Comments</p> <p>The application provides substantial evidence that the professional development is likely to improve practices. The collaboration with leading organizations and researchers is one key element to this process. Additionally, the application describes the OPES professional development system and the Ohio Resident Educator programs (p e203, e205) that will help guide administrators and new teachers into their careers. The application continues to note that some components of these programs will be developed, which raises minor questions about how and when the professional development will be provided (p e57). The application is not clear if the professional development will be provided locally at each school or if educators will be sent to more general regional/or and state meetings.</p>		
<p>TOTAL</p>	<p>35</p>	<p>32</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	9
<p>Comments</p> <p>The application includes extensive evidence of the involvement of the LEAs into the PBCS. The application letters, which includes grade-level teachers, administrators, and heads of school, note that the proposed BCS management and evaluation system is an “excellent opportunity” (p e209), members are “very excited about this change” (p e215), and “urge [the reviewers] to consider” (p e212) the application. The letters also indicate that the LEAs are members of additional grants, particularly the Race to the Top grant. The application notes that “educator involvement...has been extensive” (p e67). A letter from a third grade teacher states that she has “been involved in a focus group consisting of teachers and leaders...to help create and develop this plan” (p e210). Also, the application provides evidence that teachers have been involved in previous projects and the currently developed project, which provides an indication that they will continue to be involved in the future. Notwithstanding this evidence, the letters of support in the application are not signed directly by the participants and appear to be typed, which raises minor questions about why they are not signed. Also, two of the letters of support are provided by current non-teachers, non-principals, who are not within the definition of an ‘educator’ for the application.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	22
<p>Comments</p> <p>The application includes extensive letters of support from the educators themselves as well as surrounding organizations and individuals who can help shape and build consensus for the program (see p e66, e209-282). Two of the attached supporting letters are from current non-teacher, non-administrators, and while these letters show support, they are not within the definition of an educator for the purposes of the grant application. However, the letters of</p>		

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support included in the Attachment E (p e209-217), Attachment H (p e237-282), and the application (p e66-67) consistently indicate that educators support the proposed program. Also the MOU provided in the application (p e95-98) shows support for the program from the key administrators and program organizers. Additionally, the application notes that the OTES and OPES are already in the pipeline from the state department of education, although the application notes that the PBCS is not fully developed at this time. The application provides evidence that the educators are in support of changing the system and improving it; however, these changes may not correspond to the final PBCS developed. The application does not offer a discussion about differentiating the pay scales for different schools should they desire any differences in payout calculations or amounts.

TOTAL	35	31
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SELECTION CRITERION (e) Project Management. (30 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The application indicates that the BCS and Friends of Breakthrough (FOB) Foundation are available to help oversee the transitions (p e69). The application also indicates that the Attachments K (p e110) and F (p e218) provide the management and credentials of those involved. Attachment K provides a thorough overview of the management of the project and structure of the BCS, and the information in Attachment F provides the resumes of key personnel.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	4
<p>Comments</p> <p>The application includes appropriate information regarding the human resources for tasks (p e110). The application does not provide information about the effort reporting needed by the executive team or the model leaders. The application indicates the grant will hire a Director of Performance Management, but with this new hire, the application does not indicate the extent to which additional research/data management will be needed by the schools to implement and oversee the revised PBCS. If research/data management positions are missing within the LEAs, another person may be needed (p e72).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
<p>Comments</p> <p>The application (p e70) includes three project objectives and corresponding performance measures that are generally clearly written and measurable. However, the second bullet performance measure under objective 1 indicates that the program will be “fully and effectively communicated” (p e70). The fourth bullet on objective 1 indicates “a data system...will be developed” (p e71). These two performance measures are difficult to determine and not clearly articulated in the application. Similarly, the first two bullets under</p>		

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Objective 2 are not clearly measurable – “develop an educator salary structure” and “implement the educator salary” (p e71). The first bullet point under Objective 3 is also vague. The application could be strengthened by detailing the performance measures.		
(4) Includes an effective project evaluation plan (5 points);	5	2
<p>Comments</p> <p>The program evaluation plan included in the application (p e72) is vague, but it will developed in concert with an outside firm, Smart Solutions. The application notes that the salary structure rollout will be “subject to regular review” (p e72), but the application does not indicate how these reviews will occur or when. The evaluation for objective 3 is not consistent with the objective listed on p e71 – “improve and implement a PD and promotion system”. The evaluation describes looking at the impact of an evaluation system on performance with a scorecard; however, the application does not include the scorecard described under objective 3 (p e73). The application could be strengthened with a table indicating each performance objective, each submeasure, when data will be collected, and who will collect the data.</p>		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	5
<p>Comments</p> <p>The application (p e196) provides a thorough table of when and how each component will be implemented. The table provided in Attachment P has a space for “person responsible”, but this space is left blank on the table, which raises questions about who will be overseeing each of these tasks. Additionally, some components in the timeline are not well explained, such as under the professional development tab “meet regularly” (p e196) is indicated as only occurring during the second and third quarter, which does not seem regular. Also, under performance based compensation, the application indicates that the training and information sessions will be conducted; however, these only occur during the fourth quarter of year 1. The application could be strengthened by including a narrative to explain the timeline.</p>		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	2
<p>Comments</p> <p>The timeline included (p e196-197) presents a set of relatively detailed tasks that correspond to the objectives. However, as noted above, the timeline (p e196-197) is unclear regarding some tasks that are ongoing throughout the project (e.g. complete PBCS workstream; Launch educator workstream),</p>		

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while others only occur in certain quarters (e.g. regular meetings and trainings). A particular example to note some of the vagueness on the timelines is the dissemination of information to applicants, which is darkened throughout, but is unclear as to what the information will entail and to whom it will be provided. The timeline does not include a corresponding narrative to outline how and when these events will take place, which would help clarify how achievable the tasks are.

TOTAL	30	20
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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	9
<p>Comments</p> <p>The application identifies (p e73-75) several non-TIF groups, including a tax levy and collaboration with the Cleveland MPS, to assist in supporting the project beyond the grant period. The application also includes an explanation of the development officer and prior effort at obtaining resources. The application also describes the process of scaling up the proposed BCS over the next eight years through 2020, extending after the proposed grant period. The application also notes a cost-savings due to an anticipated reduction in teacher turnover. The application does not specify nonfinancial supports.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The application is clear that the Ohio ED is moving towards a revised system. The application also notes that the BCS is providing for a need within the community and anticipates continuing to grow, which is supported by the thorough letters of support from additional members of government and other agencies (p e220-287). The application discusses the need for a levy to pass to reduce a need for philanthropic support; however, with the potential passage of the levy and potential for philanthropic support, this issue is of minimal concern. The application provides a discussion of a sustainability model of up to 10 years (p e76), which extends well beyond the grant period. The application states that the program will be evidence-based and grounded in collaboration with the partnering LEAs, which further supports that the system will be sustained.</p>		
TOTAL	20	19

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

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>Total Possible</p>	<p>Assigned Score</p>
	<p>20</p>	<p>15</p>
<p>Comments</p> <p>a. The application provides general support that the evaluation ratings will be part of the salary determination throughout; however, the application states (p e77) that the PBCS is not yet finalized within each of the LEAs. Therefore, the extent to which and how each LEA will use these ratings to determine educator salaries is uncertain.</p> <p>b. The application provides evidence that the schools within the LEAs are high-need schools (p e25). The application indicates that the TIF funds will be used to supplement and support the salary structure in the schools (p e77) by increasing salary for teachers by approximately 15% and for principals by approximately 11%. However, the application is unclear as to what level of student achievement growth is needed to obtain the bonuses for effective and highly effective designations.</p> <p>c. The application provides extensive support for the program (p e209-282), although a feasibility question for the project is that the program is not completed and will not be completed for the first two years during which stakeholder support may change. The LEA-policies are not expected to be a barrier to implementation due to the longstanding relationship with the BCS and FOB. However, the application does not discuss if the seven different LEAs will be able to create modifications to the proposed PBCS or if any differences will be allowed.</p>		
<p>TOTAL</p>	<p>20</p>	<p>15</p>

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GRAND TOTAL	220	184
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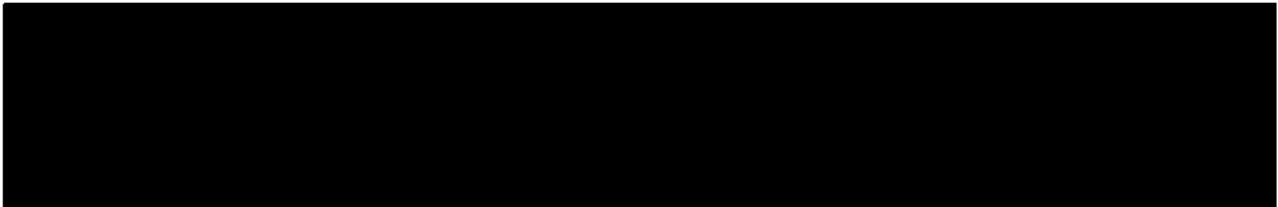
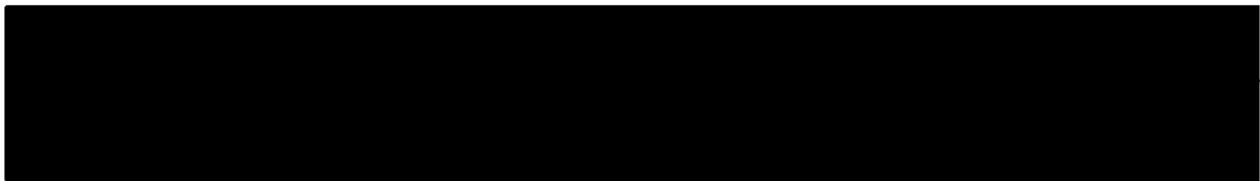
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SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System

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

<i>Factor/Sub-criterion</i>	Total Possible	Assigned Score
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	10	10
<p>Comments The applicant clearly states that its HCMS is aligned with the vision for instructional improvement. Leaders of each of the LEAs joined together and signed a Memo of Understanding (MOU) clearly identifying their alignment with the vision. (pgs. e37-39, e95-99)</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	35	30
<p>Comments The applicant states that it has implemented a continual process to refine the range of human capital decisions to consider educator effectiveness, namely, recruitment, hiring, retention, dismissal, compensation, professional development, and promotion. The applicant will visit HBCUs and other colleges and universities to recruit teachers. The applicant states that network-wide, educator</p>		

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effectiveness is measured according to a rubric that clearly defines high quality professional practices. The applicant plans to utilize the state's evaluation tool in the future. The applicant provided a MOU, which all LEAs have signed, to signify support of implementing the described HCMS. The applicant reports that it has been using information from the educator evaluation system for the past two years. Two of the LEAs, Citizens Academy and Entrepreneurship Preparatory School/Village Preparatory School, have had 6-13 years of experience evaluating teachers and using that information to inform the whole range of human capital decisions in their schools. The applicant states that it will follow PBCS Design Model 1, utilizing a compensation system that will provide for increased compensation of approximately 15% for teachers and 11% for principals. The applicant does not describe if those percentages will occur yearly or over the entire grant period. If the increased percentages occur yearly it may be difficult to sustain. If the changes occur over the entire grant period the applicant has not improved its competitiveness with other districts. This is not clear in the application. (pgs. e37-43).

TOTAL	45	40
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SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points) We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
Comments The applicant plans to utilize the Ohio Teacher Evaluation System (OTES) Teacher Evaluation Rubric, which is a high-quality evaluation rubric, and has four performance levels: Accomplished, Proficient, Developing, and Ineffective. The rubric is attached in the appendices. (pgs. e43-45, pgs. 121-143).		
(2) Each participating LEA has presented (4 points)-- (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;	4	2
Comments Even within the framework presented on pg. 47 the applicant provides a partial rationale to support its consideration of the level of student growth achieved in differentiating performance levels. There is no indication of how much growth must occur <u>within</u> performance levels to determine the effectiveness of the educator. Research by Charlotte Danielson, Laura Goe, New Teacher Center, and Learning Point Associates was cited. (pgs. e46-51).		
(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	13	11
Comments The applicant will utilize the educator observation plans provided by the state. Evaluators charged with administering the OTES rubric must be fully credentialed by taking a rigorous three-day workshop sponsored by the Ohio Department of Education. The applicant states that inter-rater reliability will be "bolstered" by periodic co-observations by other		

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<p>credentialed evaluators. The applicant does not define “bolstered” nor does the applicant describe what will be observed. The application would be strengthened by detailing the pass score and what makes the three-day workshop rigorous. (pgs. e51-54).</p>		
<p>(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);</p>	<p>4</p>	<p>2</p>
<p>Comments Although the applicant will adopt OTES, it does not currently measure student growth at the classroom level. The applicant states that it used Scantron/Global Scholar Performance Series this past year in reading and math in grades 2-8. The applicant states that the Scantron test can be used to measure growth over time and across grade levels but the applicant does not indicate that it used the program in this way. The applicant has not already implemented components of the proposed educator evaluation system, expecting to implement it in 2012-13. (pgs. e49-50).</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) -- (i) Bases the overall evaluation rating for teachers, in significant part, on student growth; (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	<p>6</p>	<p>4</p>
<p>Comments Fifty percent of the evaluation of teachers is based on student growth, which is significant, but the how growth is calculated is not specified. The applicant does not clearly state how much growth students must attain for the educator to be rated in each of the categories. The applicant adequately discusses using student learning objectives to address the needs of special student populations and how this will tie into the evaluation system. (pg. e50-51).</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points) (i) Bases the overall evaluation rating on, in significant part, student growth; and (ii) Evaluates, among other factors, a principal’s practice in-- (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations,</p>	<p>6</p>	<p>4</p>

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<p>including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>		
<p>Comments Fifty percent of the evaluation of principals is based on student growth. This is a significant part of the evaluation score. Although the applicant states that it will utilize the Ohio Principal Evaluation System (OPES) when it is complete, there is no detail of how principals will be focused on student growth, how a collaborative school culture focused on continuous improvement will be established, and how the academic needs of special student populations will be supported. The applicant states that evaluations for principals will be completed by model leaders in BCS. (pgs. e53-54).</p>		
TOTAL	35	25

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	7
<p>Comments The applicant will implement Breakthrough University to develop educators. Professional plans based on the overall rating of educators have been established. An individualized plan is made available to educators based upon where they fall on the growth spectrum (above, expected, below). The applicant provides a very detailed plan for how teachers will be developed. The development plan for principals is less clear. The applicant does not clearly indicate how the professional development needs of schools will be addressed. (pgs. e50-58).</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments Professional development opportunities are ongoing and varied and provided in a timely way throughout the year to teachers. Every six weeks, educators are provided professional development days. Development will be provided for principals but it is not as detailed as the development for teachers is. Breakthrough University is another opportunity for professional development of all educators. (e55-58).</p>		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	5
<p>Comments The evaluator will recommend professional development opportunities and provide resources for teachers and principals. Opportunities are job-embedded and available outside of the school day. The applicant provides opportunities for educators to present and learn new knowledge. Breakthrough Career Pathways allows for development of educators</p>		

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<p>who are pursuing leadership opportunities and for those remaining in the classroom. (pgs. e58-64).</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>19</p>
<p>Comments The applicant with provide a myriad of individualized professional development opportunities for teachers and principals as developed from the professional plan based on the overall rating. Professional improvement plans are developed for teachers by the evaluator in response to ineffective ratings in performance and/or student growth, identifying specific areas for improvement. Programs are available for career principals and teachers as well as new teachers. The applicant notes that some of the professional development opportunities are currently being developed. (pgs. e55-64).</p>		
<p>TOTAL</p>	<p>35</p>	<p>33</p>

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	10	8
<p>Comments Some of the LEAs (those receiving Race to the Top (RttT) funds) composed transformation teams comprised of 50% educators and 50% administrators. Because principals are educators, it is unclear what percentage of the “educator” transformation teams are teachers. The applicant does not state who comprises the administrator group, i.e. whether this group contains principals. The applicant reports that educators and other BCS staff will be extensively involved in the design of the PBCS but the applicant does not describe how all LEAs involved their educators in the process. Letters of support from various educators and other staff are provided. (pgs. e66-68).</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	25	24
<p>Comments The application is supported by letters of support from various educators but are not provided from all of the LEAS. The Memo of Understanding (MOU) provides evidence of support by administration. (pgs. e95-99).</p>		
TOTAL	35	32

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

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments The roles and responsibilities of key personnel are clearly evidenced in the application. The information is clearly presented in the appendices. (pgs. e69, e218-232).		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	4
Comments The applicant utilizes a central services structure, which serves the operational needs of all of the LEAs. The applicant does not state whether additional data, assessment, and evaluation staff are needed (outside of the Director of Performance Management, who will be hired) or if there is currently sufficient staff to support implementation. (pgs. e72-73).		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
Comments The objectives and performance measures presented are measurable for the project. The applicant plans to hire and retain 75% of Cleveland Urban Teacher Residents upon completion of residency each year and increase the average service years of teachers from 3.64 years to 4.5. The applicant states that it will provide comprehensive data-driven, educator evaluations across the network but does not describe what it means by comprehensive. (pgs. e70-72).		
(4) Includes an effective project evaluation plan (5 points);	5	3
Comments The applicant will hire a Director of Performance Management who will be responsible for using school and CMO level data to analyze effectiveness at the school building, model, and CMO levels. The salary rollout is subject to review but does not specify how the review will occur. The applicant did not provide a plan for how, when, and by whom objectives are measured. (pgs. e72-73).		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	5
Comments The applicant provides a comprehensive plan for implementing the necessary components of the HCMS, PBCS, and educator evaluation systems. A table is provided in Appendix P. Development of the structure for a new evaluation system (Appendix P- Educator Evaluation) is planned to occur in		

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<p>quarter 3 of the first year. The applicant does not indicate how and when this will be revisited throughout the grant period. The applicant has not indicated who is responsible for evaluating each of the activities/objectives. (pgs. e73-74, pgs. e196-197)).</p>		
<p>(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	<p>4</p>	<p>2</p>
<p>Comments The timeline is detailed (broken down into quarters for the grant period) and comprehensive. Not all activities/objectives in the timeline are realistic. For example, in the performance-based compensation section training and information sessions for new staff on the evaluation system will occur in quarter 4 of year 1. The timeline does not reflect that training sessions for new staff will occur during other years of the 5 year grant. (pgs. e73, e196-197).</p>		
<p>TOTAL</p>	<p>30</p>	<p>21</p>

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SELECTION CRITERION (f) Sustainability. (20 points)

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

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	8
<p>Comments The applicant currently relies on substantial philanthropic support. It also secured funding from the Charter School Growth Fund. It has received a Charter Schools Program replication and expansion grant. A tax levy will be voted upon in November 2012 that could provide substantial, indefinite funding for the applicant. The applicant does not currently know if the levy will pass. (pgs. e73-76).</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments The applicant is likely to implement the project and to sustain PBCS and educator evaluation systems. The applicant provides letters of support from the state and community organization. (pgs. e73-76).</p>		
TOTAL	20	18

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

	Total Possible	Assigned Score
<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	20	16
<p>Comments The applicant details the extent to which and how LEAs will use overall ratings to determine salaries. The usage of TIF funds in high-need schools is explained. The applicant notes that all of the LEAs are high-need schools. The applicant does not clearly describe if the approximately 15% and 11% salary increases will occur yearly or over the entire grant period. Also, the amount that each educator can earn based on the level of attainment in the evaluation is not specified. Thus, the applicant has not clearly described how it will utilize the ratings to tie into the evaluation system. The application could be strengthened by stating whether or not all LEAs currently utilize the same pay scale. The applicant does not have union agreements for educators or other policies that would prevent implementation. The application is supported by various educators. (pgs. e 48-52, 59-63, 73-76).</p>		
TOTAL	20	16
GRAND TOTAL	220	185

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