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Response to Priorities

        <u>H</u>ebrew <u>P</u>ublic <u>SU</u>pporting, <u>R</u>ewarding, and <u>G</u>rowing <u>E</u>ducators (HP SURGE)

meets the requirements of AP1 and AP2 and addresses all elements of both CPP1 and CPP2.

Absolute Priority 1 – Cultivating Leadership through HCMS/PBCS

        HP SURGE cultivates educator leadership through a comprehensive human capital

management system (HCMS) by focusing on three discrete levers — strengthening Hebrew

Public's instructional support model, codifying and clarifying the network's career pathways,

and rewarding educator excellence — which will result in meaningful improvements on a range

of key student and teacher outcome measures. Detailed strategies and outcomes are provided in

Section B.

Absolute Priority 2 – High-Need Schools

        Hebrew Public (HP) is a nonprofit charter management organization (CMO) with a

lengthy track record of driving learning outcomes for students. HP is joined in this application by

a consortium of four LEAs in the HP network (i.e., charter school LEAs whose boards of trustees

have entered into management agreements with the HP CMO) that will employ approximately

200 educators (teachers and school instructional leaders) in the 2023-24 school year and an

estimated 250 educators by the 2025-26 school year. In 2023-24, these LEAs will serve more

than 1,500 students in New York and Pennsylvania (and 2,000 students by the 2025-26 school

year). The four partnering schools are each LEAs, as confirmed by each of their authorizers in

Appendix G. They all educate a majority of underserved students while also meeting the

definition of high-need schools.

School	FRPL[1]	SWD	EL
Hebrew Language Academy (Brooklyn, NY)	74%	16%	18%

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[1] FRPL is defined as a student that is eligible for Free or Reduced-Price Lunch under the National School Lunch Program.

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Hebrew Language Academy 2 (Brooklyn, NY)	61%	20%	28%
Staten Island Hebrew Public (Staten Island, NY)	64%	20%	30%
Philadelphia Hebrew Public (Philadelphia, PA)	71%	25%	8%

Unified by a commitment to instruction in Modern Hebrew and the integration of global citizenship competencies, HP has a growing affiliate network (with whom the practices, models, systems, and insights from this project will be shared) that currently includes seven schools in Washington, DC, Minnesota, New Jersey, and California, serving an additional 2,500 students.

Competitive Preference Priority 1 – Promoting Equity in Student Access to Educational Resources and Opportunities for Underserved Students

The mission of schools within the HP network is to inspire and prepare their intentionally diverse student bodies for advanced studies through a rigorous K–8 curriculum, instruction in Modern Hebrew, and the integration of global citizenship competencies.

Empowering students academically and personally to reach their full potential and to achieve continued personal growth as ethical and informed global citizens, HP schools promote equity and access for underserved students including a diverse-by-design student population with significant numbers of students that are English Learners or receive special education supports.

HP schools are organized around the OLAM Values: Outstanding Problem Solvers; Lifelong Learners; Aware Communicators; and Making a Difference. By providing a common language shared by all members of our community, the OLAM Values — which derive their acronymic moniker from the Hebrew word for 'world' — have proven instrumental in supporting our efforts to create positive school cultures. Specifically, these OLAM values help students and

staff to think critically, to demonstrate empathy, to communicate clearly and to listen well, to value learning, and to bring these skills together to improve their communities. As adults, we embody the OLAM values when we welcome and embrace feedback, and we know that the key to student improvement is our own growth and development.

HP SURGE has been designed to further HP's efforts to promote equity in student access and opportunities for underserved students by investing in three discrete levers — strengthening Hebrew Public's instructional support model, codifying and clarifying the network's career pathways, and rewarding educator excellence — which will result in meaningful improvements on a range of key student and teacher outcome measures as described in Section B.1.

Competitive Preference Priority 2 – Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning

HP is a network of diverse-by-design schools, intentionally reflecting the demographics of the communities in which the schools are located. Therefore, it has been a priority at all HP schools to recruit and retain educators of color so that the teacher workforce reflects the students we serve. Students suggest that all students benefit from having teachers of color, with impacts on both academic and social achievement (Cherng & Halpin, 2016). The student and staff demographics for each HP school follow.

School		Asian	Black	Hispanic	White	Two or More Races	Other / Unknown
Hebrew Language Academy	Students	2%	67%	6%	23%	1%	1%
	Staff	0%	36%	8%	41%	4%	11%
Hebrew Language Academy 2	Students	3%	14%	25%	57%	1%	0%
	Staff	10%	20%	10%	53%	0%	7%
Staten Island Hebrew Public	Students	0%	13%	17%	54%	3%	13%
	Staff	0%	20%	20%	27%	13%	20%
Philadelphia	Students	2%	73%	9%	7%	8%	1%

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Hebrew Public	Staff	3%	45%	6%	46%	0%	0%

While the HP workforce is more diverse than many schools, gaps between student and staff identities persist. Therefore, HP SURGE is designed to support the recruitment, support, and retention of all staff, but with a commitment to strengthening educator diversity while simultaneously supporting instruction with a broader lens of equity.

Additionally, professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement instructional practices that will lead to increased student achievement and continued school improvement. All HP schools offer a thorough and aligned professional development sequence (detailed in Section A2). Through HP SURGE, HP will build on these efforts by strengthening the network's *intrinsic* capacity to cultivate our most important human capital resource: the teachers who stand in front of our classrooms each day.

A. Need for Project

A.1. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

HP has a well-designed, well-implemented HCMS in place that has resulted in strong student academic performance and many longtime-serving educators. Nevertheless, the issues plaguing the broader educational ecosystem are also present in the communities that HP schools serve. That is, HP has not been immune from widespread difficulties experienced by school systems struggling to retain excellent teachers. These challenges have been exacerbated by a limited pool of new educators entering traditional or alternative certification programs. Since educators represent the most significant in-school factor for student learning, HP has committed to identifying and addressing the gaps / weaknesses in its current practices and infrastructure.

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The pandemic has brought new levels of challenges to sustaining our teachers in this work. In line with our mission, HP has been committed to offering competitive and equitable pay across our teaching team even as we manage our constrained resources. Yet, we are forced to staff our classrooms with non-certified teachers at higher rates than we would prefer, especially in our hardest-to-staff roles (Hebrew, Special Education, and Middle School Math and Science). The table below shows the percentage of certified teachers over the past two academic years.

School	2021-2022	2022-2023	% Increase
Hebrew Language Academy	30%	53%	**23%**
Hebrew Language Academy 2	35%	43%	**8%**
Staten Island Hebrew Public	56%	55%	**-1%**
Philadelphia Hebrew Public	55%	58%	**3%**

While this table shows that HP schools have significantly increased the number (and percentage) of certified teachers despite chronic nationwide challenges, it is also important to note that all HP schools are either merely near or just over the majority of HP classrooms being led by a certified teacher. After analysis of available data, HP schools believe that this challenge is only partially due to retention; identifying early-career teachers and recruiting them is also incredibly important. The following anecdotes, which reveal the depth of the recruitment challenges being experienced by HP schools in New York City and Philadelphia, are telling:

- HP school leadership attended multiple education program hiring fairs in Spring '23, and they reported that there were often more booths than prospective applicants in attendance.

- Untrained, first-year teachers are receiving multiple offers and are attempting to negotiate increased scopes of responsibility that are beyond their experience base. HP schools, however, will not put a first-year teacher in a homeroom role given the imperative of strong classroom management in that role.

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- Teacher pipeline programs (Teach for America, AmeriCorps, etc.) have so few corps members that they cannot commit to partnerships.

Therefore, HP schools have turned to staffing agencies to fill key positions, which has created additional, unanticipated challenges:

- Contract teachers, who might receive higher compensation and/or bonuses from their staffing agencies, are not required to participate in HP's professional development (including key culture-building experiences like Summer Institute).

- Schools are in a constant state of negotiation with the agencies, which can result in paying higher rates, sometimes higher than we pay our direct employees, which also takes resources away from investing in our own people long term.

Through HP SURGE, HP will begin to address these gaps by strengthening Hebrew Public's instructional support model, codifying and clarifying the network's career pathways, and rewarding educator excellence which will aid in recruitment and retention, and will ultimately support student growth and achievement.

A.2. The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in this notice) using existing funding streams from other programs or policies supported by community, State, and Federal resources.

In pursuit of our powerful mission and in keeping with our diverse-by-design model, Hebrew Public teachers are agents of change who deliver transformative educational opportunities. HP schools currently offer a robust professional development program funded through local, state, and Title II federal resources Trainings are delivered throughout the school year and summer to ensure that all teachers and staff have the requisite training, skills, expertise and alignment on HP's academic and organizational goals. Specifically, HP SURGE builds on the following efforts:

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- All HP schools offer a multi-day Staff Institute prior to the first day of school for students which focuses on the academic priorities for the school year, the use of data and assessment, meeting student needs, classroom management, and other timely topics.

- Because HP believes that PD should not be isolated to a meeting or workshop, all HP schools embed PD into the workday. Teacher schedules include common planning time to review student data and to collaboratively plan lessons in co-teaching teams. HP schools also provide intensive weekly training and support for all school staff every Friday afternoon. A sample PD calendar can be found in **Appendix F.**

- HP has invested in high-quality professional learning partners: Teach Like A Champion (TLAC) equips educators with a set of pedagogical techniques that strengthen their ability to deliver instruction in a joyful and rigorous fashion; Responsive Classroom trainings enhance the ability of educators to build positive, engaging learning communities through morning meetings and advisories, interactive modeling, and positive responses to behavior; and Expeditionary Learning (EL) builds the capacity of educators to promote literacy in accordance with the scientific consensus on how to teach reading in a curriculum-aligned, project based manner.

- In addition to the scheduled professional development, leaders' observations and coaching is embedded in teachers' schedules which provides space for teachers to draw understanding about their own performance as they analyze their students' performance. Through real-time coaching- and co-teaching opportunities, professional growth pervades each HP classroom.

While HP strongly believes that creating cultures conducive to educator growth and development throughout their career arcs is a central component of any HCMS, we also believe that compensation needs to be clear and transparent and to inspire excellence. However, we feel

that the traditional "step and lane" approach to teacher compensation overvalues years of experience and undervalues the needs of schools as a whole and the students we strive to serve. Therefore, HP is piloting a new compensation system that "pays for performance" by providing increases for certification, serving in hard-to-staff positions, and consistently demonstrating work that is highly promising and/or highly effective in addition to base compensation. As described more fully in Section B.2, HP SURGE will integrate a well-designed professional learning sequence with the new performance-based compensation model to build the instructional and professional capacities of our teachers and staff, ultimately improving student outcomes while also attracting and retaining quality educators.

A.3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

HP's mission and core values are anchored in the fundamental belief that all students are capable of achieving at high academic levels when provided with the appropriately supportive learning environments that allow them to thrive. With a vision to create an academically rigorous instructional program for all students, five key design elements serve as the foundation to improve teaching and learning:

1) **Differentiated instruction**. HP uses different sources of information to ensure that each child is provided with challenging educational content regardless of their current academic level. Our model provides significant amounts of small-group instruction as well as customized academic support to struggling learners.

2) **Social and Emotional Learning (SEL) and Support.** Children cannot succeed academically if they are struggling socially or emotionally in ways that impede their learning. HP's commitment to SEL includes the Responsive Classroom model, with features such as morning meeting, closing circle, and advisory alongside teacher practices around intentional

language, classroom structures and general approaches to working with students. It also includes the work of our social work team, our school culture team, and the training and support that all staff receive to identify and address student SEL needs.

3) **Professional Development & Career Pathways.** Through ongoing, intensive training and support for all school staff, HP's PD Program supports high levels of student achievement by ensuring administrators, educators, and support staff have ample time to hone their practice, review pertinent data, and collaborate with their peers. We also provide all staff members with one-on-one coaching throughout the school year and leadership opportunities to stretch their professional practice.
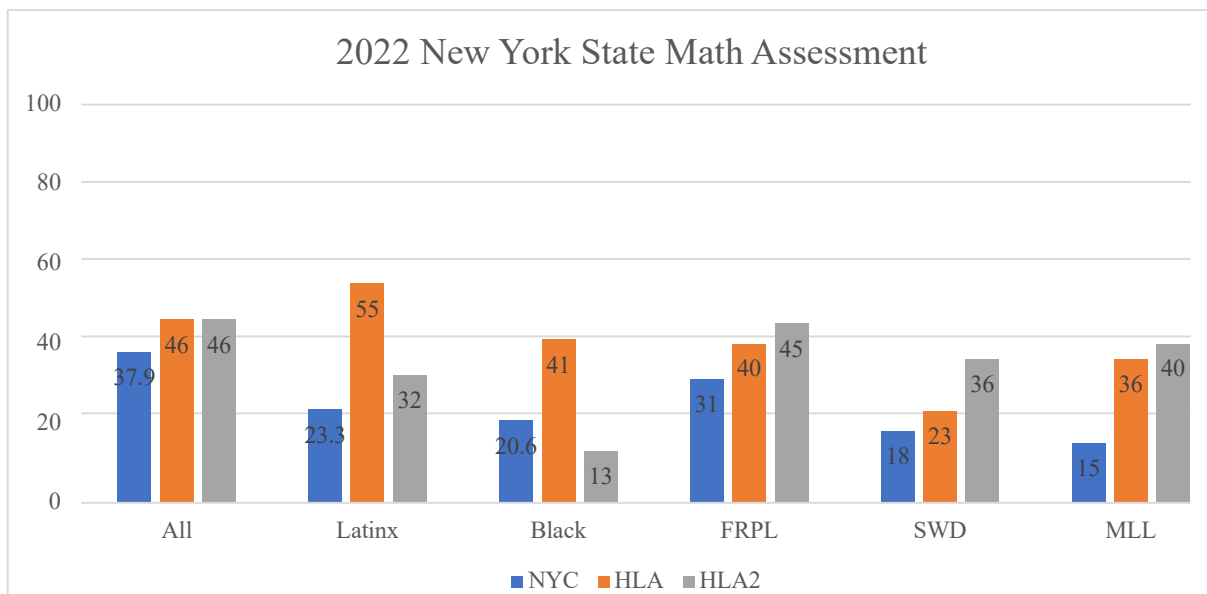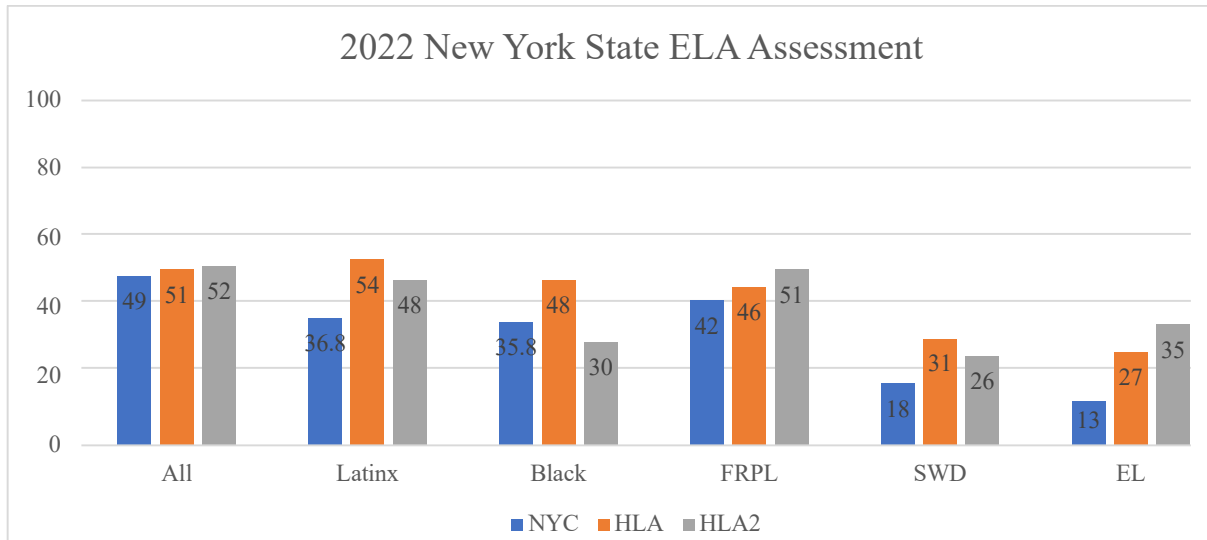
4) **Diversity, Equity and Inclusion**. With a commitment to serving children from all backgrounds and to promoting diversity within our educator workforce, we work to ensure that all students and adults in our school community feel the authentic sense of belonging that allows for connections to be made and for learning to occur. We represent a diversity of stories and lived experiences in our curricular materials and our staff development sessions.

5) **World Language Instruction**. HP schools are part of a growing movement of linguistically diverse public charter schools, teaching languages as varied as Modern Hebrew, Greek, Mandarin, French, and Arabic based in part on a wide body of research showing the benefits of learning a foreign language: improved school performance; problem-solving skills; cross-cultural communication; and understanding of different perspectives.
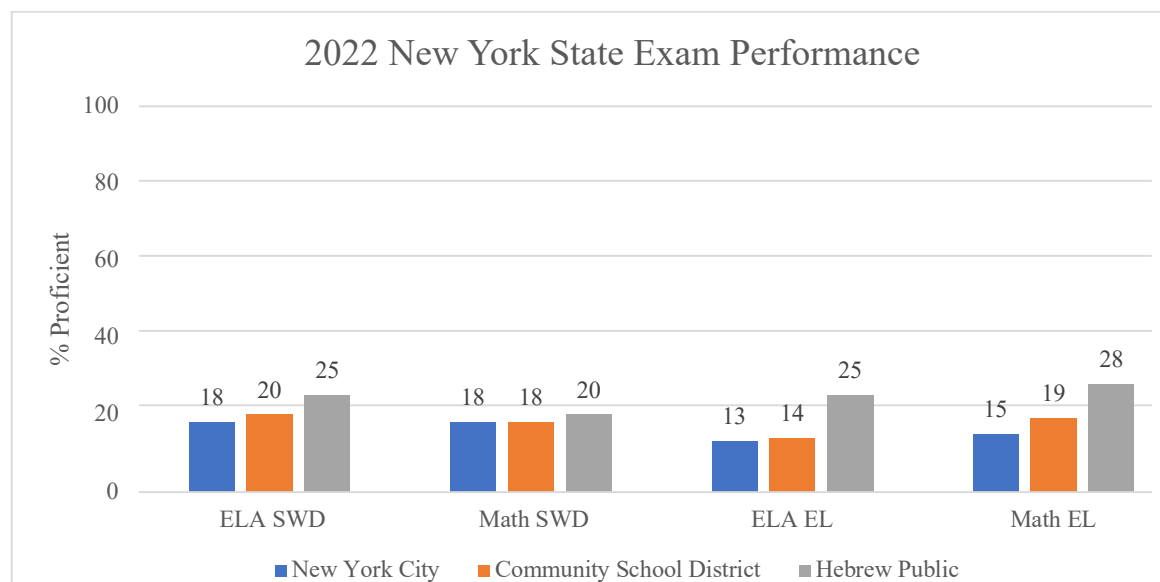
Faithful implementation of Hebrew Public's educational philosophy has routinely led to improvements in student learning outcomes, particularly for at-risk students. For example, on the 2022 New York State ELA and math exams, students at Hebrew Language Academy Charter School (HLA) and Hebrew Language Academy Charter School 2 (HLA2) in Brooklyn

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outperformed their peers from across New York City both overall and within key demographic

groups.

2022 New York State ELA Assessment

Group	NYC	HLA	HLA2
All	49	51	52
Latinx	36.8	54	48
Black	35.8	48	30
FRPL	42	46	51
SWD	18	31	26
EL	13	27	35

2022 New York State Math Assessment

Group	NYC	HLA	HLA2
All	37.9	46	46
Latinx	23.3	55	32
Black	20.6	41	13
FRPL	31	40	45
SWD	18	23	36
MLL	15	36	40

Across the network, Hebrew Public students with disabilities and English Learners

outperformed their demographically similar peers from both the community school districts in

which their schools are located and from across New York City writ large.

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2022 New York State Exam Performance

Bar chart titled "2022 New York State Exam Performance" showing % Proficient on the y-axis (0 to 100) for four categories: ELA SWD, Math SWD, ELA EL, Math EL. Legend: New York City (blue), Community School District (orange), Hebrew Public (gray).

- ELA SWD: New York City 18, Community School District 20, Hebrew Public 25
- Math SWD: New York City 18, Community School District 18, Hebrew Public 20
- ELA EL: New York City 13, Community School District 14, Hebrew Public 25
- Math EL: New York City 15, Community School District 19, Hebrew Public 28

A.4. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Hebrew Public's schools are diverse-by-design, meaning that we intentionally cultivate communities composed of families representing a range of backgrounds, cultures, and native languages. This approach represents an effort to redress the entrenched school enrollment patterns that frequently preclude students from learning in racially and socioeconomically diverse settings. A 2021 report published by Columbia University's Teachers College found that diverse-by-design charter schools have generally helped "students learn at higher levels than they might otherwise have achieved if they had attended their local district school, especially in English language arts, and with far fewer chronic absences and suspensions" (Teachers College, 2021).

In HP schools, the majority of students identify as either Hispanic or Black, and HP has (and will continue) to prioritize recruiting and retaining teachers who are well-qualified, experienced, effective and highly skilled to teach a diverse group of learners. Yet, nationwide, nearly 50% of Black teachers reported in winter 2021 that they would likely not return to the

classroom the following year, compared to 23 percent of teachers overall (Carr, 2022). While HP does not have data that points to disproportionately high attrition rates for teachers of color, it was imperative to HP leadership that the expanded HCMS and new PBCS be designed with equity in mind based on feedback from all educators including teachers of color.

B. Quality of the Project Design

B.1. The extent to which the proposed project demonstrates a rationale.

The rationale animating HP SURGE is underpinned by relevant research that suggests a focus on three discrete levers — strengthening Hebrew Public's instructional support model, codifying and clarifying the network's career pathways, and rewarding educator excellence — will result in meaningful improvements on a range of key student and teacher outcome measures. The research supporting the proposition that HP's project design is likely to result in fulfillment of key project objectives is summarized below.

Lever 1: Strengthen Hebrew Public's instructional support model. As a threshold matter, HP SURGE is designed to enhance HP's instructional support model. Building the instructional capacity of frontline educators is an empirically proven way to drive student learning outcomes, bolster teacher quality, and limit staff turnover. Accordingly, HP SURGE works systematically to create the conditions in which teachers have access to the coaching, professional communities, and high-quality feedback that are necessary preconditions to the improvements in teacher quality and student learning that the project is designed to achieve.

Notwithstanding the sizable investment that school systems have made in professional learning programs, the vast majority of these efforts have failed to yield meaningful improvements in educator performance or student outcomes (TNTP, 2015). Effective school systems promote cultures of innovation, collaboration, inquiry, and learning for all (Erickson,

2010). Educators grow when they are afforded opportunities to develop their practice and to assume progressively larger responsibilities within the confines of trusting and supportive relationships with peers, mentors, and coaches (Drago-Severson, 2009; Drago-Severson & Blum-DeStefano, 2014, 2018, 2019). Research demonstrates that high levels of teacher collaboration lead both to enhanced teacher morale (and, consequently, retention) as well as improved student achievement (Basileo, 2016; Leana, 2011). Teachers who have access to supportive learning environments are more likely to build the self-efficacy that equips them to meet the needs of their students and to remain within the profession (Darling-Hammond, 1996; Hicks, 1997). Research strongly supports the notion that strengthening staff cohesion and community leads to improved student engagement and achievement (Bryk & Schneider, 2002; Ronfeldt et al., 2013).

Through HP SURGE, HP will strengthen the network's *intrinsic* capacity to cultivate our most important human capital resource: the teachers who stand in front of our classrooms each day through professional learning programs supported and reinforced by coaching by Academic Deans in day-to-day classroom settings.

Lever 2: Codify and clarify career pathways. The second critical lever in the development of our HCMS is the codification and clarification of the career pathways to which our educators have access. Educators who crave opportunities to expand their practice and intensify their impact without leaving the classroom routinely express interest in taking on hybrid leadership roles (Campion, 2019). Creating specialized, intermediate leadership roles for exemplary teachers is both an effective retention strategy and a proven way to amplify the reach of a system's best instructors (Teach Plus, 2015). A study of teacher pathway initiatives across a host of traditional public school systems and charter networks identified improved trends in teacher

recruitment and retention, increased collegiality, and anecdotal evidence of positive impacts on teacher effectiveness and short-term student learning outcomes (Natale et al., 2016).

HP SURGE will tighten the nexus between educator performance and upward mobility, ensuring HP's most effective educators have opportunities both to advance their careers within our system and to broaden their impact across more teachers and students. It will create structured opportunities for teachers to assume intermediate leadership responsibilities and will foster the development of an internal pipeline of high-quality administrators. These clear and transparent processes — which will be tied to our systems of educator growth, development, and evaluation — will allow HP's top talent to build their careers within our system and obviate the need for them to look elsewhere for advancement opportunities.

Lever 3: Reward educator excellence. The third lever instantiated in HP SURGE's project design is the development of a financial model that properly reflects the contribution of teachers and leaders to student outcomes. In electing to move from a lockstep compensation system to one in which teacher salaries are tied to evaluation ratings, HP has undertaken a close study of the existing literature on effective PBC systems. We have noted that the PBC systems that failed to result in measurable impacts on teacher retention, teacher quality, or student learning outcomes were poorly communicated, implemented in the absence of authentic teacher input, and disconnected from professional development that would have clarified the connection between adult learning and financial incentives (Honawar, 2008; Springer et al., 2012; Stone & Peetz, 2023). Notably, a working paper published earlier this year found that "embedding multiple measures of teacher effectiveness" can mitigate "sub-optimal behavioral responses from teachers that may result when teacher performance is restricted to measures of student performance on standardized assessments alone" (Cohodes et al., 2023).

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What is key, then, is that performance-based compensation systems are thoughtfully designed so as to incentivize the correct behaviors (Chiang et al., 2017; Pham et al., 2020). In light of this research, HP plans to implement a PBC system through HP SURGE that is tightly connected to professional development, instructional observations, and evidence of team-oriented behaviors. Moreover, while the incentive sizes will be sufficiently robust as to play a meaningful role in shaping the choices of teacher candidates and the behaviors of extant HP teachers, they will take into account a multitude of measures of teacher effectiveness. As a comparatively small school system, HP does not suffer from the data fragmentation or systems proliferation challenges that often afflict larger districts. As such, our current systems permit streamlined access to pertinent student data as well as information concerning educator recruitment, retention, observation, evaluation, and compensation. This relative agility will enable HP to implement and refine a PBC system for teachers and design a PBC system for leaders that both leverages the strengths of the network's existing infrastructure and ensures that those responsible for driving student outcomes are being properly recognized and rewarded.

B.2. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of the project objectives.

As depicted in our project Logic Model (**Appendix A**), each lever will be operationalized by the pursuit of three underlying strategies. HP will strengthen our instructional support model by (1) building the capacity of instructional coaches, (2) piloting the development of Professional Learning Communities on each campus, and (3) improving the quality and reliability of classroom observations. HP will codify and clarify our career pathways by (1) tightening the linkage between evaluation ratings and eligibility for intermediate leadership roles, (2) creating new pathways to support the rollout of an enhanced HCMS, and (3) strengthening internal leadership pipelines. HP will reward educator excellence by (1) refining a PBC model that

appropriately accounts for adult impact on student learning outcomes, (2) providing financial incentives to highly effective teachers, and (3) designing a school leader compensation model that incorporates quantitative components measuring impact on a range of student outcomes.

The literature indicates that each of these strategies, adopted in isolation, will have a positive impact on the project's key outcome measures. Critically, however, HP's project design calls for each of these strategies to be implemented as part of a coherent whole. This integrated approach will ensure that HP SURGE has a deep and lasting impact on the quality of education provided throughout the HP network.

Strategy 1.1: Build the capacity of instructional coaches.

Evidentiary Basis. A meta-analysis of 60 randomized controlled trials focused on student performance and teacher practice found that instructional coaching had the most significant impact on student learning (Kraft et al., 2018). Effective systems "invest in building the capacity of the coaches themselves, through intensive training in coaching techniques and regular time for coaches to problem-solve together" (Nelson & Dunsmore, 2018). Well-designed instructional coaching programs rely on well-trained, expert coaches; include structured feedback on a narrow set of instructional practices, emphasize strategies to improve student engagement and student reasoning, and leverage technology to provide coaching in multiple modalities (Walters, 2014). Coaches facilitate the transmission of knowledge by facilitating collaborative learning, organizing peer observations, coordinating shared PD needs, and circulating teacher-created resources (Galey, 2016).

Implementation Plan / Methodological Tools. Hebrew Public's multifaceted approach to instructional coaching rests on the foundational belief that teachers hone their craft through coaching conversations that are frequent, grounded in data, and focused on a high-leverage

action step. Coaches offer feedback in a range of settings — huddles with groups of teachers who are working to address the same growth area, live coaching that address high-leverage skills at the "point of error," in-depth coaching sessions that break down misunderstandings about a teaching move, lesson plan reviews, and individual planning meetings. Teachers are observed, coached and supervised by a member of the school's leadership team who in turn receive training in observation and coaching through centrally facilitated sessions during Leader Institute and in weekly coaching sessions with their own coaches. Through TSL, we will provide intentional PD to our instructional coaches through a train-the-trainer model that will cultivate a highly skilled corps of instructional coaches within the HP network and will ensure sustainability beyond the TSL project period. The efficacy of this initiative will be measured through surveys that gauge the extent to which teachers perceive the quality of instructional coaching to be improving as well as by teacher observation and student performance data.

Strategy 1.2: Piloting the Development of Professional Learning Communities.

Evidentiary Basis. Scholars have alternately referred to professional learning communities (PLCs) as the "most promising strategy for sustained, substantive school improvement" (DuFour & Eaker, 1998, p. xi), and as "strong mechanisms that enable educators to join forces to promote ongoing growth and improvement for themselves and their students" (Barton & Stepanek, 2012). Effective school systems prioritize PLCs by declaring collaborative learning time to be sacrosanct and by fostering a culture in which interdependency is understood to be a sign of collective strength rather than of individual deficiency (Nelson & Dunsmore, 2018). Strong PLCs are characterized by shared missions, visions, and values; collective inquiry; collaborative teams; action orientation; continuous improvement; and a relentless focus on results (Dufour & Eaker, 1998).

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Implementation Plan / Methodological Tools. Through HP SURGE, HP will create

formalized mechanisms for piloting PLCs on one campus during Year 3 of the project period.

Specifically, the pilot site will provide dedicated time; structured protocols for discussing texts,

examining evidence of student learning, or analyzing data; and stipends for PLC Leaders. The

Project Director will observe PLC meetings and will review artifacts as well as data from

interviews, focus groups, and surveys to assess the extent to which PLCs are achieving their

intended impact and how they might be improved prior to network-wide rollout.

Strategy 1.3: Improve the Quality and Reliability of Classroom Observations.

Evidentiary Basis. The credibility of talent management systems that incorporate

observation-based measures of teacher performance is predicated on the validity and reliability

of the data collected via observation. Research has suggested that observation data may

systematically disfavor teachers working with lower-performing students, students from low-

income households, and students of color, (Campbell & Ronfeldt, 2018; Steinberg & Garrett,

2016; Whitehurst et al., 2014). Strengthening the perceived legitimacy of a new PBC system that

includes observation measures requires school systems to safeguard the reliability of ratings

(e.g., by averaging scores over multiple observations and undertaking inter-rater reliability

exercises) and to validate observation measures by assessing their correlation with student

learning outcomes (Bill & Melinda Gates Foundation, 2012).

Implementation Plan / Methodological Tools. The manner in which HP currently stores

and tracks observation scores is inconsistent across campuses. The central office has developed a

tool that schools are able to utilize on an opt-in basis, but adoption has been scattershot. Through

the TSL project, we will create shared network-wide norms for observations aligned to indicators

such as: (1) evidence of planning; (2) evidence that routines and procedures exist; (3) pacing

aligned to lesson structure; (4) evidence of envisioning language; (5) evidence of reinforcing language; (6) evidence of reminding language; (7) 80% of students demonstrating engagement; and (8) evidence of appropriate differentiation and scaffolds. Each fall, and periodically throughout the year, leaders from each campus will conduct co-observations using this shared protocol and will engage in inter-rater reliability exercises designed to create a broadly shared understanding of norms and expectations. Throughout the grant period, the Project Director will review data from each school's Observation Tracker on a monthly basis and will monitor for discrepancies in frequency, average ratings within each category, and scores within specific content areas.

Strategy 2.1: Tighten the linkage between evaluation ratings and eligibility for intermediate leadership roles.

Evidentiary Basis. As Natale et al. (2016) have noted, a "critical dimension of ensuring the credibility of the selection process for leadership roles or a designated career ladder stage is defining baseline eligibility of teachers for these roles" (p. 26). Those researchers conducted a collective case study and found that the majority of sites predicated eligibility for teacher-leader roles on "designations of excellence from their teacher evaluation system, which included measures of student achievement or growth" as a criterion (p. 26). Viewing evaluation systems as a mechanism for promoting teacher growth rather than exclusively as a means of ensuring teacher accountability is a proven way to generate investment in a modified HCMS (Duncan, 2016).

Implementation Plan / Methodological Tools. Teachers across the HP network can advance their careers by assuming intermediate leadership roles such as Grade-Level Lead, Content Area Lead, Mentor Teacher, Summer School Dean, and After-School Dean. As part of

the enhanced HCMS being put into place through HP SURGE, eligibility for these roles will be

pegged to evaluation ratings. Revised role cards and eligibility criteria will be designed during

HP SURGE's first year with implementation commencing in Project Year 2. Evidence of

implementation success will be collected via interview, focus group, survey, and artifact review,

and the Project Director will make targeted modifications to the pathways prior to Year 3.

Strategy 2.2: Create new pathways to support the rollout of an enhanced HCMS.

Evidentiary Basis. The benefits that accrue to students from 'successful' interventions are

often fleeting; when dedicated funding streams are discontinued, the lack of an institutional

support structure can prove fatal to a program's continued viability (Sarrafzadegan et al., 2014).

Implementation science literature speaks to additional challenges that complicate sustainability

planning when a program is adopted in a range of settings (Shelton et al., 2018). Thus, for an

innovative program that will be implemented across multiple states, it is imperative that the

factors undergirding the sustainability of evidence-based practices — which include

organizational and community capacity building, adaptation based on formative evaluations, and

instantiation within policies and systems — be considered *ex ante* and baked into the program

design from conception (Pinkelman et al., 2015; Shelton et al., 2018; Whelan et al., 2014).

Implementation Plan / Methodological Tools. To ensure the durability of HP SURGE

beyond the TSL grant, HP will institutionalize the key components of the project by creating new

career pathways that support the rollout of an enhanced HCMS. These pathways — which may

include network-wide Community of Practice Leader, PLC Leader and Peer Observer — will

build on HP's existing staffing model that includes stipended opportunities for Grade-Level

Leads and Content Area Leads. Role cards and eligibility criteria will be designed during HP

SURGE's first year with implementation commencing in Project Year 2. Each newly created

pathway will be piloted on a single campus during Year 2. Evidence of implementation success will be collected via interview, focus group, survey, and artifact review, and the Project Director will make targeted modifications to the pathways prior to network-wide rollout in Year 3.

Strategy 2.3: Strengthen internal leadership pipelines.

Evidentiary Basis. Successful charter school networks invest in internal development programs that allow them to cultivate pipelines of mission-aligned leaders (Coker et al., 2021). Researchers have concluded that "charter school success depends significantly on the expertise of its leaders—perhaps more so than does a typical school principal" (Carpenter & Peak, 2013, p. 151). Accordingly, successful networks strive to develop leaders who are "fully grounded in the organization's culture of success" (National Alliance for Public Charter Schools, 2008). Internal development programs often consist of structured training approaches such as site-based mentorship, observing leaders, and taking on 'stretch' assignments that build their capacity to assume additional leadership responsibilities (Higgins & Hess, 2009; Torres et al., 2018).

Implementation Plan / Methodological Tools. Through HP SURGE, HP will codify and communicate a clear pathway through which teachers can progress into school leadership roles within the network. In Year 1, the Project Team will design a leadership incubator that includes a gradual phase-in of administrative responsibilities; stretch opportunities with a range of leadership areas including conducting observations, working with struggling teachers, leading school-wide cultural initiatives, analyzing school-wide data and fashioning responsive PD plans; presenting at board meetings; and working directly with parents and other key community stakeholders. The Project Team will also codify the core competencies that all leaders must have, articulating a vision of excellence that emphasizes a leader's capacity to promote student learning, develop teacher efficacy, and create a strong campus culture. In Year 2, HP will screen

candidates for the leadership incubator program. Beyond the preliminary screen of a candidate's evaluation data (including their impact on student learning outcomes), the process may consist of a data analysis task; a supervised co-observation and feedback session; role-playing scenarios that require the candidate to explain their thinking when presented with descriptions of challenges that arise during a school day; individual and group interviews; and a simulated PD session. The first cohort of leadership fellows will be trained during Year 3. Evidence of effectiveness will be collected through interviews, surveys, evidence of demand, and data concerning retention and impact on both teacher and student performance.

Strategy 3.1: Refine a PBC model that appropriately accounts for adult impact on student learning outcomes.

Evidentiary Basis. Poorly designed PBC systems are fated to have a marginal impact on desired outcomes. By contrast, well-designed systems — i.e., ones that appropriately weight observational ratings and student-learning data, provide incentives that are sufficiently robust as to impact adult behavior, and that include feedback and support components — have proven to be far more effective at driving teacher quality and student learning (Cohodes et al., 2023). In summarizing key learnings from the implementation of PBC initiatives across the country, the U.S. Department of Education has emphasized the importance of school systems continually refining their programs in collaboration with key stakeholders (2017). For PBC systems to effect lasting change, they must be grounded in robust constituency-building efforts that reflect an ongoing commitment to assessment, reflection, and continuous improvement (Slotnik, 2009).

Implementation Plan / Methodological Tools. Hebrew Public will use HP SURGE to establish clear and explicit structures for analyzing teacher impact on academic, attendance, and cultural outcomes. While we anticipate utilizing a nationally normed assessment such as NWEA

MAP and calculating, for example, the percentage of a teacher's students who hit their Fall-to-Winter or Fall-to-Spring individual growth targets, we will consider multiple value-added growth measures. During Year 1 of the project period, HP will work with a compensation consultant to model the implications of various design choices on evaluation ratings and PBC eligibility. We will develop a rubric that allows evaluators to assess the extent to which educators are modeling the OLAM values in their work. Options will be reviewed by HP's Compensation Committee, and the Project Director will be responsible for broadly communicating the rationale for the selected measures and cut scores to teachers across the network. We will collect extensive data during Years 2 and 3 (teacher perceptions on fairness and equity; impact on educator retention, teacher quality, and student growth) and use that information to inform the continuous improvement process outlined below.

Strategy 3.2: Provide financial incentives to highly promising and highly effective teachers.

Evidentiary Basis. Performance-based compensation systems that reward teaching excellence have been demonstrated to be a meaningful inducement that attracts high-quality candidates into a school system's classrooms (Jones & Hartney, 2017). They also may play a meaningful role in enhancing retention and limiting turnover by ensuring salaries remain viable within a fiercely competitive labor market (Hough & Loeb, 2013). As opposed to lockstep compensation systems premised on seniority and degree attainment, PBC systems that incentivize improvements in teaching and learning provide educators with meaningful financial recognition for their contributions to strategically important outcome measures (Hunter, 2010).

Implementation Plan / Methodological Tools. HP will pilot its PBC in Year 1 with the 'highly promising' and 'highly effective' designations hinging on observational criteria while the

student growth modeling work takes place. To incentivize longevity within the HP network, PBC will come in the form of eligibility for more sizable year-over-year compensation increases rather than in the form of bonus payments. In Years 2 and 3, the compensation system will incorporate evidence of teacher impact on student outcomes. HP will also strengthen its partnership with Touro University (**Appendix F**) to ensure promising educators satisfy all their licensure requirements, become fully certified, and acquire eligibility to earn performance-based compensation under this enhanced system. The Project Director will review a range of data including PBC payouts disaggregated by amount, campus, and role; correlations between observation scores and evidence of impact on student outcomes; payout amounts and distribution and correlations between payouts, recruitment, and retention. Informed mid-course corrections will occur in Project Year 3 (and after the close of the grant period).

Strategy 3.3: Design a school leader compensation model that incorporates quantitative components measuring impact on a range of student outcomes.

Evidentiary Basis. School leaders have a profound impact on a host of outcomes ranging from teacher retention to student learning to chronic absenteeism (Coelli & Green, 2012; Leithwood & Jantzi, 2006). School systems can improve their recruitment and retention of high-quality leaders by structuring their compensation in a manner that properly reflects these impacts (National Association of Secondary School Principals, 2020). Performance-based compensation for school leaders is most effective when eligibility criteria are strategically aligned to system-wide goals (Schuermann et al., 2009). Consequently, systems must take care to fashion PBC initiatives that represent a clear vision for how leaders bear responsibility for propelling schools toward fulfillment of their educational missions (Hamilton et al., 2012).

Implementation Plan / Methodological Tools. HP's Year 1 work with its compensation consultant will also entail modeling various scenarios under which school leaders will be eligible for year-over-year raises based on their impact on a range of relevant outcomes. HP will solicit feedback from its Compensation Committee in Year 2 and will create a new school leader evaluation and compensation system that will go into effect in Year 3.

B.3. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Guided by the HP SURGE Logic Model and aligned to the performance objectives set forth below, HP will engage in evidence-based improvement cycles throughout the project period. Informed mid-course corrections will be made after careful review of qualitative and quantitative data. This section provides an overview of the evaluation methods that will provide performance feedback and permit periodic assessment of progress toward achieving HP SURGE's intended outcomes.

Metrics. HP has established a series of objective performance measures to assess the efficacy of our TSL project. These ambitious goals, which are outlined in the table below, are directly connected to the levers and strategies outlined above.

Project Objectives and Performance Measures

Objective 1: Improve teacher effectiveness	
Measure 1.1	The percentage of teachers rated highly promising or highly effective increases during each year of the project period with no significant disparities by race or gender.
Measure 1.2	The percentage of teachers who demonstrate year-over-year improvement on the student growth component of their evaluation rating increases during each year of the project period with no significant disparities by race or gender.
Measure 1.3	The percentage of teachers who qualify as eligible to earn performance-based compensation based on their individual evaluation ratings increases during

	each year of the project period with no significant disparities by race or gender.
Objective 2: Improve educator retention	
Measure 2.1	The number of applications from qualified candidates for each vacant teaching position increases during each year of the project period.
Measure 2.2	Network-wide retention of highly promising and highly effective teachers improves during each year of the project period.
Measure 2.3	Network-wide retention of school leaders improves during each year of the project period where a performance-based compensation system for leaders is in effect.
Objective 3: Improve student achievement	
Measure 3.1	The percentage of students testing at proficient levels or above on ELA and math assessments increases during each year of the project period with no significant disparities by student group.
Measure 3.2	The percentage of students who outperform their demographically similar peers from across the state and from within their zoned districts on ELA and math assessments increases during each year of the project period with no significant disparities by student group.
Measure 3.3	The percentage of students meeting their individual growth targets on nationally normed assessments increases during each year of the project period with no significant disparities by student group.

HP SURGE's evaluation will be guided by three essential research questions:

1. To what extent is HP SURGE being implemented with fidelity?

2. To what extent are the HCMS and PBC reforms being perceived by key stakeholders as responsive, equitable, and effective?

3. To what extent is HP SURGE achieving its intended impact on key project outcomes related to teacher effectiveness, educator retention, and student achievement?

Data collection and evaluation activities will be structured to address those questions.

Project Narrative

Evaluation Team. HP will contract with a third-party evaluation partner using federally compliant procurement processes as set forth in 2 CFR Part 200. The external evaluator will be responsible for producing annual evaluation timelines; furnishing data request forms and templates; creating survey instruments and interview/focus group protocols; creating secure mechanisms to receive transfers of student and teacher data; coordinating on a routine and ongoing basis with the Project Director; presenting findings in a timely and actionable fashion; and producing interim memoranda and a summative report. The Project Director, in consultation with other members of the HP Project Team, will bear ultimate responsibility for determining how best to refine the project on a year-over-year basis, delegating responsibilities, and ensuring broad communication with implicated stakeholders.

Data Collection Methods. The evaluation of HP SURGE will be informed by a host of data collected throughout the project period. With the support of the Project Director and other key members of HP's internal project team, the external evaluation partner will collect the following types of data:

Artifacts. The external evaluator will review documentation related to HP SURGE implementation including observation rubrics, career pathway role cards, staff communications, PLC meeting agendas, and other relevant materials.

Surveys. The external evaluator will create a custom HP SURGE survey instrument to solicit feedback from HP staff regarding HP SURGE implementation. The battery of questions will explore teacher and leader perceptions about the efficacy and equity of the HP SURGE project including observations, coaching, evaluations, opportunities for career advancement, and performance-based compensation.

Project Narrative

Interviews and Focus Groups. The external evaluator will conduct confidential interviews and focus groups with educators and students using custom protocols developed in collaboration with the HP project team.

Educator Data. The external evaluator will review staff recruitment, retention, observation, and evaluation data. Recruitment data will include the number of applicants for each role and the educational and professional qualifications of candidates and hires. Retention rates will be disaggregated by race and gender as well as by teacher evaluation ratings.

Student Data. The external evaluator will review student performance data on criterion- and norm-referenced assessments.

Data Analysis. The evaluation will be conducted using a mixed-methods approach. Analytical methods will include

- Descriptive, descriptive-comparative, and correlational analyses of student-, teacher-, and school-level data;

- Descriptive analyses of survey and classroom observation data; and

- Content and thematic analyses of responses to open-ended survey prompts and to interview and focus group questions

Triangulating the data in this fashion will enhance the validity of the evaluation's findings and ensure that the Project Team is equipped to act appropriately.

Evaluation Cycle. Data collection and analysis cycles will be timed to ensure that feedback can be rapidly assimilated into the project design throughout the project period. The external evaluator will meet with the Project Director on a biweekly basis to coordinate data collection activities. As research indicates that successful implementation of HCMS reforms requires school systems to remain highly attuned to both educator perceptions and impact on

quantitative impact measures, the external evaluator will produce interim memoranda no later than April 1 of Project Years 1 and 2. The Project Director will then have an opportunity to review these findings and recommendations and to initiate and communicate the changes that will take effect prior to the start of the ensuring instructional year. These iterative design cycles will ensure enhancements are continually baked into the rollout of the new HCSM and that the PBC system is incentivizing the desired behaviors. The external evaluator will produce a final summative report at the conclusion of the project period, which will be designed to ensure broad dissemination of key takeaways for other school systems particularly those, like HP, that are diverse by design and are actively striving to achieve progressively more equitable outcomes for students and teachers.

C. Management Plan

The Management Plan establishes well-defined responsibilities, clear timelines, and milestones that are realistic, appropriate for the objectives of the grant, and adequate to ensure project success. Key project personnel possess the requisite expertise and experience to ensure the HP SURGE project achieves its transformational aims.

Upon notification of a grant award, HP will recruit and hire a TSL Project Director who will be hired specifically for this role and who will devote 100% of their time to the project. The Project Director will bridge the work of the Talent and Program teams for the duration of the project period, ensuring these initiatives work harmoniously and are not confined to implementation silos. In collaboration with other key members of the Project Team, the Project Director will be responsible for ensuring the grant achieves its ambitious objectives by managing project plan implementation, maintaining internal coordination via regular Project Team meetings, monitoring progress toward project goals, coordinating the work of external partners

Project Narrative

(including the third-party evaluator and the compensation consultant), determining and communicating informed mid-course corrections, and providing routine and ongoing updates to the Department of Education.

The Project Director's work will be supported by a seasoned executive team whose collective experience overseeing the implementation of complex initiatives across a range of high-performing schools will be vital to ensuring the project's success. These individuals have opened and operated outstanding public schools of choice in numerous communities, and they have both the vision and the capacity to execute this project at a high level. Key members of the Project Team will include the following individuals:

████████, HP's President and Chief Executive Officer (5% FTE), will serve as HP SURGE's *Executive Lead* and will be responsible for ensuring HP SURGE promotes Hebrew Public's overarching educational vision. ██ will support the work of the Project Director in identifying relevant synergies and ensuring the efforts of the network's Program and Talent teams are fully aligned.

████████, HP's Chief Talent Officer (20% FTE), and ████████, HP's Director of Talent Operations (30% FTE), are responsible for developing and systematizing processes that ensure HP schools are equipped to recruit and retain teams of diverse, highly effective teachers and leaders. Through HP SURGE, ████████ will work to ensure that the implementation of strengthened career pathways and the rollout of a thoughtful PBC system are thoughtfully communicated and are having a positive impact on key outcomes related to recruitment and retention. ████ will support the analysis of teacher demographic data relating to HP SURGE, while Kay Lodge, HP's Director of Data and Analytics (20% FTE), will support the analysis of, and interaction between, HP SURGE and student data.

Project Narrative

██████████, HP's Chief Schools Officer (25% FTE), is responsible for creating and managing HP's programmatic vision across all campuses. Through HP SURGE, ████will support the refinement of observation, evaluation, collaboration, and coaching protocols that build the collective capacity of HP's instructional workforce. Critically, ████ will interface directly with the instructional leads on each campus to ensure consistent implementation of these frameworks at each LEA site.

██████████, HP's Chief Operating and Financial Officer (5% FTE), is responsible for the fiscal and operational sustainability of all schools across the HP network. With respect to HP SURGE, ████ will build multi-year financial models that ensure the project's key components are sustainable beyond the completion of the TSL grant period.

HP's two instructional coaches (██████████ and ██████████) will devote 30% of their time to the grant as they train and develop the skills of school-based instructional leaders. School Instructional Leaders, including Heads of School (10% of their time) and Academic Deans (30% of their time) will work to embed HP SURGE's key strategies related to coaching, observation, and evaluation in their respective schools' day-to-day practices and through school-based ongoing professional development.

This Project Team will convene monthly to coordinate workflows, track progress toward grant goals, and review interim feedback. HP SURGE will also be supported by the work of a Compensation Committee composed of stakeholders from across the HP network representing a range of roles and campuses. The Compensation Committee will meet quarterly under the facilitation of the Project Director.

Management Plan

Activity / Task / Milestone	Responsible[2]	Project Year 1				Project Year 2				Project Year 3			
		Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Project Administration													
Hire Project Director	CEO	✔											
Identify and enter into agreements with key contractual partners (compensation consultant, external evaluator, instructional coaching provider)	CEO, COO/CFO	✔											
Finalize project budget with key stakeholders	CEO, COO/CFO	✔											
Convene Project Team meetings (monthly)	PD, PT	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Empanel Compensation Committee composed of stakeholders representing a range of campuses and roles, hold quarterly meetings	PD, CTO, CCE	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Hold check-in with external evaluator (biweekly)	PD, EE	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Create and refine data collection instruments (survey batteries, interview/focus group protocols) and receive access to student and educator data	PD, EE, DDA, DTO		✔		✔		✔		✔		✔		
Collect & analyze data (routine and ongoing)	PD, EE, DDA		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Produce interim memoranda	EE			✔				✔					
Make informed mid-course corrections and communicate shifts throughout network	PD			✔	✔			✔	✔				
Disseminate key project learnings to affiliate schools and throughout the Diverse Charter Schools Coalition	PD	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Submit Annual Performance Report	PD				✔				✔				
Submit Final Performance Report	PD												✔
Produce summative evaluation report	EE												✔

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[2] CEO = Chief Executive Officer; COO/CFO = Chief Operating Officer / Chief Financial Officer; PD = Project Director; PT = Project Team; CTO = Chief Talent Officer; CCE = Compensation Committee; EE = External Evaluator; SIL = School Instructional Leaders; ICP = Instructional Coaching Partner; CSO = Chief Schools Officer; DTO = Director of Talent Operations; CC = Compensation Consultant; DDA = Director of Data & Analytics

Activity	Owner												
Lever 1: Strengthen Instructional Support Model													
Provide instructional coaching PD	ICP, CSO, SIL		✓		✓		✓		✓		✓		
Hold Summer Leader Institute	CSO, SIL				✓				✓				✓
Provide instructional coaching through a range of feedback modalities	SIL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pilot Professional Learning Communities (PLCs) on one campus	PD, CSO, SIL										✓	✓	✓
Assess the efficacy of PLC implementation, develop mechanisms for network-wide rollout	PD, CSO												✓
Standardize Observation Tracker for adoption across all network schools	PD, CSO	✓											
Conduct co-observations and inter-rater reliability exercises using standardized observation protocol	CSO, SIL	✓		✓		✓		✓		✓		✓	
Review data from Observation Trackers (monthly)	PD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lever 2: Clarify and Codify Career Pathways													
Revise job descriptions for existing teacher-leadership roles to strengthen connection between evaluation ratings and eligibility	PD, CTO, DTO	✓	✓										
Create revised role cards for Grade-Level Lead, Department Chair, Mentor Teacher, Summer School Dean, and After-School Dean that incorporate reimagined eligibility criteria	PD, CTO, DTO		✓										
Screen applications for existing teacher-leadership roles based on new role cards and eligibility criteria	PD, CTO, DTO, SIL			✓	✓			✓	✓			✓	✓
Design role cards and eligibility criteria for new teacher leadership pathways to support rollout of enhanced HCSM	PD, CTO, DTO		✓	✓	✓								
Pilot each new teacher-leadership pathway (e.g., PLC Leader, Peer Observer) on one campus	PD, CTO, DTO, SIL					✓	✓	✓	✓				
Continue rollout of new teacher-leadership pathways across HP network based on feedback collected in PY2	PD, CTO, DTO, SIL									✓	✓	✓	✓

Task	Responsible	1	2	3	4	5	6	7	8	9	10	11	12
Codify core leadership competencies and design leadership incubator	CEO, CSO, PD	✓	✓	✓	✓								
Screen candidates for leadership incubator program	CEO, CSO						✓	✓					
Train first cohort of leadership fellows	CSO, SIL								✓	✓	✓	✓	
Lever 3: Reward Educator Excellence													
Model implications of various design scenarios related to incorporation of student growth data into teacher evaluation system	CC, COO/CFO, CEO, PD		✓	✓									
Develop rubric that allows evaluators to assess the extent to which educators are modeling the OLAM values in their work	CSO, PD	✓	✓	✓									
Incorporate selected student growth measures into teacher evaluation system and broadly communicate the rationale for the changes across the HP network	COO/CFO, CEO, CSO, CTO, PD				✓								
Implement enhanced PBC system that incorporates evidence of teacher impact on student outcomes	COO/CFO, CEO, CSO, CTO, PD					✓	✓	✓	✓	✓	✓	✓	✓
Refine teacher PBC system in response to stakeholder feedback and quantitative data	COO/CFO, CEO, CSO, CTO, PD						✓	✓				✓	✓
Provide financial incentives to highly promising and highly effective teachers	COO/CFO					✓			✓				✓
Model PBC system for school leaders	CC, COO/CFO, CEO, PD		✓	✓									
Workshop PBC system for school leaders with Compensation Committee	PD, COO/CFO, CSO, CCE					✓	✓						
Implement PBC system for school leaders	COO/CFO, CEO, CSO, CTO, PD								✓				
Provide financial incentives to highly promising and highly effective leaders	COO/CFO												✓

D. Adequacy of Resources

D.1. The likelihood that the proposed project will result in system change or improvement.

HP SURGE will accelerate and sustain system change to meet the academic needs of four LEAs ultimately impacting 240 educators and 2,000 students. The prioritization of a human capital management system will help to ensure that Hebrew Public's academic priorities come to fruition to benefit all students because every teacher, support staff member, school and network leader contributes to student success.

HP will create systemic change by drastically improving and expanding HCMS/PBCS to improve educator effectiveness and diversity through equitable systems.	
SHORT-TERM SYSTEMIC IMPROVEMENTS	**LONG-TERM SYSTEMIC IMPROVEMENTS**
Need 1: Coordinated focus on academic priorities across all 4 LEAs	
• Integrating academic priorities and perceptions into system development and improvement creates greater ownership	• HCMS/PBCS that meets the needs of all educators • Sustained academic and social development of students
Need 2: Well-Prepared Pipeline of Diverse, Effective Educators.	
• Increase in the quantity and quality of educators. • Reduced spending on recruitment redirected to student learning initiatives. • A more diverse staff increases the number of role models for a diverse student body.	• A more diverse staff increases the number of role models for a diverse student body, leading to higher standardized test scores • Educators that are more effective will result in improved student outcomes
Need 3: Retention of Effective Educators	
• A greater number of diverse, local educators who are more likely to stay	• Greater educator effectiveness and stability, leading to better academic and life outcomes for students

• Stronger recruitment pipeline frees the capacity of HCMS staff to focus on other responsibilities	

As noted earlier, HP also works with a growing affiliated network currently comprising seven schools in CA, DC, MN, and NJ, that collectively serve more than 2,500 students. HP works closely with these schools through leader convenings, communities of practice, colleague school site visits, and strategic planning. Our learning, systems, practices, and tools will be shared with this network. HP will also share its experience through HP SURGE in other sector contexts, most particularly through its founding membership in the Diverse Charter Schools Coalition (DCSC), on whose board HP's CEO served for several years. DCSC's membership currently includes 230 schools serving over 90,000 students.

D.2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

HP has experience designing centralized instructional supports that are well-implemented at the school level to build local capacity to address student needs. For example, in 2022-23, HP partnered with Atlantic Research Partners (ARP) to establish a Data Fluency and Instructional Coaching program to significantly build the local capacity of teachers and instructional coaches to analyze and create data-based action plans. After NWEA MAP results came back in September and December, each school's daily schedule was organized to allow teachers release time to attend daily workshops where they learn to understand MAP data and link it back to instruction. Teachers collaborated to create Multi-Tiered Systems of Support plans and to look closely at subgroup performance to narrow and eliminate achievement gaps. They determined students' proficiency groups for use in small-group instruction rotations and to design instruction to meet the needs of each proficiency group, determine pull-outs for ELs and students with

special education needs and plan whole-class instructional shifts. This is merely one example of HP's centralized efforts to build local capacity. From this experience, we learned that when the HP network aligns on a few, narrow, high leverage priorities, we can ensure growth for our students.

The HP network has identified three programmatic priorities for the 2023-2024 school year, and will be building local capacity to support these priorities: (1) Knowing Our Content & Our Students: Investing in Intellectual Preparation & Data Analysis; (2) Creating Environments Where All Students Can Thrive: Establishing and Improving Consistent, Multi-Tiered Systems of Support; and (3) Bringing Our Mission to Life: Incorporating our Mission of Global Citizenship into All We Do. Further details on these priorities can be found in **Appendix F**.

D.3. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

Financial Model. In order to fully appreciate the impact of this investment, it is useful to understand the economics of the HP governance model. Hebrew Public receives an enrollment-based management fee from each LEA. Therefore, HP SURGE builds on a currently sustainable financial model, plus enrollment in the four LEA schools is expected to grow by 500 students during the three-year grant period as new grades are added to existing schools, and to continue to grow thereafter. After the TSL grant period, the additional funding provided by this increased enrollment will enable the continuation grant-funded activities. A high-level summary of the multi-year financial model is below in response to **App. Req. 8 and 9.**

Project Narrative

	Grant YR1	Grant YR2	Grant YR3	Post-Grant YR1	Post-Grant YR2
	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	1,550	1,760	2,010	2,200	2,350
State/Local Government Funding	$34.6M	$40.48M	$47.637M	$53.68M	$59.04M
Federal Funding (not including TSL)	$5.4M	$3.1M	$3.618M	$4.114M	$4.52M
Schools Philanthropic Support	$0.25M	$0.3M	$0.355M	$0.41M	$0.46M
Total School Revenue (not including TSL)	**$40.25M**	**$43.88M**	**$51.61M**	**$58.20M**	**$64.02M**
HP Management Fee from Schools	$2.7M	$3.17M	$3.72M	$4.18M	$4.61M
HP Philanthropic Support	$2.5M	$2.63M	$2.76M	$2.90M	$3.04M
Total Hebrew Public Revenue	**$5.2M**	**$5.80M**	**$6.48M**	**$7.08M**	**$7.65M**

Approximately $370,00 of the grant will be spent annually at the network level (that is, by HP directly). Of that amount, both the Project Director costs and the third-party evaluation costs are expected to large phase out at the end of the project period, reducing the Hebrew Public cost burden to about $160,000 in annual expenditures previously covered with TSL funding. Meeting this ongoing cost burden will be quite feasible for HP, as its annual management fee revenue is projected to grow by nearly $1.5 million from grant year 1 (2023-24) to the first year following the grant (2026-27). HP's philanthropic revenue is also expected to grow during this time.

At the school level, by year 3 of the grant, approximately $1.1 million in combined annual school-based costs will be covered by TSL federal grant funding. Schools will be able to sustain this work beyond the grant period. First, some expenses, such as third-party coaching consultants, are expected to diminish over time as our internal leadership coaching capacity increases. More importantly, school revenue from non-TSL government sources (state, local, and

federal) is expected to grow from $40 million in grant year 1 (2023-24) to more than $57 million in the year following the grant (2026-27). Ongoing costs previously covered by the TSL grant can quite feasibly be absorbed based on this greatly increased revenue – even when accounting for the addition of new staff and related costs to meet increased enrollment.

Since HP launched 13 years ago, it has: raised more than $30 million in philanthropic support for its work and that of its schools; secured a $4.9 million federal Charter Schools Program grant; and helped its schools obtain over $3 million in discretionary local government grants. We will continue to raise philanthropic support for growth initiatives, innovation, and exploration of new markets. We feel encouraged by the generosity of funders to date, retention of donors, and our developing work to engage funders who understand that there will be an ongoing need for philanthropic commitments alongside and after any TSL grant funds are committed.

Hebrew Public has committed to matching over 51% of the federal funds provided through the TSL program to ensure successful implementation of the HP SURGE project. Matching funds will come from recurring sources of state and local per-pupil funding from the four participating LEAs in New York and Pennsylvania as well as from management fees collected by the HP CMO to provide key operational and instructional support services to the schools in its network. As noted, these per-pupil revenues are projected to increase during each year of the project period, ensuring ample coverage for the TSL match requirement.

Partner Commitments and Stakeholder Support. Hebrew Public believes that the best student outcomes result when schools engage families as true partners in their children's education. We rely on robust two-way communication with families to ensure student needs are being addressed, translate written and oral communications to mitigate barriers to involvement, and invite families to attend school- and classroom-level celebrations. We solicit input from

families through regular parent surveys and adapt our policies and programming in response to the feedback we receive.

Our new higher education partnership with Touro University is an example of the types of commitments we are securing to support HP SURGE, as is our continued partnership with coaching and curriculum organizations such as Hendy Avenue, Jounce Partners, Teach Like a Champion, and Responsive Classroom, and EL Education. Our membership and active participation in the Diverse Charter Schools Coalition provides us with access to communities of practice and shared resources across schools serving more than 90,000 students (see Letter of Support in **Appendix C**). We are also supported by the New York City Charter School Center's work on behalf of NYC charter schools serving over 100,000 students, including through our participation in the Center's annual compensation survey. The deputy head of finance for Mastery Charter Schools, a prior TSL grant recipient, serves on the Board of Philadelphia Hebrew Public, and regularly shares insights about Mastery's experiences in coaching, career pathways, and compensation.

Educator Support for HP SURGE. In response to **App. Req. 3,** HP has gathered expressions of support for HP SURGE from over 100 school stakeholders (see **Appendix C**), including Board Chairs, Heads of School, school leadership team members, social workers, operations team members, and 62 teachers. Each has signed on to specifically support "our emerging effort to improve our model for teacher and school leader compensation, evaluation, coaching, professional development and support. This includes our recent shift toward a base salary structure for teachers that includes significant incremental increases for certification, working in a hard-to-staff teaching area, working as a highly promising teacher, and working as a highly effective teacher."

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