

BREAKTHROUGH BREAKDOWN

**ANNUAL PROGRAM EVALUATION
FOR THE YEAR JUNE 15, 2008 – JUNE 14, 2009**



Breakthrough

Saint Paul

Mounds Park Academy & Saint Paul Public Schools

Breakthrough Saint Paul Logic Model

PROCESS

OUTCOMES

INPUTS

- Students (1.1-1.5)
- Families
- Aspiring teachers (1.6-1.9)
- Mentor teachers (1.10)
- Volunteers (1.11)
- Staff (1.12-1.13)
- MPA
- SPPS
- Break-through National
- Partner organizations
- Funding (1.14-1.15)

ACTIVITIES

- Middle School Summer**
- 6 wks (30 days)
 - 7 hrs/day
 - STS Model
 - Core / elective classes
 - 2 hrs/day hmwk
 - ASM & cheers
 - College Visits
 - Parent Conferences
 - Celebration

- MS School Year Prog.**
- Weekly grade checks
 - 13 Sat. sessions
 - 3.5 hrs / session
 - STS model
 - Tutoring in math/Eng.
 - Contests & YO Time
 - 1:1 Family Meetings

- High School Prog.**
- Laptop program
 - STS Model
 - 1:1 Family Meetings
 - Weekly Grade Checks
 - Access Opportunity
 - BLP in 9th grade
 - BSP Volunteering
 - BSP Teaching
 - Admission Possible

- Teacher Internship**
- 2 wks training, 6 teaching, 1 wrap-up
 - 1:1 support, lesson review, observation
 - Teach 2 classes
 - Committee, Your zone
 - Formal evaluation

OUTPUTS

- Summer Program**
- Student retention and attendance (2.1-2.3)
 - Family contact (2.19-2.20)
 - # portfolios done (2.8)
 - Quality Survey (2.4-2.7)

- School Year Prog.**
- Student retention and attendance (2.1-2.2; 2.9)
 - Family contact (2.19-2.20)
 - College Keys (2.13)
 - # EC activities (2.20)
 - # of contest apps (2.20)
 - Quality Survey (2.10-2.12)

- High School Prog.**
- Student retention and attendance (2.1; 2.14-2.15)
 - Family contact (2.19-2.20)
 - Time on laptops (2.17)
 - # EC activities (2.20)
 - # of contest apps (2.20)
 - Adm. Poss. Enr. (2.20)
 - Quality Survey (2.18)

- Teacher Internship**
- Teacher retention and attendance (2.22-2.23)
 - #/length observations (2.24, 2.28)
 - Mentor performance evaluations (2.25)

IMMEDIATE

- Middle School**
- BSP Students
- Take honors classes (3.1)
 - Pass honors classes with B- or above (3.1)
 - Pass core classes with B- or above (3.1)
 - Pass algebra by 8th gr. (2.19-2.20)
 - MCA-II proficient (3.2)
 - Report being better prepared for 7th grade
 - Report more confidence with public speaking
 - Report better organization
 - Report making strong positive friends at BSP (Last four: 3.3-3.4)

- Post-Experience** (3.5)
- BSP teachers:
- Improve teaching skills
 - Report that experience increased or reinforced interest in teaching

INTERMEDIATE

- High School**
- BSP Students
- Take honors classes (3.1)
 - Pass honors classes with B- or above (3.1)
 - Pass core classes with B- or above (3.1)
 - MCA-II proficient (3.2)
 - Take a college-prep high school curriculum
 - Graduate from HS in four years
 - Are accepted to college in senior year

- Through College** (3.5)
- 25% of teachers reapply to teach again with BT.
 - 75% volunteer for BSP

LONG-TERM

- College**
- BSP Students
- Start college the fall after they graduate HS
 - Graduate college in less than five years

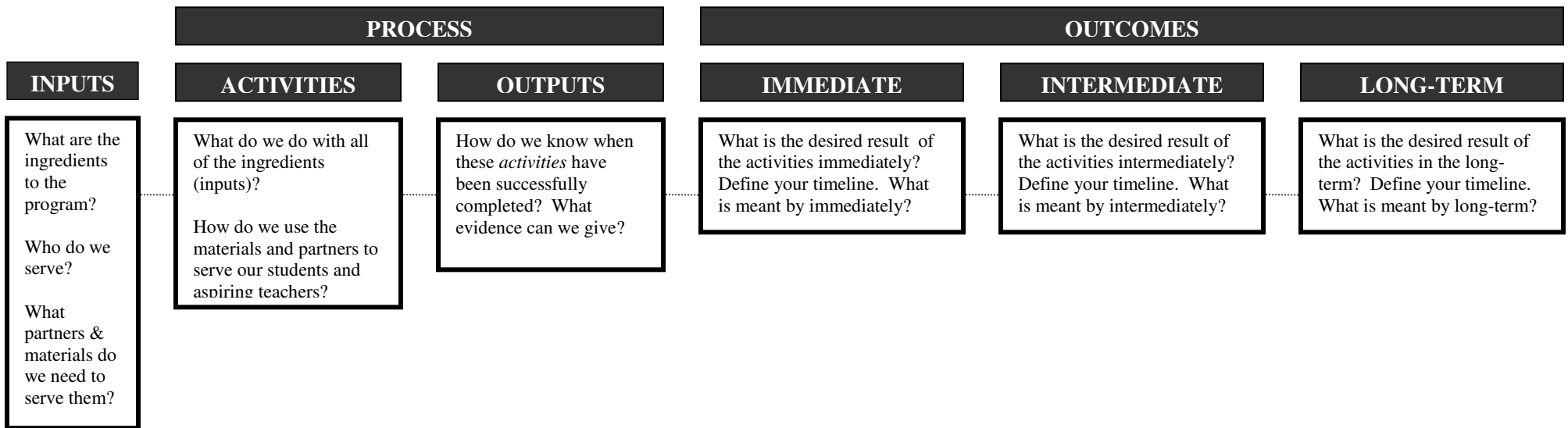
- After College** (3.5)
- 75% of aspiring teachers enter a career in ed. after college graduation

Our Table of Contents: The Logic Model

According to the Kellogg Foundation’s “Logic Model Development Guide,” a logic model is “a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” In other words, think of a logic model as a *recipe* for your program and ask the following four basic questions:

- 1) What are the ingredients (inputs)?
- 2) What do you do with those ingredients (activities), and how do you know when those activities are completed (outputs)?
- 3) What is the final intended result (outcomes)?

There are many ways to organize a logic model. At Breakthrough Saint Paul, we have chosen the following structure:



The logic model is the organizing force behind all of Breakthrough Saint Paul’s evaluation and reporting. It is a **Table of Contents** for all data released about the program. What kind of information do you want to find? If you are looking for the number of 7th grade males in the program, it is an *input* because it describes the students we serve. If you are looking for attendance information, that is an *output* because it is evidence of our service delivery. Finally, if you want to see how many honors courses our students are succeeding in, check the *outcome* section because that is one of our immediate and intermediate outcomes. Stumped? Look to our logic model on the previous page.

Evaluation Executive Summary 2008-2009

Breakthrough Saint Paul is having success in 1) attracting its target participants; 2) serving those participants well; and 3) achieving the outcomes desired. Read the details of each section below. For more information, please refer to the full Breakthrough Breakdown report.

Attracting Targeted Participants

Breakthrough Saint Paul seeks to serve students who are highly motivated and demonstrate need. We have been successful in recruiting and retaining exactly those types of students. Consider the following facts about the 133 students we served all year in 2008-09:

- 89% are students of color
- 76% are eligible for free or reduced price lunch
- 65% are in the first generation in their family to go to college
- 56% speak a home language other than English
- 36% come from a single parent family

Each year, we recruit almost three times as many sixth grade students from the Saint Paul Public Schools as we can accept. Even more astounding is that the demographics of the entire applicant pool closely resemble the demographics of our final student body. We are doing a powerful job reaching and engaging our target student population.

Just as Breakthrough Saint Paul aims to serve a certain group of students, we also want to serve a certain group of teachers. We want talented high school and college students who are strong students themselves and who represent the backgrounds of our students. Consider the following facts about our 30 aspiring teachers from the 2008-2009 programming year:

- 39% were of color compared to 13% of teachers nationally.
- 36% were male compared to 24% of teachers nationally.
- 77% were college students and 23% were high school students.

Serving Our Participants Well

Breakthrough is moving from a two-year program to a six-year program model for all of its students. Because of the long-term commitment we require, Breakthrough students stay involved in the program. Consider the following:

- 96% of our initially enrolled students complete the first intense summer program
- Nearly nine out of ten BSP students (88%) complete the full first year of commitment
- Three out of four BSP students (76%) complete the first two-year commitment.

Our middle school summer program consists of about 29 intense days of math, English, science, social studies, and art classes. Days start at 7:30 a.m. and go until 2:30 p.m., and students must do 1.5 hours of homework each weeknight. Attendance was considerably strong during the summer, showing that we provide a high-quality service that students and families want to take advantage of. Consider the following:

- Our students were in attendance 99% of the time during the 2008 summer program.
- Four out of five students (79%) had perfect attendance during the 2008 summer program.

Our school year program for middle school students consists of about 13 half-day Saturday sessions, when students get tutoring and extra enrichment in writing and math. Again, attendance was strong, showing that we provide a high-quality service that students and families want to take advantage of. Consider the following:

- Our students were in attendance 87% of the time on Saturdays.
- 31% of our students had perfect attendance during the school year.

Our aspiring teachers are also strongly committed during their intense experience. Over the course of the year, our aspiring teachers are required to work 7,574 hours total. Our young teachers followed through on this commitment 99% of the time, with 1% of hours being excused for family emergencies or other valid scheduling conflicts. Without the constant attendance of our teachers, the services we provide would significantly diminish in quality.

Achieving Our Desired Outcomes

Because we are providing strong services to the types of participants we target, we are able to achieve the outcomes we desire. We measure outcomes for both students and aspiring teachers.

Student Outcomes

We aim to get our students taking and passing (B- or higher) as many honors courses as possible in middle and high school. We also push them to get B- or above in all of their core classes. Because of challenges of sharing data with the district, and despite a lot of effort to find work around solutions, we are only able to access 97 (74%) of our students' grades. Of those students whose grades we can currently access consider:

- 90% took at least one honors course.
- 70% passed at least one honors course with a B- or above; 64% did so in two or more
- 49% of our students had B- or above in all of their core classes
- The average number of honors courses taken by each student was 2.2
- The average number of honors courses with a B- or above per student was 1.6
- The average number of core classes with a B- or above per student was 2.4

Since our oldest group of students is just starting 11th grade, we do not have results yet of getting BSP students to college.

Aspiring Teacher Outcomes

We aim to get our aspiring teachers to consider careers in education. So far 79 teachers have come through our program. Consider the following:

- 91% said that their experience teaching at BSP has reinforced or increased their interest in pursuing a career in education.
- 49% have graduated from college.
- Of those who have graduated from college, 69% have entered a career in education.

REPORTING OUR INPUTS



Breakthrough
Saint Paul

Mounds Park Academy & Saint Paul Public Schools

Table 1.1 - Breakthrough Saint Paul (BSP) Student Demographics

Category	Program (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9 (2012)		Grade 10 (2011)	
Total Students*	133	100%	46	100%	37	100%	28	100%	22	100%
Gender										
Male	56	42%	18	39%	14	38%	13	46%	11	50%
Female	77	58%	28	61%	23	62%	15	54%	11	50%
Primary Race										
African American	42	32%	15	33%	15	41%	7	25%	5	23%
American Indian	2	2%	2	4%	-	-	-	-	-	-
Asian American	52	39%	17	37%	12	32%	11	39%	12	54%
Latino or Hispanic	14	11%	4	9%	7	19%	2	7%	1	5%
Caucasian	14	11%	6	13%	1	3%	5	18%	2	9%
Multi-racial	9	7%	2	4%	2	5%	3	11%	2	9%
Other	-	-	-	-	-	-	-	-	-	-
Demonstrated Need Criteria**										
Eligible for Free/Reduced Lunch	101	76%	35	76%	33	89%	18	64%	15	68%
First Generation to Go to College	86	65%	32	89%	29	78%	12	43%	13	60%
Primary Home Language Not English	74	56%	26	57%	22	59%	14	50%	12	55%
Single Parent Family	48	36%	22	48%	13	35%	9	32%	4	18%
Racial Group Under-represented in College	109	82%	40	87%	36	97%	13	46%	20	91%
From NCLB Title 1 Elementary School***										
Identified Relationship Stress***										
Number of Need Criteria Met										
0 Criteria	5	4%	1	2%	-	-	3	11%	1	5%
1 Criterion	9	7%	2	4%	2	5%	3	11%	2	9%
2 Criteria	14	11%	9	20%	1	3%	1	4%	3	14%
3 Criteria	43	32%	9	20%	11	30%	15	54%	8	36%
4 Criteria	47	35%	17	37%	18	49%	4	14%	8	36%
5 Criteria	15	11%	8	17%	5	14%	2	7%	-	-
6 Criteria	-	-	-	-	-	-	-	-	-	-
7 Criteria	-	-	-	-	-	-	-	-	-	-
Average # Met Per Student	3	-	3	-	4	-	3	-	3	-
Other										
Sibling in Breakthrough	20	15%	3	7%	6	16%	2	7%	4	18%

*This chart includes only student who completed the entire program year.

** Need Criteria based on information at time of admission into program.

***Not tracked at the time of admission to BSP.

Table 1.2 – BSP Student Elementary School of Origin

Category	Program (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9 (2012)		Grade 10 (2011)	
Total	133	100%	46	100%	37	100%	28	100%	22	100%
Elementary School Attended in 6th Grade										
American Indian Magnet	5	4%	2	4%	1	3%	2	7%	-	-
Ames	1	1%	-	-	1	3%	-	-	-	-
Battle Creek	-	-	-	-	-	-	-	-	-	-
Benjamin Mays	3	2%	2	4%	1	3%	-	-	-	-
Bruce Vento	7	5%	1	2%	2	5%	2	7%	2	9%
Capitol Hill	9	7%	1	2%	4	11%	4	14%	-	-
Chelsea Heights	1	1%	-	-	-	-	-	-	1	5%
Como Park	11	8%	2	4%	4	11%	3	11%	2	9%
Eastern Heights	-	-	-	-	-	-	-	-	-	-
Farnsworth	22	17%	3	7%	4	11%	8	29%	7	31%
Franklin	11	8%	2	4%	3	8%	2	7%	4	18%
French Immersion	1	1%	1	2%	-	-	-	-	-	-
Frost Lake	4	3%	3	7%	-	-	-	-	1	5%
Hancock-Hamline	1	1%	1	2%	-	-	-	-	-	-
Highland	14	11%	9	20%	5	14%	-	-	-	-
Homecroft	4	3%	3	7%	1	3%	-	-	-	-
Horace Mann	-	-	-	-	-	-	-	-	-	-
Jackson	1	1%	-	-	-	-	1	4%	-	-
Linwood A+	4	3%	3	7%	1	3%	-	-	-	-
Museum	2	2%	1	2%	1	3%	-	-	-	-
Nokomis	4	3%	3	7%	1	3%	-	-	-	-
North End	4	3%	1	2%	-	-	-	-	3	14%
Phalen Lake	1	1%	-	-	1	3%	-	-	-	-
Prosperity Heights	2	2%	-	-	1	3%	1	4%	-	-
Randolph Heights	-	-	-	-	-	-	-	-	-	-
Webster	12	9%	4	9%	3	8%	3	10%	2	9%
Wellstone	-	-	-	-	-	-	-	-	-	-
World Cultures	9	7%	4	9%	3	8%	2	7%	-	-
Type of School										
Public District	133	100%	46	100%	37	100%	28	100%	22	100%
Public Charter	-	-	-	-	-	-	-	-	-	-
Private	-	-	-	-	-	-	-	-	-	-

Table 1.3 – BSP Student Schools for 2008-09

Category	Program* (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9 (2012)		Grade 10 (2011)	
Total Current Students	133	100%	46	100%	37	100%	28	100%	22	100%
Junior High Attending										
Battle Creek Middle School	6	5%	3	7%	3	8%				
Capitol Hill Gifted & Talented Magnet	13	10%	5	11%	8	22%				
Cleveland Junior High School	5	4%	2	4%	3	8%				
Hazel Park Middle Academy	6	5%	3	7%	3	8%				
Highland Park Junior High School	19	14%	12	26%	7	19%				
Humboldt Junior High School	1	1%	1	2%	-	-				
Monroe Achievement Plus School	-	-	-	-	-	-				
Murray Junior High School	10	8%	8	17%	2	5%				
Open School	-	-	-	-	-	-				
Ramsey Junior High School	6	5%	3	7%	3	8%				
Washington Technology Middle School	11	8%	6	13%	5	14%				
Charter School	2	2%	-	-	2	5%				
Private School	1	1%	-	-	1	3%				
Public School Outside SPPS	3	2%	3	7%	-	-				
High School Attending										
Arlington Senior High School	1	1%					-	-	1	5%
Central Senior High School	16	12%					8	29%	8	36%
Como Park Senior High School	7	5%					3	11%	4	18%
Harding Senior High School	6	5%					5	18%	1	5%
Highland Park Senior High School	3	2%					1	4%	2	9%
Humboldt Senior High School	1	1%					-	-	1	5%
Johnson Senior High School	9	7%					5	18%	4	18%
Open School – High School	1	1%					1	4%	-	-
Charter School	1	1%					1	4%	-	-
Private School	1	1%					-	-	1	5%
Public School Outside SPPS	4	3%					4	14%	-	-

* Calculations made using only relevant classes.

Table 1.4 - BSP Newly Recruited Class of 2015 Demographics

Category	Final Class Enrollment		Accepted Students		Application Pool	
Total Students	55	100%	63	100%	183	100%
Gender						
Male	23	42%	26	41%	58	32%
Female	32	60%	37	59%	125	68%
Primary Race						
African American	19	35%	20	32%	55	30%
American Indian	1	2%	1	1%	3	2%
Asian American	23	42%	26	41%	75	41%
Latino or Hispanic	6	11%	8	13%	22	12%
Caucasian	3	5%	3	5%	10	5%
Multi-racial	3	5%	5	8%	18	10%
Other	-	-	-	-	-	-
Demonstrated Need Criteria						
Eligible for Free/Reduced Lunch	50	91%	57	90%	140	77%
First Generation to Go to College	48	87%	55	87%	146	80%
Primary Home Language Not English	29	53%	32	51%	86	47%
Single Parent Family	27	50%	34	54%	77	42%
Racial Group Under-represented in College	52	95%	60	95%	173	95%
From NCLB Title 1 School	48	87%	55	87%	151	83%
Identified Relationship Stress	1	2%	2	3%	4	2%
Number of Need Criteria Met						
0 Criteria	-	-	-	-	1	<1%
1 Criterion	-	-	-	-	6	3%
2 Criteria	-	-	-	-	12	7%
3 Criteria	8	15%	9	14%	28	15%
4 Criteria	12	22%	12	19%	38	21%
5 Criteria	29	52%	34	54%	77	42%
6 Criteria	6	11%	8	13%	21	11%
7 Criteria	-	-	-	-	-	-
Average # Met Per Student	-	-	5	-	5	-
Other						
Sibling in Breakthrough	7	13%	9	14%	12	7%

* Our newly recruited class will not be represented in the output or outcomes sections because we did not serve them during 2008-09.

Table 1.5 - BSP Newly Recruited Class Elementary Schools of Origin

Category	Enrolled Students		Accepted Students		Applicant Pool		Applications Distributed	
Total	55	100%	63	100%	183	100%	614	100%
Elementary School Attended in 6th Grade								
Adams	1	2%	1	2%	7	4%	20	3%
American Indian Magnet	6	11%	6	10%	8	4%	20	3%
Ames	3	5%	3	5%	6	3%	20	4%
Battle Creek	4	7%	4	6%	18	10%	40	6%
Benjamin Mays	3	5%	4	6%	7	4%	10	2%
Bruce Vento	2	4%	2	3%	10	5%	35	6%
Capitol Hill	-	-	-	-	3	2%	15	2%
Chelsea Heights	-	-	-	-	-	-	20	4%
Cherokee Heights	1	2%	1	2%	3	2%	13	2%
Como Park	1	2%	1	2%	5	3%	12	2%
Eastern Heights	-	-	1	2%	2	1%	20	3%
Farnsworth	3	5%	4	6%	6	3%	29	5%
Franklin	3	5%	3	5%	5	3%	24	4%
French Immersion	-	-	-	-	-	-	-	-
Frost Lake	-	-	1	2%	7	4%	25	4%
Hayden Heights	1	2%	1	2%	5	3%	10	2%
Highland Park	6	11%	6	10%	20	11%	25	4%
Highwood Hills	3	5%	4	6%	10	5%	15	2%
Jackson	3	5%	3	5%	5	3%	20	4%
John A. Johnson	-	-	-	-	2	1%	15	2%
Linwood A+	-	-	-	-	-	-	-	-
Longfellow Humanities	-	-	-	-	-	-	12	2%
Museum	1	2%	1	2%	4	2%	20	3%
Nokomis	3	11%	3	5%	11	6%	30	5%
North End	1	2%	1	2%	3	2%	14	2%
Open School	2	4%	2	3%	2	1%	20	4%
Phalen Lake	2	4%	2	3%	5	3%	15	2%
Prosperity Heights	2	4%	2	3%	6	3%	20	4%
Randolph Heights	-	-	1	2%	2	1%	30	5%
Sheridan	2	4%	2	3%	4	2%	30	5%
Webster	-	-	-	-	-	-	-	-
Wellstone	1	2%	1	2%	5	3%	15	2%
World Cultures	1	2%	3	5%	12	7%	20	3%
Type of School								
Public District	55	100%	63	100%	183	100%	614	100%
Public Charter	-	-	-	-	-	-	-	-
Private	-	-	-	-	-	-	-	-

Table 1.6 - BSP Aspiring Teacher Demographics 2008-09

Category	Total		Summer '08		Summer '08		SYP '08-09		SYP '08-09		HS Program		HS Program	
	Final Faculty		Final Faculty		Applicants		Final Faculty		Applicants		Final Faculty		Applicants	
Totals	39	100%	26	100%	138	100%	11	100%	13	100%	2	100%	4	100%
Gender														
Male	14	36%	9	35%	40	29%	4	36%	5	38%	1	50%	1	25%
Female	25	64%	17	65%	98	71%	7	64%	8	62%	1	50%	3	75%
Primary Race														
African American	1	3%	1	4%	12	7%	-	-	1	8%	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian American	11	28%	8	31%	25	18%	3	27%	3	23%	-	-	-	-
Latino or Hispanic	1	3%	1	4%	5	4%	-	-	-	-	-	-	-	-
Caucasian	24	61%	15	57%	93	67%	7	64%	8	61%	2	100%	3	75%
Multi-racial	2	5%	1	4%	3	2%	1	9%	1	8%	-	-	1	25%
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education Level When Applied														
High School	9	23%	5	19%	17	12%	4	36%	4	31%	-	-	-	-
College Undergraduate	28	72%	21	81%	121	88%	7	64%	9	69%	-	-	-	-
College Graduate	2	5%	-	-	-	-	-	-	-	-	2	100%	4	100%
Median School GPA	3.6	-	3.61	-	3.48	-	3.57	-	3.57	-	NA	-	-	-
Experience														
Education Major Before Breakthrough	13	33%	10	38%	44	32%	3	27%	3	21%	-	-	-	-
New Breakthrough Teacher	26	67%	22	85%	128	92%	4	36%	6	46%	-	-	-	-
Returning Breakthrough Teacher	13	33%	4	15%	10	8%	7	64%	7	54%	2	100%	4	100%
Current BSP Student	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BSP Student Alumni	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 1.7 - BSP Aspiring Teacher Schools 2008-09

Category	Total		Summer '08		Summer '08		SYP '08-09		SYP '08-09		HS Program		HS Program	
	Final Faculty		Final Faculty		Applicants		Final Faculty		Applicants		Final Faculty		Applicants	
Totals	39	100%	26	100%	138	100%	11	100%	13	100%	2	100%	4	100%
School Affiliations														
Mounds Park Academy	9	23%	5	19%	7	5%	4	36%	4	30%	-	-	-	-
Saint Paul Public Schools	3	8%	3	12%	16	12%	-	-	-	-	-	-	-	-
University of Minnesota – Twin Cities	7	17	3	12%	22	16%	5	46%	7	54%	1	50%	1	25%
St. Olaf College	1	3%	-	-	7	5%	-	-	-	-	1	50%	1	25%
University of Saint Thomas	-	-	-	-	4	3%	-	-	-	-	-	-	-	-
Macalester College	4	10%	3	12%	12	9%	1	9%	1	8%	-	-	2	50%
Carleton College	2	5%	2	7%	14	10%	-	-	-	-	-	-	-	-
Hamline University	-	-	-	-	1	1%	-	-	-	-	-	-	-	-
Augsburg College	2	5%	1	4%	1	1%	1	9%	1	8%	-	-	-	-
Bethel University	1	3%	1	4%	3	2%	-	-	-	-	-	-	-	-
College of St. Catherine's	1	3%	1	4%	1	1%	-	-	-	-	-	-	-	-
Gustavus Adolphus College	-	-	-	-	1	1%	-	-	-	-	-	-	-	-
St. Ben's & St. John's University	3	8%	3	12%	12	9%	-	-	-	-	-	-	-	-
Concordia University	-	-	-	-	2	1%	-	-	-	-	-	-	-	-

Table 1.8 - BSP Newly Recruited Teacher Demographics

Category	Summer '09 Final Faculty		Summer '09 Applicants	
Totals	21	100%	162	100%
Gender				
Male	10	47%	36	22%
Female	11	53%	126	78%
Primary Race				
African American	2	10%	8	5%
American Indian	-	-	-	-
Asian American	5	24%	25	15%
Latino or Hispanic	-	-	3	2%
Caucasian	12	56%	118	73%
Multi-racial	2	10%	6	4%
Other	-	-	2	1%
Education Level When Applied				
High School	3	14%	13	8%
College Undergraduate	18	86%	148	91%
College Graduate	-	-	1	1%
Median High School GPA	3.74		3.89	
Median College GPA	3.45		3.63	
Experience				
Education Major Before Breakthrough	8	38%	51	31%
New Breakthrough Teacher	15	71%	152	94%
Returning Breakthrough Teacher	6	29%	10	6%
Current BSP Student	-	-	-	-
BSP Student Alumni	-	-	-	-

Table 1.9 - BSP Newly Recruited Teacher Schools 2008-09

Category	Summer '09		Summer '09	
	Final Faculty		Applicants	
Totals	21	100%	162	100%
School Affiliations				
Mounds Park Academy	4	19%	5	3%
Saint Paul Public Schools	4	19%	11	7%
University of Minnesota – Twin Cities	7	33%	30	19%
St. Olaf College	-	-	6	4%
University of Saint Thomas	1	4%	3	2%
Macalester College	-	-	14	9%
Carleton College	1	4%	12	7%
Hamline University	-	-	1	1%
Augsburg College	-	-	1	1%
Bethel University	1	4%	9	6%
College of St. Catherine's	-	-	1	1%
Gustavus Adolphus College	-	-	2	1%
St. Ben's & St. John's University	3	13%	11	7%
Concordia University	1	4%	2	1%

Table 1.10 - BSP Mentor Teacher Demographics

Category	Summer 2009 Mentor Teachers		Summer 2008 Mentor Teachers	
Totals	4	100%	4	100%
Gender				
Male	2	50%	1	25%
Female	2	50%	3	75%
Primary Race				
African American	-	-	-	-
American Indian	-	-	-	-
Asian American	-	-	-	-
Latino or Hispanic	-	-	-	-
Caucasian	4	100%	4	100%
Multi-racial	-	-	-	-
Other	-	-	-	-
School / District Affiliations				
Mounds Park Academy	1	25%	-	-
Saint Paul Public Schools	2	50%	1	25%
Other Public / Charter School	1	25%	3	75%
Other Private School	-	-	-	-
Teaching Experience				
0-2 years	-	-	-	-
3-4 years	-	-	1	25%
5-10 years	2	50%	2	50%
11-15 years	1	25%	1	25%
16+ years	1	25%	-	-
Middle School (5-8) Teaching Experience	3	75%	3	75%
High School (9-12) Teaching Experience	1	25%	1	25%
Taught Same Subject As Mentored	4	100%	4	75%
Former Breakthrough Mentor Teacher	3	75%	-	-
Former Breakthrough Aspiring Teacher	-	-	-	-
Education				
Teaching License	4	100%	4	100%
Masters in Education	1	25%	3	75%
Doctorate in Education	-	-	-	-

Table 1.11 – BSP Tutoring Volunteer Demographics

Category	Year-Round Staff 2008-09	
Totals	23	100%
Gender		
Male	9	39%
Female	14	61%
Primary Race		
African American	1	4%
American Indian	-	-
Asian American	10	44%
Latino or Hispanic	-	-
Caucasian	11	48%
Multi-racial	-	-
Other	1	4%
Highest Education Level Completed		
Some High School	16	70%
High School	-	-
Some College	5	22%
Associates Degree	-	-
Bachelors Degree	2	8%
Masters Degree	-	-
Doctorate	-	-
Relevant Professional Experience		
Former Breakthrough Aspiring Teacher	-	-
Former Breakthrough Mentor Teacher / Staff	-	-
Current BSP Student	5	22%
BSP Student Alumni	-	-
Former BSP Volunteer Tutor	1	4%
Subject Assigned To Tutor		
Math	5	22%
Language Arts	18	78%

Table 1.12 – BSP Year-Round Staff Capacity

Categories	# of FTE
Administration	.8
Middle School Program	1.95
High School Program*	1.1
Hmong Family Liaison	.1
TOTAL	3.95

* High School Program Coordinator is provided by AmeriCorpsVISTA.

Table 1.13 – BSP Year-Round Staff Demographics*

Category	Year-Round Staff 2008-09	
Totals	5	100%
Gender		
Male	1	20%
Female	4	80%
Primary Race		
African American	-	-
American Indian	-	-
Asian American	2	40%
Latino or Hispanic	-	-
Caucasian	3	60%
Multi-racial	-	-
Other	-	-
Education Completed		
High School	5	100%
Bachelors Degree	5	100%
Masters Degree	1	20%
Doctorate	-	-
Relevant Professional Experience		
0-4 years	3	60%
5-10 years	2	40%
Former Breakthrough Aspiring Teacher	3	60%
Former Breakthrough Mentor Teacher	-	-
Number of Years on BSP Staff		
<1	3	60%
1-2	1	20%
3-4	-	-
5+	1	20%

* Year-round staff demographic information taken from staff who is working in January of each year.

Table 1.14 – BSP Expense Breakdown

Program Operating	\$218,941 (69%)
Administration/Fundraising	\$41,055 (13%)
In-Kind Costs	\$56,000 (18%)
Total Expenses	\$315,996 (100%)

**BSP Expense Breakdown
FY 2008-09**

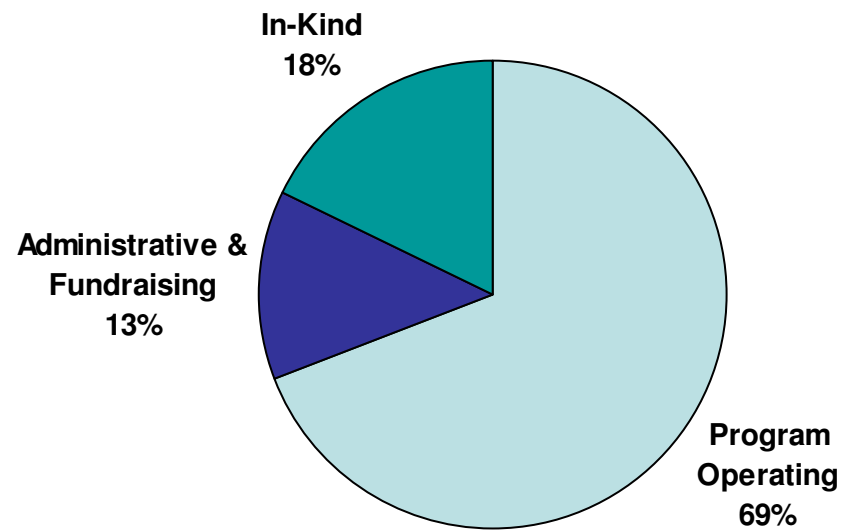
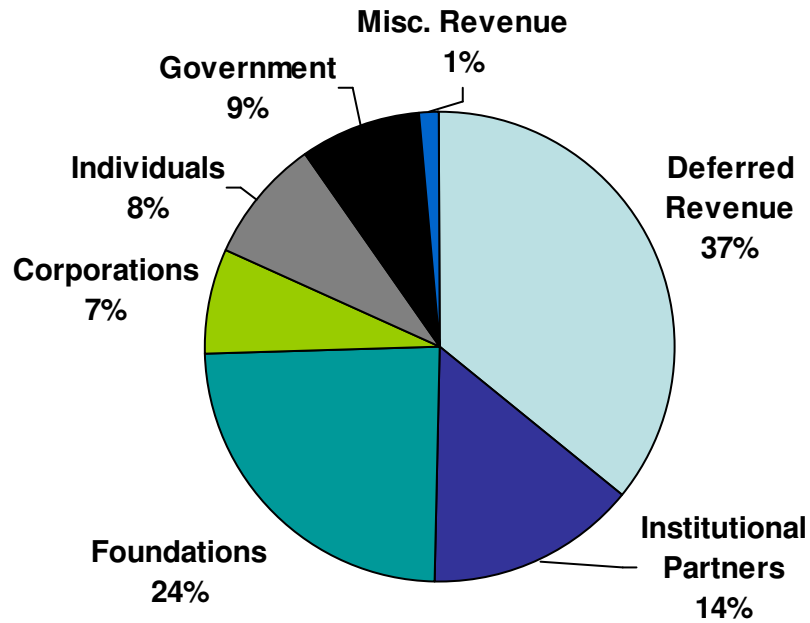


Table 1.15 – BSP Revenue Source Breakdown FY 2008-09

Deferred Revenue	\$ 176,834 (37%)
Program Partners	\$ 70,500 (14%)
Foundations	\$ 119,500 (24%)
Corporations	\$ 36,000 (7%)
Individuals	\$ 41,356 (8%)
Government	\$ 42,000 (9%)
Miscellaneous	\$ 6,294 (1%)
Total Revenue	\$ 486,190 (100%)

BSP Revenue Source Breakdown FY 2008-09



REPORTING OUR OUTPUTS



Breakthrough
Saint Paul

Mounds Park Academy & Saint Paul Public Schools

Table 2.1 – BSP Student Retention*

Category	Program (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9 (2012)		Grade 10 (2011)	
Accepted in 6 th Grade	189	111%	56	108%	58	112%	42	114%	33	110%
Successfully Enrolled**	171	100%	52	100%	52	100%	37	100%	30	100%
Middle School Program										
Finished Summer 1	165	96%	51	98%	49	94%	37	100%	28	93%
Finished School Year Program 1	150	88%	46	88%	42	80%	34	92%	28	93%
Finished Summer 2	97	82%			38	73%	31	84%	28	93%
Finished School Year Program 2	91	76%			37	71%	29	78%	25	83%
High School Program										
Finished 9 th Grade Programming	50	75%					28	76%	22	73%
Finished 10 th Grade Programming	22	73%							22	73%
Finished 11 th Grade Programming										
Finished 12 th Grade Programming										
Full BSP Completion										

* Reflects only the grades that are eligible for inclusion in the calculation.

** Percentages calculated using the “Successfully Enrolled” number as the denominator.

*** For 2011, 2012, 2013, and 2014, the initial commitment was for two years, and high school programming was optional. Starting with the class of 2015, high school program will be an expectation.

Table 2.2 – BSP Student Attrition Details

Category	Program (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9 (2012)		Grade 10 (2011)	
Enrolled But Left Program Early	56	100%	10	100%	21	100%	14	100%	11	100%
Reason for Leaving										
Dismissed By Staff	8	14%	0	0%	5	24%	2	21%	1	9%
Dropped Out	37	66%	9	90%	14	67%	8	50%	6	54%
Moved	11	20%	1	10%	2	10%	4	29%	4	36%

Table 2.3 – BSP Middle School Summer 2008 Student Attendance

Category	Middle School	Grade 7 (2014)	Grade 8 (2013)
Total Students Enrolled For Summer	89	51	38
Summer 2008 Session Attendance			
Hrs of Service <i>Offered</i> Per Student	210	210	210
Total Hrs of Service <i>Offered</i>	18,690	10,710	7,980
Total Hrs of Service <i>Excused</i>	651	420	231
Total Hrs of Service <i>Required</i> (# of hrs <i>offered</i> minus # hrs <i>excused</i>)	18,039	10,290	7,749
Total Hrs of Student Attendance	17,822	10,185	7,637
% Attendance of <i>Required</i> Hrs	99%	99%	99%
% Attendance of <i>Offered</i> Hrs	95%	95%	96%
# of Students w/ Perfect Attendance**	70	41	29
% of Students w/ Perfect Attendance	79%	80%	76%

*This attendance table includes only students who completed the entire summer session.

** Perfect attendance allows for excused absences.

Table 2.4 – BSP Middle School Summer 2008 Student Feedback on Class Quality

Students rated their experience with each class by considering the activities, the amount learned, the theme, and the quality of the teacher.

Subject Area	Excellent		Good		Satisfactory		Not Satisfactory		Poor		No Response	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Math	56	65%	23	27%	4	5%	1	1%	-	-	2	2%
Science	67	65%	16	19%	1	1%	-	-	-	-	2	2%
Social Studies	43	51%	37	44%	2	3%	1	1%	1	1%	-	-
English	62	72%	20	23%	2	2%	-	-	-	-	2	2%

Table 2.5 – BSP Middle School Student Feedback on Summer Class Difficulty

Subject Area	Too Challenging		Challenging		Just Right		Easy		Too Easy		No Response	
Math	4	5%	31	36%	39	45%	9	10%	2	2%	1	1%
Science	-	-	17	20%	57	66%	10	12%	2	2%	-	-
Social Studies	-	-	15	17%	60	70%	7	8%	4	5%	-	-
English	2	2%	14	16%	57	66%	10	12%	1	1%	2	2%

Table 2.6 – BSP Middle School Student Feedback on Summer Special Event Quality

Students rated their experience with each special event considering the type of activity, the way it was organized, amount of fun, and what they learned.

Subject Area	Excellent		Good		Satisfactory		Not Satisfactory		Poor		No Response	
College Bowl	52	60%	26	30%	4	5%	1	1%	-	-	3	3%
Predator / Prey	60	70%	15	17%	2	2%	1	1%	-	-	8	9%
College Fair	28	33%	31	36%	17	20%	3	3%	1	1%	6	7%
Spirit Day	49	60%	25	29%	5	6%	1	1%	2	2%	4	5%
Field trip to Macalester	37	43%	38	44%	6	7%	-	-	2	2%	3	3%
Field Trip to the U of MN	75	87%	8	9%	-	-	1	1%	-	-	2	2%

Table 2.7 – BSP Middle School Student Feedback on Overall Summer Program Quality

Subject Area	Excellent		Good		Satisfactory		Not Satisfactory		Poor		No Response	
Overall, I rate my experience at Breakthrough as...	67	79%	11	13%	7	8%	-	-	-	-	1	1%

Table 2.8 – BSP Middle School Summer 2008 Portfolio Completion

Each summer, students complete a portfolio of their best work for the summer that exemplifies their mastery of academic standards and skills.

Category	Middle School		Grade 7 (2014)		Grade 8 (2013)	
	Students	%	Students	%	Students	%
Total Students Enrolled For Summer	89	100%	51	100%	38	100%
Summer 2008 – Portfolios Complete						
English Portfolio	79	87%	44	86%	35	92%
Math Portfolio	83	93%	49	96%	34	89%
Science Portfolio	79	89%	46	90%	33	86%
Social Studies Portfolio	81	91%	47	92%	34	89%

Table 2.9 - BSP Middle School Saturday Session 2008-09 Attendance*

Category	Middle School		Grade 7 (2014)		Grade 8 (2013)	
	Students	%	Students	%	Students	%
Total Students Enrolled For SYP	83		46		37	
SYP Session Attendance						
Hrs of Service <i>Offered</i> Per Student	45.5		45.5		45.5	
Total Hrs of Service <i>Offered</i>	3,776.5		2,093		1,683.5	
Total Hrs of Service <i>Excused</i>	161		66.5		94.5	
Total Hrs of Service <i>Required</i> (# of hrs <i>offered</i> minus # hrs <i>excused</i>)	3,615.5		2,026.5		1,589	
Total Hrs of Student Attendance	3,139.5		1,781.5		1,358	
% Attendance of <i>Required</i> Hrs	87%		88%		86%	
% Attendance of <i>Offered</i> Hrs	83%		85%		81%	
# of Students w/ Perfect Attendance	26		14		12	
% of Students w/ Perfect Attendance	31%		30%		32%	

*This attendance table includes only students who completed the entire school year session.

** Perfect attendance allows for excused absences.

Table 2.10 - BSP Middle School Student Feedback on Saturday Class Quality & Difficulty

Subject Area	Excellent		Good		Satisfactory		Not Satisfactory		Poor		No Response	
	Math	26	39%	25	38%	12	18%	1	2%	1	2%	1
English	25	38%	31	47%	6	9%	2	3%	-	-	2	3%
Subject Area	Too Challenging		Challenging		Just Right		Easy		Too Easy		No Response	
	Math	1	2%	15	24%	31	47%	2	3%	16	24%	-
English	1	2%	9	14%	42	64%	9	14%	2	3%	3	5%

* This SYP 2008-2009 survey has a response rate of 79% (66 out of 84 middle school students).

Table 2.11 - BSP Middle School Student Feedback on Level-Up Time

Level-Up time is when students that are struggling in their core courses receive one on one tutoring. Students rated the quality of the level-up sessions, in which they participated.

Subject Area	Excellent		Good		Satisfactory		Not Satisfactory		Poor	
	Tutoring Sessions (n=30)	19	63%	9	30%	1	3%	1	3%	-
Academic Games (n=45)	25	56%	17	38%	2	4%	1	2%	-	-
Computer Lab (n=17)	11	65%	5	29%	2	12%	-	-	-	-
Quiet Work Time (n=17)	9	53%	7	41%	1	6%	-	-	-	-

Table 2.12 - BSP Middle School Student Feedback on Overall SYP Quality

Summary Question	Excellent		Good		Satisfactory		Not Satisfactory		Poor		No Response	
	Overall, I rate my experience at Breakthrough as...	51	77%	10	15%	2	3%	-	-	-	-	3

Table 2.13 - BSP Middle School Student Keys Attainment

Category	Middle School		Grade 7 (2014)		Grade 8 (2013)	
	Count	Percentage	Count	Percentage	Count	Percentage
Total Students Enrolled Through SYP	83	100%	46	100%	37	100%
SYP - College Keys Earned						
Academics Key**	41	49%	17	37%	24	65%
Habits Key	41	49%	18	39%	23	62%
Relationships Key***	27	33%	-	-	27	73%
Extra-Curricular Key	33	40%	16	35%	17	46%
Financial Support Key	5	6%	1	2%	4	11%

*In the future, we will also have an August Key chart. We did not do this for 2008.

** Based on grades from 63% of 7th grade students and 86% of 8th grade students.

***Relationships Key measured one-on-one meeting attendance, which only applied to 8th grade students.

Every year, Breakthrough students work towards achieving the five keys to academic success and college enrollment. To be eligible for keys, students must exhibit the following behaviors:

Academic Key-

- Take at least one honors course each year.
- Earn a B or above in all core courses.
- Complete all assignments at school.
- Complete all homework at BSP.
- Pass all MCA-II exams.

Habits Key-

- 95% or more attendance at BSP and at school
- Positive behavior at BSP and at school

Relationships Key-

- Attend yearly Breakthrough family events.
- Attend parent conferences with parents each year.
- Attend an annual one-on-one family meeting with BSP staff.
- Make positive connections with peers, family, teachers, and BSP community.

Extra Curricular Key-

- Breakthrough students will be involved in at least one extra-curricular program, in addition to BSP, each year.

Financial Support Key

- Breakthrough students will enter in at least one contest or scholarship each year.

Table 2.14 – BSP Summer 2008 Leaders Program Attendance

Category	Grade 9 (2012)
Total 9 th Graders Enrolled For Summer Breakthrough Leaders Program	9
Summer 2007 Session Attendance	
Hrs of Service <i>Offered</i> Per Student	210
Total Hrs of Service <i>Offered</i>	1,890
Total Hrs of Service <i>Excused</i>	70
Total Hrs of Service <i>Required</i> (# of hrs <i>offered</i> minus # hrs <i>excused</i>)	1,820
Total Hrs of Student Attendance	1,701
% Attendance of <i>Required</i> Hrs	94%
% Attendance of <i>Offered</i> Hrs	90%
# of Students w/ Perfect Attendance	5
% of Students w/ Perfect Attendance	56%

Each summer, rising 9th grade students can apply to participate in an optional leadership program, the Breakthrough Leaders' Program. Students in the program begin their summer with a week long trip to the Boundary Waters at Camp Menogyn. Students then bring back the leadership experience from their trip to the larger Breakthrough community. Students in the leadership program take on leadership roles throughout the BSP summer program by leading program wide events as well as daily activities for the younger students.

Table 2.15 – BSP High School Laptop Program Saturday Workshop Attendance

Category	Grade 10 (2011)
Total 10 th Graders Enrolled for Laptop Program	13
In-Person Workshop Attendance	
Hrs of Service <i>Offered</i> Per Student	24.5
Total Hrs of Service <i>Offered</i>	318.5
Total Hrs of Service <i>Excused</i>	21
Total Hrs of Service <i>Required</i> (# of hrs <i>offered</i> minus # hrs <i>excused</i>)	297.5
Total Hrs of Student Attendance	273
% Attendance of <i>Required</i> Hrs	91.8%
% Attendance of <i>Offered</i> Hrs	85.7%
# of Students w/ Perfect Attendance	9
% of Students w/ Perfect Attendance	70%

This year, BSP piloted our new high school program, Breakthrough Anywhere. Our vision is to provide each high school student a personal laptop and internet connection so they can access program services and resources anywhere at anytime. Each student has specific grade level essential knowledge units to work on throughout the year. This year, 10th graders focused on academic research, financial literacy, and college preparation. Each week, students complete an assignment and SKYPE their college student teacher to connect and receive feedback. Students also meet on Saturdays at MPA with the program coordinator and their aspiring teachers.

* This chart does not include students who started but did not complete the pilot laptop program (seven students).

** Perfect attendance allows for excused absences.

Table 2.16 – BSP High School Laptop Program Weekly Skype Call Attendance

Category	Grade 10 (2011)
Total # of 10 th Graders Enrolled in Laptop Pilot Program	13
# of Calls Offered Per Student	14
Approx. # of Hrs Per Call	.5
Total # of Calls Offered	182
Total Approx. # of Hrs Offered	91
Total # of Calls Completed	113
Total Approx. # of Hrs on Calls	56.5
% of Calls Completed	62%

* This chart does not include students who started but did not complete the pilot laptop program (seven students).

Table 2.17 – BSP High School Laptop Use

Category	Grade 10 (2011)
Total Hours Spent on Computers*	3,035 hours
Average Per Student	151 hours
Computer Program Use	
Internet Browsers	2,466 hours
Office Software	172 hours
Skype**	38 hours
Entertainment (Games & Music)	123 hours
All Other Apps	236 hours

* All students who began the pilot program have their computer use data reported in this table, even if they did not complete the program. The only exceptions are three students whose software did not report their use data correctly.

** Many students did not use Skype for their weekly calls and instead used a normal phone line.

Table 2.18 - BSP High School Student Feedback on Laptop Program Quality

Summer Survey Question	Excellent		Good		Satisfactory		Not Satisfactory		Poor		No Response	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Online Research Unit Quality	6	46%	7	54%	-	-	-	-	-	-	-	-
Summer Planning Unit Quality	5	39%	6	46%	2	15%	-	-	-	-	-	-
Laptop Links Navigation Page	9	69%	3	23%	1	8%	-	-	-	-	-	-
Support from my teacher	5	39%	8	61%	-	-	-	-	-	-	-	-
Overall, I rate my experience in this pilot as...	6	46%	7	54%	-	-	-	-	-	-	-	-

This survey had a 100% response rate from the 13 students who finished the pilot program.

Table 2.19 – 1:1 Family Meeting Attendance

Category	Program (Grades 7-10)		Grade 7* (2014)		Grade 8 (2013)		Grade 9* (2012)		Grade 10 (2011)	
Total # of Students	59	100%			37	100%			22	100%
The Basics										
Total Families Who Attended	48	81%			27	73%			21	95%
Hours Spent in Meetings	60.75				36.75				24	
Hours Spent Scheduling Meetings	17.8				10				7.8	
Meeting Location**										
BSP Office	9	19%			8	31%			1	5%
Home	37	77%			17	63%			20	95%
Phone	1	2%			1	3%			-	-
Other	1	2%			1	3%			-	-

*As we began phasing in this year, at least once annually, a BSP staff member will meet with each family one-on-one. At this meeting, the staff discusses student progress in the program as well as a topic of particular concern for that year. This year, we started with 8th graders, who discussed high school options, and 10th graders, who discussed the laptop program. 7th and 9th graders did not receive a formal 1:1 meeting this year. In the future, and we will keep meeting with 8th and 10th graders and add meetings for students in grades, 7, 9, 11, and 12.

** Percentages calculated using “Total Families Who Attended” as the denominator.

Table 2.20 – BSP Student Activity Participation

Category	Program (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9** (2012)		Grade 10 (2011)	
Total # of Students	133	100%	46	100%	37	100%	28	100%	22	100%
# of Surveys Returned*	81	61%	42	91%	25	67%	-	-	14	64%
School Year Extra-Curricular Activities										
Involved in at least 1 activity	63	78%	29	69%	21	84%			13	93%
2 or more activities	54	66%	26	62%	17	68%			11	78%
Average # of activities per student			2.5		2.3				2.3	
Summer Activities										
Involved in at least 1 activity (outside BSP)	42	52%	20	48%	11	44%			11	78%
2 or more activities	19	23%	7	17%	4	16%			8	57%
Average # of activities per student			.67		.45				.95	
Activity Types (Entire Year)										
Sports	115		63		35				17	
Fine Arts	34		15		19				-	
Academic	57		26		19				12	
Volunteer	12		1		-				11	
Employment	11		-		1				10	
Religious	43		24		11				8	
Other	35		18		16				13	
Additional College Access Programs										
Admission Possible	-	-	-	-	-	-			-	-
TRIO (Upward Bound, ETS)	6	7%	1	2%	3	12%			2	14%
Get Ready	11	14%	7	17%	3	12%			1	7%
MEP	4	5%	-	-	-	-			4	29%
AVID	6	7%	4	10%	-	-			2	14%
Other	5	6%	3	7%	1	4%			1	7%
Enrolled in at least one of above	32	40%	15	36%	7	28%			10	71%
Contests / Scholarships										
Applied for 1 contest or scholarship this year	12	15%	6	14%	6	24%			-	-
Won a contest or scholarship this year	-	-	-	-	-	-			-	-

*Used as the denominator for percentage calculations.

** We did not collect information from the ninth graders this year. We plan to in the future.

Table 2.21 – BSP Volunteer Tutor Retention & Attendance– School Year 2008-09

Category	School Year 2008-09
# of Tutors Trained	23
Total # of Tutor Sessions Logged	13
Average # of Sessions Per Tutor	9
# of Tutors Completing Min. 5 Sessions	20
Total Hours Logged by Tutors	380
Average # of Hours Per Tutor	16.5

Table 2.22 – BSP Aspiring Teacher Retention

Category	Total		Summer 2008		School Year 2008-09	
Successfully Enrolled	37	100%	26	100%	11	100%
Completed Training	37	100%	26	100%	11	100%
Finished the Experience	37	100%	26	100%	11	100%

Table 2.23 – BSP Aspiring Teacher Attendance

Category	Total	Summer 2008	School Year 2008-09
Total Teachers	37	26	11
Session Attendance			
# of Hours <i>Offered</i> Per Teacher		440	90
Total # of Teaching Hours <i>Offered</i>	12,430	11,440	990
Total # of Hours <i>Excused</i>	110	20	90
Total # of Teaching Hours <i>Required</i> (# of hrs <i>offered</i> minus # hrs <i>excused</i>)	12,320	11,420	900
Total # of Hours Teachers Attended	12,320	11,420	900
% Attendance of <i>Required</i> Hrs	100%	100%	100%
% Attendance of <i>Offered</i> Hrs	99%	99%	91%
# of Teachers w/ Perfect Attendance	37	26	11
% of Teachers w/ Perfect Attendance	100%	100%	100%

Table 2.24 – BSP Summer Teacher Observations

Category	Summer 2008	
Number of Observations		
Total Number	455	100%
By Year-round Staff	17	4%
By Mentor Teachers	328	72%
By Other Aspiring Teachers	110	24%
Average Number Per Teacher	17.5	4%
Time Spent Observing		
Total Time	9,125 minutes (152 hrs + 5 mins)	100%
By Year-round Staff	485 minutes (8 hrs + 5 mins)	5%
By Mentor Teachers	6,438 minutes (107 hrs + 18 mins)	71%
By Other Aspiring Teachers	2,202 minutes (36 hrs + 42 mins)	24%
Average Time Per Teacher	351 minutes (5 hrs + 51 mins)	4%
Average Time Per Observation	20 minutes	-

Tables 2.25 – Mentor Teacher Evaluations of Aspiring Teacher Performance

2.25.A – Planning & Preparation

Summer Survey Question	Not at All		Partially		Absolutely	
Course has a creative, exciting theme that lends itself to student-centered activities and can permeate all routines.	-	-	3	14%	19	86%
Teacher gives a clear, motivating 100-word course description.	-	-	4	17%	19	83%
Teacher is able to create 1-3 major assignments/projects related to the theme that allow for student creativity.	-	-	3	13%	20	87%
Teacher is able to create 8-10 fun, student-centered, experiential activities related to the theme.	-	-	2	9%	20	91%
Content of course enriches rather than duplicates SPPS school year curriculum.	-	-	4	18%	18	82%
Content of course easily aligns with learning objectives outlined in the Academic Portfolio.	-	-	3	13%	20	87%

2.25.B – Planning & Preparation

Summer Survey Question	Never		Rarely		Sometimes		Often		Always	
Teacher turns in lesson plans on time or early.	-	-	3	13%	6	26%	6	26%	8	35%
Lesson plans are highly detailed, showing steps and procedures – anyone walking into the class could teach them.	-	-	2	9%	9	40%	5	22%	7	30%
Creates long and short-term plans, all with clear objectives and activities that support these objectives.	-	-	2	9%	5	22%	9	40%	7	30%
Lessons are the appropriate scope for the time available.	-	-	-	-	3	13%	15	65%	5	22%
Creates appropriate contingency or backup plans and modifies plans as s/he sees necessary.	-	-	-	-	8	35%	9	40%	6	26%
Students understand the short and long-term plans for the class through syllabi and an agenda on the board.	-	-	1	5%	4	18%	11	51%	6	27%
Create an effective plan for the student portfolio	-	-	-	-	4	18%	9	40%	10	43%

2.25.C – Classroom Management

Summer Survey Question	Never		Rarely		Sometimes		Often		Always	
Teacher stresses respect and equity in the classroom. Establishes tone of productivity and safety.	-	-	-	-	1	4%	15	65%	7	30%
Establishes, communicates and sticks to clear classroom routines and expectations.	-	-	-	-	2	9%	17	74%	4	17%
Uses appropriate, effective consequences when students choose not to follow these rules.	-	-	1	4%	7	30%	13	57%	2	9%
Provides reinforcement for positive student behavior.	-	-	-	-	1	4%	20	87%	2	9%
Balances across-the-board routines/expectations with recognizing individual student needs.	-	-	-	-	5	22%	15	65%	3	13%
Exhibits confidence, tenacity, creativity, and fairness in working through challenging classroom situations.	-	-	-	-	3	13%	14	61%	6	26%

2.25.D – Instructional Techniques

Summer Survey Question	Never		Rarely		Sometimes		Often		Always	
Teacher includes hands-on activities and engages students' multiple intelligences.	-	-	-	-	3	13%	18	78%	2	9%
Differentiates instruction to meet all kinds and levels of learners.	-	-	1	4%	5	22%	15	65%	2	9%
Effectively varies instructional techniques and activities within and between lessons to keep students interested.	-	-	-	-	3	13%	17	74%	3	13%
Incorporates study and academic skills necessary for success into all classes.	-	-	1	4%	1	4%	17	74%	4	17%
Relates the material to students' lives and experiences.	-	-	-	-	6	26%	12	52%	5	22%

2.25.E – Assessment

Summer Survey Question	Never		Rarely		Sometimes		Often		Always	
Teacher plans backwards from concrete learning objectives and designs assessments that test student mastery of them.	-	-	1	5%	3	14%	13	62%	4	19%
On a daily basis, develops strategies to determine what his/her students know/understand.	-	-	-	-	6	26%	12	52%	5	22%
Looks at the “big picture” of student assessment and revises plans (for individual students or for the class) accordingly.	1	4%	-	-	2	9%	16	73%	4	18%
Modifies assessments where necessary.	-	-	1	4%	6	26%	11	48%	5	22%
Uses a variety of assessment strategies.	-	-	1	4%	6	26%	14	61%	2	9%
Gathers data from assessments in a timely and organized manner and uses it to modify instruction.	-	-	1	5%	6	27%	10	46%	5	23%
Self-assesses and encourages students to do the same.	-	-	1	5%	3	14%	12	57%	5	24%

2.25.F – Professionalism

Summer Survey Question	Never		Rarely		Sometimes		Often		Always	
Teacher meets or exceeds expectations for attendance and participation.	-	-	-	-	2	9%	10	44%	11	48%
Completes all work in a timely and complete manner.	-	-	-	-	6	26%	10	44%	7	30%
Shows a thirst to improve his/her own teaching – seeks feedback from mentor teachers and peers.	-	-	-	-	2	9%	11	50%	9	39%
Pro-actively tries to make BSP a better program – takes initiative and expresses concerns or ideas constructively.	-	-	-	-	2	9%	13	57%	7	32%
Demonstrates outstanding time management and organizational skills, including using free time effectively.	-	-	-	-	6	26%	9	39%	8	35%

2.25.G – Collaboration

Summer Survey Question	Never		Rarely		Sometimes		Often		Always	
Teacher treats each member of the BSP community with respect.	-	-	-	-	-	-	10	44%	13	57%
Listens carefully in meetings and discussions of any kind.	-	-	-	-	1	4%	10	44%	12	52%
Resolves conflicts effectively.	-	-	-	-	1	5%	14	64%	7	32%
Sees challenges as opportunities, demonstrates resilience and asks for help when needed.	-	-	-	-	4	17%	8	35%	11	48%
Supports other staff members, shares resources and takes positive initiative.	-	-	-	-	-	-	12	52%	11	48%
Seizes opportunities to add to “Breakthrough spirit” – the joy and humor of the program, combined with its high standards.	-	-	-	-	3	13%	12	52%	8	35%

Table 2.26 - BSP Teacher Satisfaction with Summer Internship

Teachers were asked to rate their *satisfaction* with each element of the summer internship using a scale of zero (lowest rating) to five (highest rating). Their scores were averaged in this chart below.

Category	Average Rating
Your personal performance as a teacher	4.00
The amount that you learned	4.60
You and your colleagues’ ability to work as a team	4.40
Leadership of the program	4.36
Cultural competence of the program for all community members	4.08
Sense of empowerment	4.32
Overall satisfaction with Breakthrough experience	4.60

Table 2.27 - BSP Teacher Feedback on Summer Internship Quality

Teachers were asked to rate the effectiveness of staff support during the summer in each area. The scale ran from zero (“not at all”) to five (“extremely”).

Category	Average Rating
Classroom management	3.96
Incorporating diversity into curriculum and lesson planning	3.56
Understanding our student population	4.00
Curriculum development	3.92
Lesson planning	3.84
ELL/ESL instruction	3.24
Goal-setting for my students	3.96
Taking ownership over the daily running of program	4.48
Work-life balance	3.60
Future teaching career opportunities	3.60

Table 2.28 - BSP School Year Program Teacher Observations

Category	School Year 2008-09
Number of Observations	
Total Number	19
By Year-round Staff	19
Average Number Per Teacher	1.7
Time Spent Observing	
Total Time	9 hours
By Year-round Staff	9 hours
Average Time Per Teacher	49 minutes
Average Time Per Observation	28 minutes

Table 2.29 - BSP Teacher Feedback on SYP Internship Quality

Teachers rated their experience with each area of School Year Program by placing a check in the appropriate box.

Subject Area	Excellent		Good		Satisfactory		Not Satisfactory		Poor	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Teacher Orientation	3	30%	4	40%	3	30%	-	-	-	-
Saturday Classes	4	40%	4	40%	2	20%	-	-	-	-
Saturday Level Up	5	50%	5	50%	-	-	-	-	-	-
BSP Staff Support of My Growth as a Teacher	9	90%	-	-	1	10%	-	-	-	-
Overall, I rate my experience at Breakthrough as...	6	60%	4	40%	-	-	-	-	-	-

This survey had a response rate of 91% (all but one).

REPORTING OUR OUTCOMES



Breakthrough
Saint Paul

Mounds Park Academy & Saint Paul Public Schools

Table 3.1 – BSP Student Outcomes

Category	Program (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9 (2012)		Grade 10 (2011)	
Total # of Students	133	100%	46	100%	37	100%	28	100%	22	100%
Report Card Access										
# of Student Report Cards We Can Access	97	74%	29	63%	30	81%	18	64%	20	91%
# of Student Report Cards We Cannot Access	36	26%	17	37%	7	19%	10	36%	2	9%
Academic Outcomes *										
Took at Least 1 Honors Course	88	90%	27	93%	25	83%	16	88%	20	100%
B- or Above in at Least 1 Honors Course	67	69%	27	93%	22	73%	8	44%	10	50%
B- or Above in 2 or More Honors Courses	49	50%	18	62%	18	60%	6	33%	7	35%
B- or Above in All Four Core Classes (Math, English, Science, Social Studies)	48	49%	15	51%	18	60%	9	50%	6	30%
Average # of Honors Courses Taken By Each Student	2.2		1.9		2.3		1.8		3.1	
Average # of Honors Courses with B- or Above For Each Student	1.6		1.5		2		1.3		1.7	
Average # of Core Classes with B- or Above Per Student	2.4		2.3		2.8		1.9		2.4	

Percentage calculations in this section are made using the “# of Student Report Cards We Can Access” as the denominator. In other words, percentages do not take into account those students for which we do not have information.

Students who take rigorous courses like honors’ courses are more likely to earn a bachelor’s degree in four years or less. Students of color and low income are the least likely to participate in honors’ courses. In middle school, when personal ambitions relating to educational achievement are solidified, only about 1 in 20 Saint Paul Public School students enrolled and passed at least one honors’ course.

Table 3.2 – BSP Student MCA II Scores

Category	Program (Grades 7-10)		Grade 7 (2014)		Grade 8 (2013)		Grade 9 (2012)		Grade 10 (2011)	
	Total # of Students	*	*	46	100%	37	100%	*	*	*
Test Results Access	*	*					*	*	*	*
# of Students Taking an MCA II This Year	*	*	46	100%	37	100%	*	*	*	*
# of Student Scores We Can Access	*	*					*	*	*	*
Reading Results	*	*					*	*	*	*
Exceeded MCA II Standard	*	*	24	43%	18	49%	*	*	*	*
Met MCA II Standard	*	*	12	26%	13	35%	*	*	*	*
Partially Proficient at MCA II Standard	*	*	9	20%	6	16%	*	*	*	*
Did Not Meet MCA II Standard	*	*	1	2%	0	0%	*	*	*	*
Average Percentile	*	*	68%	-	74%	-	*	*	*	*
Percent Growth From Last Year	*	*	-	-	20%	-	*	*	*	*
Mathematics Results	*	*					*	*	*	*
Exceeded MCA II Standard	*	*	18	39%	13	35%	*	*	*	*
Met MCA II Standard	*	*	25	54%	21	57%	*	*	*	*
Partially Proficient at MCA II Standard	*	*	2	4%	2	5%	*	*	*	*
Did Not Meet MCA II Standard	*	*	1	2%	1	2%	*	*	*	*
Average Percentile	*	*	73%	-	73%	-	*	*	*	*
Percent Growth From Last Year	*	*	-	-	13%	-	*	*	*	*

* We will receive this data this winter from the district.

Table 3.3 – BSP Middle School Student Survey Results for Summer 2008

Summer Survey Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
I feel more excited about learning because of Breakthrough.	51	60%	27	32%	5	6%	1	1%	-	-	1	1%
I feel more prepared for next school year because of Breakthrough.	57	68%	23	27%	2	2%	1	1%	-	-	2	2%
I feel made academic growth this summer at Breakthrough.	45	53%	33	39%	2	2%	-	-	-	-	5	6%
I feel more likely to succeed in honors courses next year because of BSP.	44	52%	29	34%	10	12%	1	1%	-	-	1	1%
Breakthrough is helping me learn better organization skills.	48	57%	24	28%	7	8%	3	4%	1	1%	2	2%
During the school year, I always completed my homework.	33	39%	31	36%	10	12%	7	8%	1	1%	3	4%
During the Breakthrough summer program, I always completed my homework.	41	49%	29	34%	11	13%	2	2%	-	-	2	2%
Breakthrough is helping me gain confidence with public speaking.	55	65%	19	22%	7	8%	1	1%	-	-	3	4%
I have made positive friends at Breakthrough.	54	64%	29	34%	2	2%	-	-	-	-	-	-
I feel confident approaching the BSP staff with questions or concerns.	48	56%	29	34%	5	6%	3	4%	-	-	-	-

*** This summer 2008 survey has a response rate of 96%.**

Table 3.4 – BSP Middle School Parent Survey Results for Summer 2008

Summer Survey Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
My child is/will be more prepared for next school year because of Breakthrough.	56	74%	18	24%	1	1%	-	-	-	-	1	1%
My child is making academic growth this summer at Breakthrough.	55	73%	17	23%	1	1%	-	-	-	-	2	3%
My child is more likely to succeed in honors courses next year because of BSP.	53	71%	16	21%	6	8%	-	-	-	-	-	-
Breakthrough is helping my child learn better organization skills.	48	64%	24	32%	3	4%	-	-	-	-	-	-
Breakthrough is helping my child gain confidence with public speaking.	49	65%	20	27%	5	7%	-	-	-	-	1	1%
I have made positive friends at Breakthrough.	45	61%	24	32%	3	4%	-	-	-	-	2	3%
I feel confident approaching the BSP staff with questions or concerns.	58	78%	12	17%	3	4%	1	1%	-	-	-	-

Summary Question	Excellent		Good		Satisfactory		Not Satisfactory		Poor	
Overall, I rate my experience at Breakthrough as...	64	86%	10	14%	-	-	-	-	-	-

*** This survey was completed by approximately 90% of BSP middle school families at our summer 2008 conferences.**

Table 3.5 – BSP Middle School Student Survey Results for SYP 2008-09

Summer Survey Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know		No Response	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I feel more excited about learning because of Breakthrough.	20	30%	30	45%	11	17%	2	3%	1	2%	-	-	2	3%
I feel I grew academically this school year at Breakthrough.	20	30%	33	50%	10	15%	1	2%	-	-	-	-	2	3%
BSP helped me succeed in honors courses this school year.	8	12%	33	50%	13	20%	6	9%	-	-	3	5%	3	5%
Breakthrough is helping me learn better organization skills.	20	30%	24	36%	18	27%	2	3%	-	-	-	-	2	3%
I have made positive friends at Breakthrough.	38	58%	23	35%	1	2%	1	2%	1	2%	-	-	2	3%
I feel confident approaching the BSP staff with questions or concerns.	38	58%	24	36%	2	3%	-	-	-	-	-	-	2	3%

* This SYP 2008-2009 survey has a response rate of 79% (66 out of 84 middle school students).

Table 3.6 – BSP Aspiring Teacher Outcomes

Category	All Current & Former Teachers	
	Total Number Who Finished Experience	79
Career Outcomes		
Developed Effective Teaching Skills	79	100%
Said BSP experience reinforced or increased interest in pursuing a career in education	72	91%
Total who have graduated from college	39	49%
Of those who have graduated from college, <i>confirmed</i> number working in education	27	69% of grads
Connection to Breakthrough Saint Paul		
Returned to teach in BSP summer or school year program	21	27%
Taught in another Breakthrough summer or school year program	2	3%
Volunteered after teaching with BSP	16	20%
Worked for BSP in a staff position	2	3%

Table 3.7 – BSP School Year Program Aspiring Teacher Outcomes

Summer Survey Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	Teaching at Breakthrough reinforced or increased my interest in pursuing a career in education	7	70%	3	30%	-	-	-	-	-	-	-
I grew as a teacher this school year at Breakthrough.	9	90%	1	10%	-	-	-	-	-	-	-	-
Students in my classes grew academically as a result of my teaching.	3	30%	6	60%	1	10%	-	-	-	-	-	-