

# **Priority Partners for Turnaround**

Summary List and Profiles

*November 2014*

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# Introduction to the Priority Partners Profiles

## About the Priority Partners Initiative

Priority Partners for Turnaround is a Race to the Top initiative aimed at qualifying organizations to support district and school turnaround. **Priority Partners have a proven track record of results and demonstrated effectiveness in accelerating school improvement.** Districts and schools will benefit from access to partners who:

- Have been vetted through a rigorous review process.
- Are familiar with the context and requirements of Massachusetts school turnaround work.
- Provide services aligned Massachusetts Conditions for School Effectiveness.
- Are part of a Priority Partners Network.

## Using this Tool to Identify Potential Partners

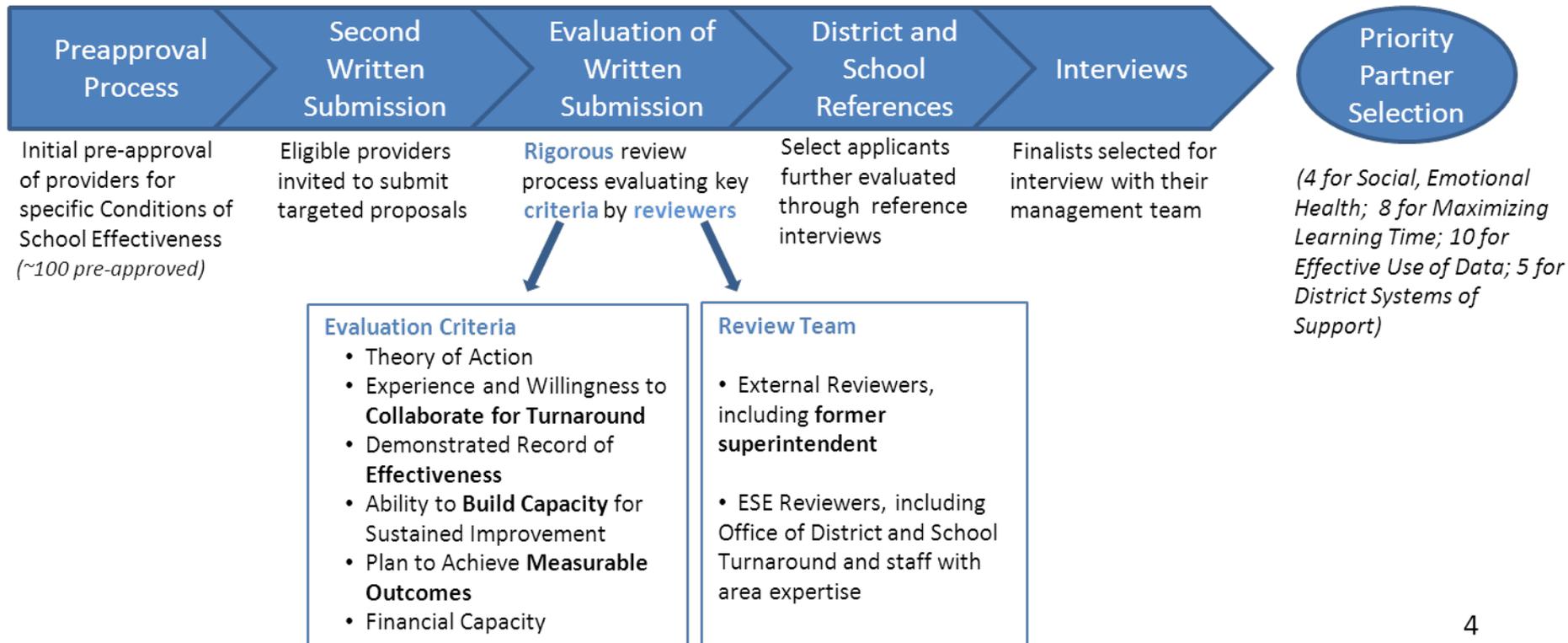
- **Priority Partners Summary** - Lists all Priority Partners, the condition for school effectiveness that they were selected for and a brief description of the Priority Partner. This can be use to check on the status of a particular Priority Partner and/or gain a quick summary of the capabilities.
- **Priority Partner Individual Profiles** - Summary profile of each Priority Partner. The purpose of the profile is to offer a snapshot of each partner and key areas for consideration by district and school leadership to evaluate whether a particular partner should be explored further.

## Theory of Action

If ESE can effectively screen and select partners with demonstrated success in promoting Conditions for School Effectiveness,

**THEN** districts will be able to accelerate school turnaround **through** strategic partnerships.

## Priority Partners Selection Process



# Priority Partners for Turnaround

## Summary List

Organization	Condition for School Effectiveness	Summary Description	Type of School Served	Profile Location
City Connects	Social, Emotional, and Health Needs	Comprehensive model of student support that connects every student with the tailored set of prevention, intervention, and enrichment services that he or she needs.	Elementary & K-8	Page 11
Engaging Schools	Social, Emotional, and Health Needs	Leadership development coaching and staff professional development to help schools provide for the social, emotional, and health needs of students.	Preschool – High School	Page 12
Program in Education Afterschool and Resiliency (PEAR)	Social, Emotional, and Health Needs	Support to schools, afterschool programs and community-based programs in understanding and responding to their students’ different tiers of social, emotional and behavioral needs.	Grades 5-10	Page 13
Turnaround for Children	Social, Emotional, and Health Needs	Development of sustainable district and school capacities to effectively respond to the academic and behavioral needs of students in high poverty communities.	Elementary & Middle School	Page 14
BELL	Maximizing Learning Time	Research-based, educational summer and after school experiences for children in grades K-8 that increase time-on-task and accelerate academic achievement.	Pre-k- 8	Page 15

# Priority Partners for Turnaround (Cont.)

## Summary List

Organization	Condition for School Effectiveness	Summary Description	Type of School Served	Profile Location
Bay State Reading Institute (BSRI)	Maximizing Learning Time	Literacy-focused school-wide changes which maximize learning time within the school day by improving classroom management, increasing the amount and quality of small group instruction, and using data to create flexible instructional groupings and interventions.	K-5	Page 16
Citizen Schools	Maximizing Learning Time	Partnership to expand learning time that adds substantially more academic learning time, more caring adults, and more enrichment, and connects current learning with future college and career opportunities.	Middle School	Page 17
City Year	Maximizing Learning Time	Deployment of a full-time team of AmeriCorps young adults that help maximize learning time through targeted attendance, academic support, and behavior interventions.	Grades 3-9	Page 18
MATCH Tutors	Maximizing Learning Time	Full-time, year-long, professional math tutoring for all students in a grade or school, with class sections kept intact and the tutoring period embedded into each student's school day.	K-12	Page 19
National Center for Time and Learning	Maximizing Learning Time	Combination of public policy, research, and programming to support schools and districts in redesigning the school day to match the challenges of a new world.	K-12	Page 20

## Priority Partners for Turnaround (Cont.)

### Summary List

Organization	Condition for School Effectiveness	Summary Description	Type of School Served	Profile Location
Project Grad USA	Maximizing Learning Time	Collaboration to ensure academic achievement, successful completion of high school in four years, and college access for students in economically disadvantaged communities through Summer Bridge, Summer Institutes, coaching, and tutoring programs.	Pre-k- 12	Page 21
Tools of the Mind	Maximizing Learning Time	Research-based early childhood program that builds strong foundations for school success by promoting self-regulated learning through a prescribed daily schedule that maximizes learning time.	Pre-K and Kindergarten	Page 22
ANet (The Achievement Network)	Effective Use of Data	Partnership to help schools and teachers build their capacity with data-driven strategies by providing actionable data, embedding data practices school-wide, and rapidly sharing and learning what works.	Grades 3- 8 (pilots in grade 2 and high school)	Page 23
Bay State Reading Institute (BSRI)	Effective Use of Data	School-wide training and support in the effective use of data in ELA instruction to improve teaching, learning and leadership.	K-5	Page 24
BPE	Effective Use of Data	Extensive school-based data services to ensure access to critical data, in a timely manner and user-friendly format, and with appropriate coaching to understand and make use of the data.	K-12	Page 25

## Priority Partners for Turnaround (Cont.)

### Summary List

Organization	Condition for School Effectiveness	Summary Description	Type of School Served	Profile Location
Cambridge Education	Effective Use of Data	Consulting services that support a cycle of continuous progress, including helping districts identify what they do well and should maintain, what they need to adjust and improve, and areas they need to change to enable progress.	K-12	Page 26
Center for Collaborative Education	Effective Use of Data	Coaching, technical assistance, professional development, political advocacy, and networking opportunities to support school turnaround and reform efforts.	K-12	Page 27
Focus on Results	Effective Use of Data	Customized consulting services to design and implement turnaround programs, through a data-driven approach that builds on its framework for school improvement, The Seven Areas of Focus.	PreK-12	Page 28
Lesley University-Center for Reading Recovery and Literacy Collaborative	Effective Use of Data	Comprehensive school improvement support and professional development that includes a focus on student assessment and the use of data to improve instruction and turn around schools with low student achievement.	PreK-8	Page 29

# Priority Partners for Turnaround (Cont.)

## Summary List

Organization	Condition for School Effectiveness	Summary Description	Type of School Served	Profile Location
PCG Education	Effective Use of Data	Consulting support focused on emphasizing systematic data use, building capacity among the district’s leadership, and enabling leaders to use data.	K-12	Page 30
Research for Better Teaching	Effective Use of Data	Professional development and consulting services to train data coaches and data teams.	K-12	Page 31
Wireless Generation	Effective Use of Data	<i>Taking Action with Data</i> methodology to improve school performance through professional development, coaching, and implementation of tools and processes.	K-12	Page 32
American Institutes for Research (AIR)	District Systems of Support <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Human Resource Management and Professional Development</li> <li>• Financial Management</li> </ul>	Research based evaluation and consulting services by combining deep content knowledge and expertise with practical field experience.	K-12 and district	Page 36
Cambridge Education	District Systems of Support <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Human Resource Management and Professional Development</li> <li>• Financial Management</li> </ul>	Consulting services that support a cycle of continuous progress, including helping districts identify what they do well and should maintain, what they need to adjust and improve, and areas they need to change to enable progress.	K-12 and district	Page 37

## Priority Partners for Turnaround (Cont.)

### Summary List

Organization	Condition for School Effectiveness	Summary Description	Type of School Served	Profile Location
Center for Collaborative Education	District Systems of Support <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Human Resource Management and Professional Development</li> <li>• Financial Management</li> </ul>	Coaching, technical assistance, professional development, political advocacy, and networking opportunities to support school turnaround and reform efforts.	K-12 and district	Page 38
Focus on Results	District Systems of Support <ul style="list-style-type: none"> <li>• Leadership</li> </ul>	Customized consulting services to design and implement turnaround programs, through a data-driven approach that builds on its framework for school improvement, The Seven Areas of Focus.	Pre-K-12 and district	Page 39
The District Management Council (DMC)	District Systems of Support <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Human Resource Management and Professional Development</li> <li>• Financial Management</li> </ul>	Management consulting services designed to build leadership capacity –all in order to increase student achievement, improve operations, and reduce costs.	K-12 and district	Page 40

## Profile: City Connects



City Connects offers a comprehensive model of student support that connects every student with the tailored set of prevention, intervention, and enrichment services that he or she needs to succeed and thrive in school.

### Summary Solutions: What services and products will my district/school be offered?

City Connects puts in place a school-based infrastructure that coordinates comprehensive supports for learning and healthy development. The solution comprises six main components:

- **School Site Coordinator** – onsite, trained counselor or social worker that connects students to services
- **Whole Class Review** – direct work with each classroom teacher to develop a customized support plan for every student
- **Individual Student Review** – independent reviews of students identified as having intensive needs
- **Community Agency Partnerships** – establishing partnerships with schools and creating formal coalitions
- **Connecting Students to Services, Tracking, and Following Up** – tailoring services to every student
- **Providing Specific Services Within the School** – promoting the School Site Coordinators as an on-campus resource

#### Performance Outcomes Measured

- Increase in achievement through MCAS or report card data
- Increase in high school graduation rates
- Lower rates of retention in grade and chronic absenteeism
- Reduction in disruptive student behavior – suspensions, report card data
- Satisfaction of all collaborators with the process
- Student referrals to support services

#### Demonstrated Record of Effectiveness

- After leaving City Connects at the end of grade 5, students outperform their Boston peers in middle school and achieve close to state proficiency levels on MCAS
- Relative to students in comparison schools, City Connects students are less likely to drop-out of school, be retained in grade and chronically absent from school

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- Fully implement the core components of the City Connects model in participating schools
- Partner with or provide essential staff to implement the model and collaborate in evaluation
- Exchange and discuss student level data on services and outcomes

Boston College  
Campion Hall, Room 305D  
140 Commonwealth Ave.  
Chestnut Hill, MA 02467  
Phone: 617-552-4231

[www.cityconnects.org](http://www.cityconnects.org)

#### Type of School Served

Elementary and K-8

#### Cost

- *Planning*: \$10-15,000 (avg) per school
- *Implementation*: \$33,875 (avg) per FT Coordinator (first 3 yrs); annual cost decreases substantially as district assumes sustainability

#### Sample of Partner Schools/Districts

Boston, MA (18 schools)  
Springfield, MA (13 schools)

## Profile: Engaging Schools (formerly called ESR)

Engaging Schools collaborates with educators to create school communities where each and every student develops the skills and mindsets needed to succeed and make positive contributions in school, work, and life. Its approach integrates academic, social, and emotional development.



### Summary Solutions: *What services and products will my district/school be offered?*

#### **Training, customized consultation and coaching, and resources in specific areas that include:**

- **Engaged Classrooms:** working with teachers and instructional leaders to implement: 1) a range of research-based instructional strategies for engaging all learners; 2) classroom management that fosters an optimal learning environment; 3) a preventative, problem-solving, and restorative approach to discipline.
- **Schoolwide Discipline and Student Support:** collaborating with school and district leaders, student support teams, and teachers to review and revise policies, protocols, and practices so that the system is fair, equitable, restorative, respectful, accountable, and enforceable, and classrooms are engaging and supportive.
- **Advisory Plus:** partnering with school leaders, an advisory leadership team, and faculty advisors to design and implement an advisory program in which secondary students develop key academic behaviors, skills, mindsets, and strategies, and get the support they need to be successful.

#### **Performance Outcomes Measured**

- Student academic achievement: Increased engagement, attendance, course-passing rates, on-track for graduation, etc.
- Student behavior outcomes: fewer suspensions, aggressive incidents, disciplinary referrals, out-of-school suspensions, late arrivals, etc.

#### **Demonstrated Record of Effectiveness**

- With a schoolwide focus on restorative, rather than punitive discipline practices at Dean Tech in Holyoke, by 2012-13 attendance improved to 87% ADA, and the suspension rate was reduced from 72.2% to 23.9% after only one year of intervention.
- High Point Academy, a K–8 school in Aurora, CO has implemented **Engaged Classrooms** since 2011, resulting in academic and behavioral improvements. In less than one year the number of course failures in the school fell from 91 to 39 and the number of detentions schoolwide fell from 167 to 37.

### Considerations for Partnership Success:

#### *Could this be a good fit for my district/school?*

#### **A successful partnership will be one in which the district:**

- Use professional development and coaching as the path to meet the school's social, emotional and health needs
- Support the initiative and offer access to key administrators
- Ensure that the school's leadership embraces the reform initiatives
- Be able to exercise flexibility in the use of time, within the limits of state law and union contracts
- Incorporate support of students' social and emotional development into teacher professional growth plans
- Institute accountability systems to evaluate and assess the reforms being implemented

23 Garden Street  
Cambridge, MA 02138  
Phone: 617-492-1764

[www.engagingschools.org](http://www.engagingschools.org)

#### **Type of School Served**

Elementary through high school

#### **Program Cost**

Range based on program package from \$30,000 to \$100,000

#### **Sample of Partner Schools/Districts**

- Austin Independent School District, Austin, TX
- New York City
- Chicago Public Schools
- San Francisco Unified School District
- Syracuse, NY Public Schools
- Fall River, MA Public Schools
- Lynn, MA Public Schools

# Profile: Program in Education Afterschool and Resiliency (PEAR)

PEAR, a joint initiative of Harvard University and McLean Hospital, partners with organizations to help teachers, administrators, student support staff, and youth workers understand and respond to their students' different tiers of social, emotional and behavioral needs.

## Summary Solutions: What services and products will my district/school be offered?

With tools and training from PEAR, school systems can assess and address the challenges students face.

PEAR's services include:

- Assessments
- Data analysis
- Professional development and coaching
- School interventions

Dedicated to building resiliency in students, PEAR helps schools to know every child, strengthen school support teams, find opportunities for student socio-emotional promotion, prevention and intervention, and use data to drive planning and decision-making.

## Performance Outcomes Measured

- Strength of student relationships with teachers and peers
- School's capacity for early detection and intervention
- Ability within schools to address student needs and manage interventions for better academic achievement
- Coordination of student support approaches between school, afterschool, and community service settings

## Demonstrated Record of Effectiveness

After completion of a PEAR Impact Training Program:

- Teachers' overall knowledge of youth socio-emotional development increased by 52.2%.
- Of the teachers surveyed, 22% gained knowledge in resiliency and self-care strategies.
- In a post-training survey designed to assess the respondents' ability to respond appropriately to key hypothetical student situations and scenarios, participants correctly answered 74.9% of questions.

*\*Based on survey data from a PEAR Impact 2013 Training*

## Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- Incorporate additional assessments into the school plan.
- Emphasize training and professional development for student support teams as a means for improving the school environment and the social, and emotional health supports.
- Join in building a system of fast and effective interventions to reduce barriers to learning.



PEAR Mailstop 320  
McLean Hospital  
115 Mill Street  
Belmont, MA 02478  
(617) 484-0466

[www.pearweb.org](http://www.pearweb.org)

## Type of School Served

Grades 3-12

## Cost

\$20,000 - \$200,000

## Sample of Partner Schools/Districts

Boston, MA



## Profile: Turnaround for Children, Inc. (“Turnaround”)



Turnaround for Children works with schools and districts to help them develop the sustainable capacities they need to effectively respond to the academic and behavioral needs of students in high poverty communities, so that all students develop the competence and confidence to succeed.

### Summary Solutions: *What services and products will my district/school be offered?*

Targeted capacity-building is delivered via an intensive, three-year, whole school transformation process that addresses: i) effective integration of all improvement initiatives across a school and district; ii) professional development systems to promote staff proficiency in both academics and behavioral development; and iii) intervention systems for high need students, that include both in-school strategies and linkages to community-based agencies.

#### **Performance Outcomes Measured**

- School-wide increase in academic achievement
- School-wide reduction in disruptive student behavior
- School-wide improvements in climate
- Improved classroom practice/classroom environment
- Improved functioning of high-risk students

#### **Demonstrated Record of Effectiveness**

- Decreased suspensions /police-reported incidents
- Decreased teacher turnover and absences
- Measureable improvement in learning environments
- Improved academic achievement
- High principal satisfaction with Turnaround

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Commit, at the district and school level, to methodically achieving high quality instructional practice and removing barriers to learning
- Engage in a review of the district’s and schools’ strengths, needs, vision and plans and a discussion of how Turnaround’s experience and approach could support the district and schools in achieving their goals.
- Create an intensive, mutually-accountable partnership that would target three or four schools in each district for comprehensive transformation.
- Integrate Turnaround’s work with the District’s other improvement initiatives into an overall transformation strategy
- Engage in a planning process in the spring and launch with a partnership for the three following school years

*Turnaround seeks to collaborate with 1-2 districts beginning in the spring of 2012.*

25 West 45th St., 6th Floor  
New York, NY 10036  
Phone: 646-786-6200

[www.turnaroundusa.org](http://www.turnaroundusa.org)

**Type of School Served –**  
Elementary & Middle

#### **Program Cost**

In the range of \$1m per year for 3-4 schools, a portion of which is typically defrayed by private philanthropic support.

#### **Sample of Partner Schools/Districts**

NY City - Bronx, Harlem  
Orange, NJ  
Washington, DC

## Profile: BELL

BELL is a leading nonprofit provider of research-based, educational Summer and After School experiences for children in grades K-8. BELL delivers educational experiences that complement turnaround strategies with additional time on learning that accelerates academic achievement.



### Summary Solutions: *What services and products will my district/school be offered?*

Core program elements common to the BELL Summer and BELL After School programs include:

- **Academic Instruction** – using research-based literacy and math curricula aligned with state and national standards, taught by teachers from the host school or district and college-aged assistants and tutors
- **Enrichment activities** – designed to develop 21st century skills and increase college and career aspirations
- **Parental Engagement** – parent workshops and regular parent-teacher conferences
- **Experiential learning** – cultural activities, field trips, and community service
- **Professional development** – a blended training program that combines e-learning and onsite classroom training

#### Performance Outcomes Measured

- Academic Gains
- Improved Time-on-Task
- Improved Attendance
- Improved Standardized Test Performance
- Improved Self-Esteem and Attitude
- Increased Parent Engagement

#### Demonstrated Record of Effectiveness

- An independent, rigorous, random assignment study by the Urban Institute and Mathematica Policy Research, found BELL Summer:
  1. Had a positive impact on reading achievement, equivalent to 2.5 months gain in skills, and
  2. Had a positive impact on parents' encouraging their children to read and parents' frequency of reading to their children at home
- In BELL After School, scholars typically outpace the national norm group in acquiring new literacy and math skills, according to standardized diagnostic test data.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district/school:**

- Is focused on making gains for underperforming students in after school or by avoiding summer learning loss
- Has additional time on learning as a turnaround strategy and wants to maximize return on investment with proven strategies and second shift staff
- Wants to work collaboratively with a partner to drive goals through the sharing of student data and strategies that integrate school-day, school-year strategies with after school and summer investments
- Works closely with BELL staff to identify program leaders, highly qualified staff, and to share resources such as facilities, and technology.

60 Clayton Street  
Dorchester, MA 02122  
617-282-1567

[www.experiencebell.org](http://www.experiencebell.org)

#### Type of School Served

K-8

#### Cost

Range depending on program length, union expectations on pay, number of students, and options for local philanthropy and grants; approximately \$750-\$1500 per student.

#### Sample of Partner Schools/Districts

Boston, MA  
Baltimore, MD  
Charlotte, NC  
Detroit, MI  
New York City, NY  
Newark, NJ  
San Jose, CA  
San Rafael, CA  
Spartanburg, SC  
Winston-Salem, NC

## Profile: Bay State Reading Institute (BSRI)

**BSRI improves learning outcomes, transforms classroom practices, and builds a confident and collaborative school culture by providing expert coaching and professional development to the principal, reading coach and teachers, and a tested, data-centered model for literacy instruction. BSRI's literacy model focuses on Common Core aligned teaching strategies such as argument and debate, collaborative discussion, reciprocal teaching, non-fiction and fiction writing, and use of academic language.**

BSRI provides comprehensive support to partner schools through high-quality professional development based on individual school needs, coaching and mentoring of the principal and reading coach, modeling in classrooms, coaching of individual teachers, and training and support in using data. These services lead to strong principal leadership, excellent building-based literacy coaching, teachers as literacy experts who use data to inform and change their practice, and children who are actively engaged in learning primarily through differentiated, small group instruction. Schools learn to quickly identify struggling readers and have the skills and structures in place to give those students the instruction they need.

### Performance Outcomes Measured

- Improved student achievement as measured through DIBELS, GRADE and MCAS.
- Specific changes in practice such as:
  - Small group, differentiated instruction using research-based strategies.
  - Improved classroom management and environment.
  - Use of student achievement data in real time to modify classroom instruction and intervention.
  - Principal leadership: more time spent in classrooms, more effective support for teachers.

### Demonstrated Record of Effectiveness

Schools with a strong commitment to our model show MCAS improvement at rates several times faster than the state, and narrowing of achievement gaps.

- Statewide, from 2011 to 2013, the MA CPI for elementary ELA went down .5 points. In BSRI schools it went up 2.9 points.
- The state-wide LEP achievement gap grew by 2 points, and the income achievement gap grew by .5 points. At BSRI schools the LEP gap closed by 8.9 point and the income gap closed by 1.7 points.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Employ a full-time reading coach.
- Make an effort to maintaining the principal in place over the course of the contract.
- Use a research-based ELA core curriculum and interventions and DIBELS assessments.
- Give the principal control over allocations of staff time and assignment of children to intervention support.



114 Jennings Road  
Holliston, MA 01746

[www.baystaterreading.org](http://www.baystaterreading.org)

### Type of School Served

K-5

### Cost

Planning Year: \$25,500

Year 1: \$114,000

Year 2-4: \$50,000 – \$75,000

Year 5+: \$35,400

### Sample of Partner Schools/Districts

Malden, MA

Revere, MA

Taunton, MA

Westfield, MA

Gloucester, MA

Fitchburg, MA

Everett, MA

Beverly, MA

Adams-Cheshire, MA

## Profile: Citizen Schools



Citizen Schools is a nonprofit organization that partners with middle schools to expand learning time. Through this partnership, Citizen Schools adds substantially more academic learning time, more caring adults, and more enrichment, and connects current learning with future college and career opportunities.

### Summary Solutions: What services and products will my district/school be offered?

Citizen Schools recruits, trains and deploys a “second shift” of educators to integrate with school faculty to add approximately 400 more hours of learning time annually. Services include:

- **Academic support**- daily homework support, instruction in study skills and success habits, and small group lessons in ELA and math aligned with school priorities and common core standards
- **Apprenticeships**- hundreds of skilled experts from the corporate, civic, and Higher Education sectors are recruited by Citizen Schools to share their passion, expertise and professionalism over the course of 11 weeks in hands-on projects that reinforce academic and 21<sup>st</sup> Century skills and connect students to real-world learning
- **College to Career Exposure** – 100+ hours of high school and college preparation programming; frequent visits to colleges, corporations and other cultural institutions
- **Family Engagement** – bi-weekly phone calls homes and regular events connecting families to schools.
- **Support during the school day**- Citizen Schools Teaching Fellows can be available to support regular school day

#### Performance Outcomes Measured

- Increase in attendance rates
- Increase in academic achievement (grades and MCAS proficiency)
- Increase in graduation rates
- Improved school culture
- Improved student attitudes

#### Demonstrated Record of Effectiveness

- Across four partner schools with mandatory Citizen Schools extended day, the average annual increase in 6<sup>th</sup> grade MCAS scores has been 7 points in math and 6 points in ELA (average over 5 years);
- 10 year independent evaluation, led by Policy Studies Associates (2010) cites :
  - Participant attendance was significantly higher than matched peers, reducing absenteeism by 43%
  - 90% of alumni passed state exit exams in math and English, closing achievement gaps with state averages
  - 20% higher high school graduation rate than matched peers

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- Implement a mandated extended learning time model in at least one full grade level
- Include Citizen School s staff in collaborative planning, professional development, and standing school meetings
- Share data and training across first and second shift educators

Museum Wharf  
308 Congress Street  
Boston, MA 02118  
Phone: 617-695-2300 x 107

[www.citizenschools.org](http://www.citizenschools.org)

#### Type of School Served

Middle School (6<sup>th</sup>-8<sup>th</sup> graders)

#### Cost

\$1,300 to \$1,800 per student

*[fees determined on a district by district basis depending on mix of public and private funding available]*

#### Sample of Partner Schools/Districts

Boston, MA  
Revere, MA  
New Bedford, MA  
New York, NY  
Oakland, CA  
Newark, NJ  
Santa Fe, NM  
Charlotte, NC  
Houston, Texas

## Profile: City Year



City Year partners with schools to deploy a full-time team of AmeriCorps members that help maximize learning time through targeted attendance, academic support, and behavior interventions.

### Summary Solutions: *What services and products will my district/school be offered?*

City Year offers targeted interventions designed to increase and maximize learning time, including:

- **Attendance coaching:** For those students identified as off-track/ at-risk, corps members implement strategies for reversing chronic absenteeism, including morning phone calls home and incentivizing and rewarding attendance.
- **Afterschool Programs:** Programs engage five students per corps member, four days a week, in structured sessions that emphasize homework completion, leadership development, teamwork and academic success.
- **Academic Support:** Through whole class, one-on-one and small group support, corps members tutor students with a focus on English Language Arts / literacy. Corps members provide additional support for students identified as off-track or at-risk focus list students during the school day and after school.
- **Mentoring:** Through at least weekly one-on-one and small group mentoring sessions, corps members build relationships with students who have been identified as having social, emotional, or behavioral challenges.

#### Performance Outcomes Measured

- Average daily attendance rates
- Grade 3-10 students' literacy assessments
- Grade 6-10 students' ELA grades
- Grade 6-10 students' math grades
- Students' behavior records (office referrals)
- Homework completion rates
- Teacher perceptions of corps members' impact on student engagement, time on learning and academic performance

#### Demonstrated Record of Effectiveness

2013-14 results in 20 high-poverty Boston schools:

- Students receiving City Year attendance monitoring achieved an average daily attendance rate of 89%, recovering over 32,000 hours of student learning time
- 90% of teachers reported that corps members increase students' time spent on learning tasks; 87% report they improve the overall academic performance of students
- 89% of teachers reported that corps members provided essential academic supports students would otherwise not receive

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Maximize City Year' integration into the school by providing access to school leadership and key staff.
- Share student attendance, behavior, and academic performance data.
- Collaborate with City Year to evaluate the effectiveness of interventions, assess progress, and align efforts.
- Implement school-level organizational structures to allow effective implementation of interventions.
- Dedicate extra time in the schedule for English and math.
- Share a strong commitment to partnering with parents.

287 Columbus Avenue  
Boston, MA 02116  
P:617.927.2568  
F:617.927.2560

[www.cityyear.org](http://www.cityyear.org)

#### Type of School Served

Grades 3-10

#### Cost

Approximately \$80,000-  
\$150,000 per year per school  
(\$10,000 per full-time corps  
member per year)

#### Sample of Partner Schools/Districts

Boston, MA

25 cities in other states  
2 international affiliates

## Profile: Match Education

Match Education provides full-time, year-long professional math tutoring for all students in a grade or school, which is embedded into the school day as its own class period.



### Summary Solutions: What services and products will my district/school be offered?

The Match School Foundation, Inc. dba Match Education recruits, hires, trains and oversees the deployment of a full-time professional tutor corps. Each tutor works during the day with two students at a time for six periods a day, and works with the same 12 students every day all year long. Having a full-time tutor corps results in twice the amount of math instruction each day, accelerates student achievement, increases parent communication, and brings additional talent and support into schools.

#### **Additional Information:**

- Increased time during the school day for individualized, in-depth learning
- Alignment to classroom instruction and state standards
- Additional free time for teachers during tutoring periods
- Providing students with an adult who communicates with the student's family at least once a week

#### **Performance Outcomes Measured**

- State or district standardized exam scores, compared to previous years and to other schools or districts
- Student Growth Percentile (SGP) changes on the Massachusetts Comprehensive Assessment System
- Student attendance
- Student classroom math grades
- Parent engagement, as measured by tracking phone calls to parents and parent surveys

#### **Demonstrated Record of Effectiveness**

- **Houston (2011):** Harvard professor Dr. Roland Fryer's economic evaluation shows that intensive, one hour per day, mathematics tutoring boosted academic achievement by the equivalent of two to four years' worth of learning.
- **Lawrence High School (2012):** SGP improved from 23-75. This math growth and is he greatest one-year change in Massachusetts history.
- **Chicago (2012).** In a paper through the National Bureau of Economic Research, in 8 months participants learned in math what the average American high school student takes three years. This effect size is equal to closing about 60% of the black-white test score gap nationwide.

### Considerations for Partnership Success: Could this be a good fit for my district/school?

A successful partnership will be one in which the district is willing to:

- Provide tutoring for a full grade or multiple grades as an additional elective class for students.
- Resolve logistical matters to incorporate regular tutoring (e.g., scheduling, use of facilities).
- Integrate the model into the school community by introducing Match to all constituents.

Match School Foundation, Inc.  
1001 Commonwealth Ave  
Forest Hills Street  
Boston, MA, 02215

[www.matcheducation.org](http://www.matcheducation.org)

#### **Type of School Served**

K-12

#### **Cost**

\$2,800-\$3,300 per pupil

#### **Sample of Partner Schools/Districts**

Boston, MA; Houston, TX;  
Lawrence, MA; Chicago, IL;  
Stamford, CT

## Profile: National Center for Time and Learning/Mass 2020

NCTL/Mass 2020 combines public policy, research, and programming to support schools and districts in redesigning the school day to match the challenges of a new world. The organization draws on its research and benchmarking to support the design of an appropriate model for each school context.

### Summary Solutions: *What services and products will my district/school be offered?*

NCTL/Mass 2020 works with schools and districts to implement expanded learning time (ELT) efforts to accelerate school turnaround. The technical assistance focuses on three areas:

- Expanding time in the school day and/or school year
- More effectively using existing school time
- Developing sustainable approaches to expanding learning time through strategic resource allocation including creative scheduling, partnering, staffing, and the use of technology

The organization's approach involves leading an ELT Planning and Redesign Process that combines a series of day-long Leadership Team sessions, on-site support, coaching, and web-based tools and seminars.

#### **Performance Outcomes Measured**

- Increase in learning time – expectation that after a planning period with NCTL, schools will develop and implement a redesign plan for the next school year that adds significantly more learning time.
- Increased effectiveness of time as monitored by student achievement, growth, and engagement via formative and summative assessments.
- Build capacity for school/district beyond RTTT funding.

#### **Demonstrated Record of Effectiveness**

- Across all ELT schools, scores in both ELA and math have risen steadily since 2008, with proficiency rates growing at roughly twice the rate of the state
- The most successful long-standing schools include Kuss Middle and North End Elementary; both schools now perform in both ELA and math about as well as the state overall
- The 2 newest ELT schools have seen significant jumps in proficiency (at least 10 percentage points) in math in a single year.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district and participating schools are willing to:**

- Recognize expanded learning time as a key component of the school improvement strategy.
- Ensure that expanded learning time supports a clear, school-wide instructional focus and that data drives continuous improvement.
- Agree that school-wide achievement goals drive additional time for academics; additional teacher collaboration time is used to strengthen instruction; and additional enrichment time is used to deepen student engagement and learning.



Mass 2020

24 School Street, 3rd Floor  
Boston, MA 02108  
(617) 723-6747

[www.timeandlearning.org](http://www.timeandlearning.org)

[www.mass2020.org](http://www.mass2020.org)

#### **Type of School Served**

K-12

#### **Cost**

Planning Process: \$70,000

Ongoing consultation:

\$1,100/day

#### **Sample of Partner Schools/Districts**

More than 100 schools in Massachusetts including Boston schools such as Sarah Greenwood, McCormack, and Orchard Gardens

## Profile: Project GRAD USA

Project GRAD USA (GRAD) is one of the nation's largest college and career access programs for students in low income areas. GRAD USA also acts as a turnaround operator for chronically low-performing schools, operating three schools in Massachusetts and Tennessee through its GRAD Academies model.



U S A

### Summary Solutions: What services and products will my district/school be offered?

- Historically, **Project GRAD USA** has designed and delivered research-based school support through three strategically aligned initiatives: the school partnership model, school management model, and the wrap-around consulting model.
  - The consulting model is focused around four services that improve student achievement: parent & community engagement programs, a summer bridge institute for rising 9<sup>th</sup> graders, a summer institute at college campuses for rising 10<sup>th</sup> and 11<sup>th</sup> graders, and a college and career access center
- The GRAD Academy model** is focused on turning around low-performing schools through six major elements:
  - Recruiting, developing, and retaining **world-class talent**
  - Offering **project-based learning** in a high-tech environment through the New Tech Network model
  - Emphasizing **STEM** at all grade levels
  - Prioritizing **family and community engagement**
  - Bringing **best business practices** to school management
  - Emphasizing **college and career readiness**

#### Performance Outcomes Measured

- Increase in students' college and career awareness and post-secondary expectations
- Increase in student attendance
- Improvement in student academic performance in mathematics and reading
- Increase in the percentage of seniors completing a rigorous core academic program
- Increase in college attendance rate

#### Demonstrated Record of Effectiveness

- Students at schools with a GRAD USA consulting presence complete college at a rate 92% above the national average (51.5% versus 26.8%) for students from similar low-income backgrounds.
- GRAD Academy Memphis (GAM) students scoring "Proficient" on ELA exams went from 10% to 50% after just one year of GRAD operating the school
- GAM ranked highest of all Achievement School District schools on district culture and climate survey

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in districts that commit to:**

- Pursuing proven and innovative programming embedded in a belief that all students can learn at the highest levels with the right supports and opportunities.
- Supporting GRAD in family and community engagement and in accessing resources to implement high-tech project-based learning in schools

2855 Mangum Road  
Suite A200  
Houston, TX 77092  
713-986-0499

[www.projectgrad.org](http://www.projectgrad.org)

#### Type of School Served

PreK-12

#### Consulting offering

*Parent & Community  
Engagement Program:*

*Summer Bridge*

*Summer Institute*

*College & Career Access Center*

*Design & Development*

*School Design*

#### Schools operated by GRAD

**GRAD Academy Memphis**, an Achievement School District school in Memphis, TN

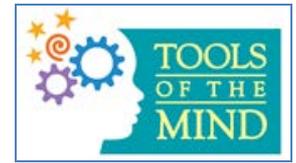
**Dean Technical High School** in Holyoke, MA

**Morgan Elementary School** in Holyoke, MA

Consulting services in more than 200 schools

## Profile: Tools of the Mind

Tools of the Mind is a research-based early childhood program that builds strong foundations for school success in preschool and kindergarten children by promoting their intentional and self-regulated learning through a prescribed daily schedule that maximizes learning time.



225 Union Boulevard,  
Suite 150  
Lakewood, CO 80228

[www.toolsofthemind.org](http://www.toolsofthemind.org)

**Type of School Served**  
**PreK and Kindergarten**

### Cost

*Per Classroom:*

**Pre-K Year 1 :**

\$3950 : 5 full days of training  
Manuals, Materials Kits,  
iScaffold License 1 Yr  
Technical Assistance

**Pre-K Year 2:**

\$2500: 3 full days of training,  
Technical Assistance

**Kindergarten Year 1:**

\$3500: 5 full days of training,  
Manuals, Technical Assistance Kits  
purchased separately

**Kindergarten Year 2:**

\$2500: 3 Full days of training

**Sample of Partner Schools/Districts**

Gill Montague RSD, MA  
Dennis-Yarmouth RSD , MA  
Washington DC Public Schools

### Summary Solutions: *What services and products will my district/school be offered?*

The Tools of the Mind curriculum is a theory-driven, evidence-based early-childhood program, grounded in the idea that teaching cognitive and social-emotional self-regulation is as important as teaching academic skills. Tools offer a schedule and curriculum that helps early childhood classrooms more effectively use existing school time by :

- Decreasing time spent in non-learning activities throughout the day and non-learning time within each activity
- Shortening non-learning time due to teacher engagement in classroom management
- Designing activities that integrate several subject areas to use time more efficiently
- Designing activities that increase time on task and sustained engagement
- Providing scaffolding suggestions for children with special needs and English Language Learners to reduce interruptions and pull-out services, including incorporation of native language support
- Offering professional development and ongoing technical assistance

### Performance Outcomes Measured

- Increased effectiveness of existing time
- Increase in learning time
- Development of self-regulation
- Progress in DIBELS and DRA to assess development of academic skill expected in pre-kindergarten and kindergarten
- Positive gains in literacy and math for low income students ( Blair & Raver 2014, MA Study , in press)

### Demonstrated Record of Effectiveness

In a randomized study conducted by the National Institute for Early Education Research comparing a Tools preschool to another high quality preschool:

- Tools Children had higher rates of self-regulation
- Tools teachers scored higher in classroom management measures, used classroom time more productively, and had a higher rate of cognitively challenging interactions, as measured by the Early Childhood Environmental Rating Scale and the CLASS.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Have at least a half-time assistant teacher in every K classroom; full-time assistants in Pre-k classrooms
- Set up the Tools of the Mind coaching model and identify a person within the district who will take the role of coach to teachers implementing Tools
- Put aside other primary literacy and mathematics curricula initiatives to fully implement the Tools curriculum
- Commit to two years for full implementation

## Profile: The Achievement Network

ANet helps school leaders support teaching that is grounded in standards, data, and the best practices of schools across the country. We provide our partners with coaching to help them stay focused on their most important instructional priorities and tools that enable great routines for teaching and learning.

### Summary Solutions: What services and products will my district/school be offered?

1. **Assessments, Data and Planning Tools** - ANet provides interim assessments aligned to state standards, real-time data, and tools to help teachers plan from standards and shape their instruction.
2. **Coaching** - ANet provides direct, targeted coaching and creates the necessary management support to set goals, plan backwards, track progress, and make informed decisions.
3. **Network Collaboration** - ANet enables schools to share best practices with other schools locally and nationally through annual meetings and ongoing professional development for school leadership teams.

#### Performance Outcomes Measured

- Increased student achievement as measured by MCAS results
- Increased school leader and teacher capacity to use interim assessment data and implement the data cycle to improve instruction and increase student achievement

#### Demonstrated Record of Effectiveness

- Based on founding partner schools, the **5-year cumulative gains in proficiency** are approximately **12 percentage points in English** and **21 percentage points in Math** relative to the expected performance of other Massachusetts schools.

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful ANet partnership will be one in which the school is willing to:**

- Opt-in to the program and also make time for ANet work
- Collaborate and share data with other Network schools
- Have a dedicated leadership team and district support for ANet work
- Consider the ANet initiative one of the top three school priorities and articulate how it aligns with other goals

225 Friend Street,  
Suite 704  
Boston, MA 02114  
617.725.0000

[www.achievementnetwork.org](http://www.achievementnetwork.org)

#### Type of School Served

Grades 3- 8 with pilot programs in grade 2 and high school. Assessments are for Math and ELA, with a pilot for Science.

#### Cost

\$33,000 for year one with declining costs over time

#### Sample of Partner Schools/Districts

8 Geographic Networks

- Boston - 58
- Massachusetts – 90
- Washington, DC – 70
- Louisiana – 52
- Illinois – 51
- New York – 50
- Tennessee – 27
- New Jersey – 58

## Profile: Bay State Reading Institute (BSRI)

BSRI improves learning outcomes, transforms classroom practices, and builds a confident and collaborative school culture by providing expert coaching and professional development to the principal, reading coach and teachers, and a tested, data-centered model for literacy instruction. BSRI's literacy model focuses on Common Core aligned teaching strategies such as argument and debate, collaborative discussion, reciprocal teaching, non-fiction and fiction writing, and use of academic language.



### Summary Solutions: *What services and products will my district/school be offered?*

BSRI provides comprehensive support to partner schools through high-quality professional development based on individual school needs, coaching and mentoring of the principal and reading coach, modeling in classrooms, coaching of individual teachers, and training and support in using data. These services lead to strong principal leadership, excellent building-based literacy coaching, teachers as literacy experts who use data to inform and change their practice, and children who are actively engaged in learning primarily through differentiated, small group instruction. Schools learn to quickly identify struggling readers and have the skills and structures in place to give those students the instruction they need.

#### Performance Outcomes Measured

- Improved student achievement as measured through DIBELS, GRADE and MCAS.
- Specific changes in practice such as:
  - Small group, differentiated instruction using research-based strategies.
  - Improved classroom management and environment.
  - Use of student achievement data in real time to modify classroom instruction and intervention.
  - Principal leadership: more time spent in classrooms, more effective support for teachers.

#### Demonstrated Record of Effectiveness

- Schools with a strong commitment to our model show MCAS improvement at rates several times faster than the state, and narrowing of achievement gaps.
- Statewide, from 2011 to 2013, the MA CPI for elementary ELA went down .5 points. In BSRI schools it went up 2.9 points.
  - The state-wide LEP achievement gap grew by 2 points, and the income achievement gap grew by .5 points. At BSRI schools the LEP gap closed by 8.9 point and the income gap closed by 1.7 points.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Employ a full-time reading coach.
- Make an effort to maintaining the principal in place over the course of the contract.
- Use a research-based ELA core curriculum and interventions and DIBELS assessments.
- Give the principal control over allocations of staff time and assignment of children to intervention support.

114 Jennings Road  
Holliston, MA 01746

[www.baystatereading.org](http://www.baystatereading.org)

#### Type of School Served

K-5

#### Cost

Planning Year: \$25,500

Year 1: \$114,000

Year 2-4: \$50,000 – \$75,000

Year 5+: \$35, 400

#### Sample of Partner Schools/Districts

Malden, MA

Revere, MA

Taunton, MA

Westfield, MA

Gloucester, MA

Fitchburg, MA

Everett, MA

Beverly, MA

Adams-Cheshire, MA

## Profile: BPE (formerly Boston Plan for Excellence)

BPE drives exceptional outcomes for all students by developing great teachers and great schools.

### Summary Solutions: *What services and products will my district/school be offered?*

BPE's Boston Teacher Residency (BTR) recruits highly talented, diverse people who are committed to becoming urban teachers and provides them with a year of intense, classroom-based preparation, as well as two years of induction support. BPE concentrates its work in a small group of partner schools, for which we provide:

- Placement of residents and graduates from our **residency program** at the school site,
- Intensive **data support**, including school-wide, grade-level, and classroom-level analyses of student performance to guide decisions and assess progress,
- **Structured observation, feedback and coaching** for teacher residents, collaborating teachers, and other staff;
- **Content-specific coaching** for graduates of our residency program and their colleagues, and
- **Facilitation** to help teacher residents and their mentors make sense of student data and use that information to inform their teaching.

#### Performance Outcomes Measured

- Student achievement of residents and BTR graduates
- Principal satisfaction and willingness to hire another resident
- Preparation of teachers for BPS high need areas

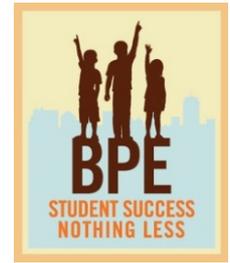
#### Demonstrated Record of Effectiveness

- Over 500 teachers prepared for BPS
- Significantly higher levels of retention than non-BTR teachers
- Significant contribution to BPS hiring goals around diversity

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the school is willing to:**

- Consider multiple BPE/BTR services
- Work with BPE/BTR to identify data and human capital needs and dedicate time to working with student data.
- Participate in network sessions with other schools.



27-43 Wormwood Street  
Suite 110  
Boston, MA 02210  
617.227-8055

<http://www.bpe.org/>

#### Type of School Served

PreK-12  
Boston

#### Cost

Variable

#### Sample of Partner Schools/Districts

Boston Public Schools  
BCLA  
Burke  
Dudley Street Neighborhood  
Charter School  
Orchard Gardens  
Philbrick  
Young Achievers

## Profile: Cambridge Education



Cambridge Education's comprehensive approach to school transformation is driven by an unrelenting focus on learning. We bring years of experience as a Lead Turnaround Partner (LTP) working with schools across the United States, the United Kingdom, and the developing world.

### Summary Solutions: *What services and products will my district/school be offered?*

Central to our school improvement approach is a continuous improvement process that emphasizes accurate self-evaluation, data-driven inquiry, and focused planning. We support schools and districts in building capacity around the following fundamentals of effective school improvement:

- Develop Leaders Across the School.
- Drive Change Through Effective Strategy and Structure.
- Improve Learning and Teaching.
- Engage Families in the Learning Enterprise.
- Develop a Student-Centered Learning Culture.

#### **Performance Outcomes Measured**

CE uses a wide range of academic, social and environmental performance indicators to measure the impact of our work. Typical measures include:

- Improved MCAS scores that are monitored through the year with benchmarks and short-term goals
- Increased staff capacity in the use of data based on the successful implementation of professional development initiatives
- Cohort Percentile growth by subject, mainly ELA, Reading, Math, but also science social studies
- Student infractions (e.g. in school suspension, exclusion)
- Environmental scores (student, staff, and parent surveys)

#### **Demonstrated Record of Effectiveness**

CE has been Lead Turnaround Partner to seven SIG schools across four divisions in Virginia. The services include school quality reviews, effective classroom observations, student surveys, math and ELA coaching, data driven decision making, and professional learning communities.

- Chambliss Elementary rose 750 places up the state rankings of all schools in reading, and 815 places in math between 2010 and 2013.
- Prince Edward County High School earned accreditation of all standards by the end of the 2013 school year and has maintained this progress.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Work closely with an advisor to develop an action plan and identify the high-need areas
- Consider a broad range of solutions to support effective data use
- Embrace approaches which focus on enhancing student learning and realizing the potential of all students

400 Blue Hill Drive  
North Lobby, Suite 100  
Westwood, MA 02090

Tel: 781-915-0040

[www.camb-ed-us.com](http://www.camb-ed-us.com)

#### **Type of School Served**

K-12

#### **Cost**

All programs are customized, but usually in the range of \$25,000 to \$100,000, depending on the number of days on site.

#### **Sample of Partner Schools/Districts**

More than 200 districts in 32 states including:  
Springfield, MA  
Worcester, MA

## Profile: Center for Collaborative Education (CCE)



CCE provides coaching, technical assistance, professional development, political advocacy, and networking opportunities for schools across the country to support quality new school design and effective school turnaround.

### Summary Solutions: What services and products will my district/school be offered?

CCE works at both the school level and the district level to support effective use of data in the following ways:

- Collect, analyze, and report results of multiple assessments of learning.
- Establish robust professional learning communities focused on instructional improvement that engage in looking at student work and teacher assignments, classroom observation, and data inquiry cycles.
- Create distributive leadership models that build teacher and administrator capacity.
- Develop standards-based performance assessments that promote deeper learning.
- Create teacher-driven professional development models to build capacity to serve English language learners.
- Use data to assess the effectiveness of central office services and policies for turnaround schools.
- Provide preventive School Quality Reviews (SQR) to gain comprehensive data on school practices and outcomes, and use data to engage in continuous improvement.

#### Performance Outcomes Measured

CCE and the district/school will mutually agree upon a set of performance measures and timelines for our work, which will focus on a) the timely accomplishment of CCE's contracted services (productivity), and b) target student outcomes (relevance). Data will be reviewed regularly to track progress, with mid-course corrections mutually decided upon. Student outcomes include MCAS growth, attendance, suspensions, graduation, dropout, and grade promotion rates, among others.

#### Demonstrated Record of Effectiveness

CCE serves as the coordinating organization for Pilot schools, providing coaching, professional development, advocacy, and research and evaluation.

- Study of Boston Pilot schools analyzed student level data and found that Boston's Pilot high schools outperformed the district average in every educational outcome and for every subgroup measured, including students with risk factors (Tung & Ouimette, 2007)

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- Take a closer look at data and its implications for innovative school reform efforts.
- Trust the process of data-based inquiry and share data and results openly.
- Provide access to student-level, longitudinal data for multiple demographic and outcome indicators.
- Commitment by the principal to meet regularly and provide time for school teams during the school day.
- Teachers, administrators, and central office staff have up-to-date student level data on leading indicators of engagement and performance.

33 Harrison Avenue  
6th Floor  
Boston, Massachusetts 02111  
(617) 421-0134

[www.ccebos.org](http://www.ccebos.org)

#### Type of School Served

K-12

#### Cost

Daily rate: \$1,400-1,500

#### Sample of Partner Schools/Districts

California, Maine, New Hampshire and Rhode Island  
Massachusetts districts include: Boston, Cambridge, Worcester, Springfield, Lawrence, Lynn, Lowell, Holyoke, Malden, New Bedford, Fall River, Fitchburg, Revere, Brockton, North Adams, Pittsfield, Salem, Somerville, West Springfield, and Leominster

## Profile: Focus on Results

**Focus on Results (FOR) provides customized consulting services to design and implement turnaround programs. The organization's data-driven approach builds on its framework for school improvement, The Seven Areas of Focus.**

### Summary Solutions: *What services and products will my district/school be offered?*

FOR works with schools and districts to:

- Create a system of support to help set district level, school-wide, and grade/department level goals that drive the improvement efforts.
- Create a culture and a climate that understands the value of setting, monitoring, and aligning student goals and supports collaboration for teachers to analyze data and plan for improved teaching.
- Implement *Looking At Student Work* protocols to help teachers analyze and improve assignments, ensure assignments are aligned to standards using adopted and aligned materials, and improve teaching.
- Introduce various data tools to help teams analyze both internal and external measures, and develop and use rubrics as a way to measure student growth.
- Develop and use school-wide data displays to celebrate student growth.

#### **Performance Outcomes Measured**

- The primary measure of success is sustained measurable gains in student achievement as measured by MCAS.
- Additional progress metrics will be measured such as the implementation of *Looking at Student Work* protocol to assess the degree to which a district or school is following the framework for school improvement.

#### **Demonstrated Record of Effectiveness**

In 2010, Worcester Public Schools showed significant gains in student learning as measured by MCAS.

- Growth in every grade tested (3-8) in both ELA and Math
- Double-digit gains in Grade 3 reading
- Eight Worcester Schools were named by the Governor as Commendation Schools for their academic growth and continued success in closing achievement gaps

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Utilize consulting services to support leadership planning and implementation.
- Facilitate collaboration among partners.

**Focus on  
Results**

198 Tremont Street, Suite 408  
Boston, MA  
02116-4705  
888.743.1076

<http://www.focusonresults.net/>

#### **Type of School Served**

Pre-K-12

#### **Cost**

Variable based on district size and number of consulting days.

- Small district: 12-month contract ~\$80,000
- Large district: 12-month contract ~\$450,000

#### **Sample of Partner Schools/Districts**

300 schools in over 20 districts, including:

Worcester, MA  
Chelsea, MA  
Springfield, MA  
California  
Oklahoma  
New Jersey

## Profile: Lesley University Center for Reading Recovery and Literacy Collaborative



**Lesley Center for Reading Recovery and Literacy Collaborative (CRR) provides comprehensive school improvement support and professional development that includes a focus on student assessment and the use of data to improve instruction and turn around schools with low student achievement.**

Center for Reading Recovery  
and Literacy Collaborative  
29 Everett Street  
Cambridge, MA 02138  
617.349.8424

<http://www.lesley.edu/crr/>

### Summary Solutions: *What services and products will my district/school be offered?*

Lesley CRR offers professional development workshops and institutes in literacy and in curriculum development; training for teachers, coaches, intervention teachers, and school and district leaders; and consulting and technical assistance. Activities related to student assessment and using data include:

- Strategic assistance to schools and districts in student assessment and using data to improve instruction and student learning.
- Training in using diagnostic, formative, and summative student assessments, including the Benchmark Reading Assessment and Observation Survey.
- Observational tools for teachers, coaches, principals, and district leaders.
- Training in progress monitoring and using data to plan and differentiate instruction.
- Creating systems and processes for gathering, analyzing, interpreting, and reporting data on student achievement.

#### **Performance Outcomes Measured**

- Improved literacy skills as measured by MCAS exams and other literacy assessments.
- Increased use of effective diagnostic assessments.
- Improved teaching as measured by teacher observation rubrics.
- Increased use of data by teachers and school leaders, as measured by teacher surveys.

#### **Demonstrated Record of Effectiveness**

*IES-Funded Value-Added Study of Literacy Collaborative (2004-2009)* - Comparison of student scores with a baseline of scores from before the program was implemented showed that the rate of student growth increased by 16% in Year 1 of Literacy Collaborative implementation, by 28% in Year 2, and by 32% in Year 3 (Biancarosa, Bryk, & Dexter, 2010).

#### **Type of School Served**

PreK-8 (elementary, middle schools)

#### **Cost**

Program cost varies based on length, intensity, location and number of participants. Training ranges from \$695/person for courses taken at Lesley, to \$2,750/day for on-site professional development for schools, to two-year turnaround model training and support, \$35,000/coach

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Create a coherent literacy system in which there is alignment between literacy assessments, classroom instruction, supplementary interventions, progress monitoring, and data collection.
- Integrate literacy instruction into all curricular areas.
- Support continuous professional development and/or coaching for teachers, coaches, and/or school leaders.
- Create time for school- and district-wide data analysis and planning.

#### **Sample of Partner Schools/Districts**

Cambridge Public Schools,  
Cambridge, MA  
Middletown, NY  
Salem Public Schools, MA  
Academy of Urban School  
Leadership, Chicago, IL

## Profile: PCG Education

PCG's consulting services provides support to K-12 schools, districts, and states. The approach to effective data use focuses on emphasizing systematic data use, building capacity among the district's leadership, and enabling leaders to use data.



### Summary Solutions: *What services and products will my district/school be offered?*

PCG's offering can be broken into four services areas:

- **Planning for systemic data use** – evaluation tools and support to identify gaps between the current state and desired state of systemic data use and inform the development of a data use action plan or roadmap.
- **Establishing a data team** – toolkits, coaching, and professional development support for data teams to fully integrate data use into school improvement plans.
- **Professional development for school leaders and data coaches** – build the capacity of school leaders and data coaches to lead the data work within their school.
- **Professional development for teachers and instructional leaders** – Build the capacity of instructional teams and teachers to create and use curriculum-embedded performance assessments to improve teaching and learning.

#### **Performance Outcomes Measured**

- Improved student outcomes as measured by MCAS
- Create, publish and implement a structured plan for data use throughout the school/district
- Create a sustained school/district data team
- Increase the capacity of school leaders and coaches to use data to inform decisions
- Increase the capacity of teachers to use data for instructional improvement

#### **Demonstrated Record of Effectiveness**

In Oak Hill, Maine, student reading assessment results for a three year period showed increases in the numbers of students meeting or exceeding the standard each year for all three grade levels, indicating systemic changes in instructional practice resulting in increases in student achievement.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Commit to a long-term strategy for turnaround at both the school and district level.
- Focus on data use and inquiry as a means to improvement.

200 International Drive  
Suite 201  
Portsmouth, NH 03801  
603 427 0206

[www.PublicConsultingGroup.com](http://www.PublicConsultingGroup.com)

#### **Type of School Served**

K-12

#### **Cost**

Variable based on the number of schools and level of support:  
\$25,000 to \$100,000 per year, per school

#### **Sample of Partner Schools/Districts**

- Works in over 40 districts within the Commonwealth of Massachusetts
- Serves 14 of the top 25 largest school districts in the nation, including Boston Public Schools, Washington D.C., and Chicago Public Schools.
- Serves 5 state departments of education to support teachers' use of formative and summative assessment.

## Profile: Research for Better Teaching, Inc.

Research for Better Teaching, Inc. (RBT) offers professional development and consulting services to train data coaches and data teams.



### Summary Solutions: *What services and products will my district/school be offered?*

**Unleashing the Power of Collaborative Inquiry: A Professional Development Program for Data Coaches** is a professional development intervention designed to build the capacity of educators to act as Data Coaches, teachers and administrators who facilitate collaborative inquiry with school- and district-based Data Teams and influence the culture of schools to be one in which data are used to improve teaching and learning and to promote equity. RBT works with schools and coaches to:

- Plan how to sustain the work of Data Coaches and Data Teams
- Provide in-depth, customized professional development in combination with on-site coaching that emphasize data literacy, facilitation, leadership for sustainability, and cultural proficiency
- Assess implementation and impact to guide ongoing collaboration

#### **Performance Outcomes Measured**

- Improved MCAS scores
- Improvement in student performance in content areas and grade levels targeted for improvement
- Instructional and programmatic improvement based on classroom observation
- Frequent and in-depth uses of school data as observed by RBT and assessed from survey data
- High-functioning data teams as observed by RBT and assessed from survey data

#### **Demonstrated Record of Effectiveness**

- Two K-5 schools in Waltham made AYP in ELA and mathematics in the aggregate and in all subgroups in their 2nd year of implementation.
- Three schools in Peabody made AYP in every subgroup in mathematics in their 2nd year of implementing data teams focused on mathematics. Two of these schools were recognized by DESE for their achievement.
- External evaluation documented significant gains in student achievement in urban and rural school nationally as well as increased teacher collaboration and data use.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Consider the implementation of data coaches as a primary turnaround strategy
- Commit to ongoing and sustained professional development
- Involve principals and district leaders
- Provide time for data teams to meet and timely access to formative and benchmark data

One Acton Place  
Acton, MA 01720  
(978) 263-9449

[www.RBTeach.com](http://www.RBTeach.com)  
[info@RBTeach.com](mailto:info@RBTeach.com)

#### **Type of School Served**

K-12

#### **Cost**

Tuition and Materials – \$700/participant  
Site visits – 2-3 at \$1,800/day  
Consulting – \$1,800/full-day;  
\$1200/half-day

#### **Sample of Partner Schools/Districts**

Peabody Public Schools  
Waltham Public Schools  
West Villages Elementary School, Barnstable, MA

## Profile: Wireless Generation

Wireless Generation uses its *Taking Action with Data (TADA)* methodology to improve school performance through professional development, coaching, and implementation of tools and processes. TADA centers on the use of data to personalize instruction and to monitor the fidelity of instructional strategies.



### Summary Solutions: What services and products will my district/school be offered?

Wireless Generation's approach focuses on building an instructional culture that supports collaboration around student progress. This includes providing Data Coaches to work with schools, equipping teachers and leaders with the key skills—data inference, differentiated instruction, cycles of inquiry, and collaborative data conversations.

Specifically, Wireless Generation offers:

- **Facilitation of professional learning communities (PLCs)**—groups of approximately 6-8 teachers and leaders—to collaborate around using data to drive instruction;
- **One-on-one support for teachers**, modeling instruction, providing feedback on classroom practice, increasing rigor, and aligning lessons with standards and curriculum;
- Individual coaching for school leaders to build skills using data to drive instructional and operational decisions;
- **A proven methodology and framework** that will build teachers' and leaders' technical and pedagogical capacity for using data to inform instruction; and
- **Development of a culture of data** transparency and collaboration among all stakeholders.

### Performance Outcomes Measured

- Creating an evidence-based school culture that commits to using data for school improvement, decision making, and resource allocation
- Using data sources to improve instruction and better understand student learning.
- Scheduling weekly planning blocks for grade-level teams
- Differentiating instruction and adjusting lesson planning to reflect TADA methodology
- Building shared responsibility for improving student achievement
- Improving MCAS scores

### Demonstrated Record of Effectiveness

Large Urban School District – Wireless Generation has partnered with three schools to provide coaches to the principals, instructional leaders, and teachers, and established PLCs:

- Preliminary results show that the number of students at or above “Proficient” improved by 60% at one school, 94% at another school, and more than tripled at the third school; the number of students performing at “Below Basic” decreased by 30% at one school, 41% at another school, and 58% at the third school.

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- School leadership recognizes the establishment of a data culture as integral in its improvement plan.
- Sufficient time will be allocated to professional development and planning time.

[www.wirelessgeneration.com](http://www.wirelessgeneration.com)

### Type of School Served

K-12

### Cost

Pricing for individual sessions follow, but the price for comprehensive engagements will be variable based on scale, scope, and level of complexity of services:

Onsite coaching - \$3,000/day  
1-2 day workshops: \$3,500 - \$7,300/session

### Sample of Partner Schools/Districts

- District of Columbia Public Schools
- Delaware Department of Education
- Indiana Department of Education
- Boston Public Schools
- Dighton-Rehoboth School District

## Priority Partners for Effective Data Use- Primary and Secondary Services

There are multiple components of effective data use. Priority Partners have demonstrated competency across many components and offer varying degrees of services for each. In the table that follows the guide below, we outline those components which are primary and secondary services for each Priority Partner.

### Guide to Primary and Secondary Services

Components of Effective Use of Data	Definition	Primary	Secondary
<b>Strategic Assistance for Districts</b>	District and leadership-level support in interpreting and analyzing the implications of a range of student data and using it to support continuous improvement; ongoing assistance in monitoring student data throughout the year in order to ascertain progress toward goals and to make needed adjustments to programs, policies, services or supervision.	Priority Partner’s core focus is at the district level. Ongoing consulting and advisory services emphasize using data to make strategic decisions and inform the turnaround strategy.	Priority Partner may be seen as an informal advisor to district leaders, but the core turnaround products and services are implemented at the school or teacher level
<b>Ongoing Coaching</b>	Coaching, mentoring, and/or facilitating leaders and instructional staff on using data real time, developing student assessments, analyzing assessment data, drawing meaningful conclusions from the results, and tailoring instruction accordingly	Throughout the partnership, district/school staff are supported with ongoing coaching to ensure fidelity to the model and/ or provide opportunities for ongoing assistance.	Access may be available to the Priority Partner to answer questions and provide guidance, but ongoing assistance and one-to-one coaching is not a core element of the services.
<b>Professional Development Programs</b>	Professional development programs and trainings on using data real time, developing student assessments, analyzing assessment data, drawing meaningful conclusions from the results, and tailoring instruction accordingly.	A full suite of group or team training programs are available and regularly implemented based on a proven agenda and methodology to improve the use of data.	Priority Partner’s service may include limited group training programs but is not the core strategy in improving the use of data.

## Primary Service Guide (cont'd)

Components of Effective Use of Data	Definition	Primary	Secondary
<b>Large-Scale Data Analysis</b>	Ability to aggregate and interpret disparate data sets and create coherent reporting to support teachers and leaders	Priority Partner has experience working with large and divergent sets of data. In service to districts or schools, this provider can aggregate large amounts of data into coherent reporting. This is a core aspect of the products and services to improve data use.	Priority Partner may have the competency to analyze large sets of data but does not regularly perform this services to schools or districts as part of its offerings to improve the use of data.
<b>Assessment Tools</b>	Assessments and reporting tools to support the collection of data	Rubrics, frameworks, assessments, and other tools are provided to improve the use of data at the school level	Limited tools are provided, but are not core to the offering to improve the use of data.
<b>Data Process and Structure</b>	Tested and proven processes and structures for using data to support continuous improvement; this may include data teams, data inquiry cycles, data meetings, etc.	In combination with coaching and support, the Priority Partner provides proven methodologies for organizing staff and structures to best use data, reporting data, and implementing change based on data.	The Priority Partner has some methodologies for using data to implement change.

## Priority Partners for Effective Use of Data- Summary of Services

Company	Strategic Assistance for Districts	Ongoing Coaching	PD Programs	Large-Scale Data Analysis	Assessment Tools	Data Process and Structure
Achievement Network	Secondary	Primary	Primary	Primary	Primary	Primary
Bay State Reading Institute	Secondary	Primary	Primary	Secondary	Secondary	Primary
Boston Plan for Excellence/ Boston Teachers Residency	Secondary	Primary	Primary	Primary	Secondary	Primary
Cambridge Education	Primary	Primary	Primary	Secondary	Secondary	Primary
Center for Collaborative Education	Primary	Primary	Secondary	Primary	Secondary	Primary
Focus on Results	Primary	Primary	Primary	Secondary	Secondary	Primary
Lesley University- Center for Reading Recovery and Literacy Collaborative	Secondary	Primary	Primary	Secondary	Primary	Primary
PCG Education	Primary	Primary	Secondary	Primary	Secondary	Primary
Research for Better Teaching	Secondary	Primary	Primary	Secondary	Secondary	Primary
Wireless Generation	Secondary	Primary	Primary	Secondary	Primary	Primary

## Profile: American Institutes for Research (AIR)



AIR is a non-profit that provides research based evaluation and consulting services by combining deep content knowledge and expertise with practical field experience. Focus areas include teacher and leader quality, district and school improvement, expanded learning, literacy and data analytics.

### Summary Solutions: What services and products will my district/school be offered?

AIR offers customized solutions to address district needs in the following key areas:

- **Leadership:** District leadership training, coaching, and mentoring; district and school improvement planning; ongoing performance goal monitoring and analysis services; performance monitoring for turnaround; and management of multiple providers.
- **Human Resources:** Identifying high quality school leadership, managing educator talent, teacher and leader evaluation, mentoring and induction
- **Professional Development:** professional learning communities, curriculum alignment to Common Core, curriculum audits, and data retreats.
- **Financial Management:** *Strategic School Funding for Results* Toolset designed to change the way resources are allocated and governed so that school leaders have greater control over the means to improve student outcomes.

#### Performance Outcomes Measured

District Leadership Training –

- Improvement in delivery of district-level support systems
- Clarity of district-level roles and responsibilities

District and School Improvement Planning –

- Staff and stakeholders engagement in the process

Management of Multiple Providers–

- Alignment of all providers to district plan

Strategic School Funding for Results –

- District employment of equitable and transparent strategies for allocating resources
- Resource allocation linked to policies and processes that encourage efficiency

#### Demonstrated Record of Effectiveness

- Alexandria Public Schools - After 6 months of support in improving both instructional practices and staff capacity, the sixth through eighth grade mathematics state assessment scores for the 2013–14 school year by more than 100%.
- East St. Louis - Ninth-grade students increased in all four areas of Northwest Evaluation Association (NWEA) mathematics assessments from fall 2012 to winter 2014.

201 Jones Road, Suite 1  
Waltham, MA 02451  
781-373-7005

[www.air.org](http://www.air.org)

Offices also in Chicago,  
Naperville, IL, New York, NY,  
Washington, D.C.

#### Type of School Served

K-12 districts and schools

#### Cost

Variable and customized;  
usually in the range of \$50K -  
\$250K per year.

#### Sample of Partner Schools/Districts

Chicago Public Schools(IL)  
Buffalo Public Schools(NY)  
Norfolk Public Schools(VA)  
Alexandria Public Schools (VA)  
New York City Public Schools  
(NY)  
East St Louis SD (IL)  
Utica School District (NY)

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- Assign a district leader with the capacity to drive change and establish clarity around roles and responsibilities.
- Maintain a staunch focus on goals-driven improvement for all students.
- Facilitate a congruence of district, school, and union thought and actions and maintain open lines of communication.

## Profile: Cambridge Education

Cambridge Education's comprehensive approach to school transformation is driven by an unrelenting focus on learning. We bring years of experience as a Lead Turnaround Partner (LTP) working with schools across the United States, the United Kingdom, and the developing world.

### Summary Solutions: *What services and products will my district/school be offered?*

Central to our school improvement approach is a continuous improvement process that emphasizes accurate self-evaluation, data-driven inquiry, and focused planning. We support schools and districts in building capacity around the following fundamentals of effective school improvement:

- Develop Leaders Across the School.
- Drive Change Through Effective Strategy and Structure.
- Improve Learning and Teaching.
- Engage Families in the Learning Enterprise.
- Develop a Student-Centered Learning Culture.

### Performance Outcomes Measured

CE uses a wide range of academic, social and environmental performance indicators to measure the impact of our work. Typical measures include:

- Improved MCAS scores that are monitored through the year with benchmarks and short-term goals
- Increased staff capacity in the use of data based on the successful implementation of professional development initiatives
- Cohort Percentile growth by subject, mainly ELA, Reading, Math, but also science social studies
- Student infractions (e.g. in school suspension, exclusion)
- Environmental scores (student, staff, and parent surveys)

### Demonstrated Record of Effectiveness

CE has been Lead Turnaround Partner to seven SIG schools across four divisions in Virginia. The services include school quality reviews, effective classroom observations, student surveys, math and ELA coaching, data driven decision making, and professional learning communities.

- Chambliss Elementary rose 750 places up the state rankings of all schools in reading, and 815 places in math between 2010 and 2013.
- Prince Edward County High School earned accreditation of all standards by the end of the 2013 school year and has maintained this progress.

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Work closely with an advisor to develop an action plan and identify the high-need areas
- Consider a broad range of solutions to support effective data use
- Embrace approaches which focus on enhancing student learning and realizing the potential of all students



400 Blue Hill Drive  
North Lobby, Suite 100  
Westwood, MA 02090

Tel: 781-915-0040

[www.camb-ed-us.com](http://www.camb-ed-us.com)

### Type of School Served

K-12

### Cost

All programs are customized, but usually in the range of \$25,000 to \$100,000, depending on the number of days on site.

### Sample of Partner Schools/Districts

More than 200 districts in 32 states including:

Springfield, MA  
Worcester, MA

## Profile: Center for Collaborative Education (CCE)



CCE provides coaching, technical assistance, professional development, political advocacy, and networking opportunities for schools across the country to support quality new school design and effective school turnaround.

### Summary Solutions: What services and products will my district/school be offered?

CCE works at both the school level and the district level to support effective use of data in the following ways:

- Collect, analyze, and report results of multiple assessments of learning.
- Establish robust professional learning communities focused on instructional improvement that engage in looking at student work and teacher assignments, classroom observation, and data inquiry cycles.
- Create distributive leadership models that build teacher and administrator capacity.
- Develop standards-based performance assessments that promote deeper learning.
- Create teacher-driven professional development models to build capacity to serve English language learners.
- Use data to assess the effectiveness of central office services and policies for turnaround schools.
- Provide preventive School Quality Reviews (SQR) to gain comprehensive data on school practices and outcomes, and use data to engage in continuous improvement.

#### Performance Outcomes Measured

CCE and the district/school will mutually agree upon a set of performance measures and timelines for our work, which will focus on a) the timely accomplishment of CCE's contracted services (productivity), and b) target student outcomes (relevance). Data will be reviewed regularly to track progress, with mid-course corrections mutually decided upon. Student outcomes include MCAS growth, attendance, suspensions, graduation, dropout, and grade promotion rates, among others.

#### Demonstrated Record of Effectiveness

CCE serves as the coordinating organization for Pilot schools, providing coaching, professional development, advocacy, and research and evaluation.

- Study of Boston Pilot schools analyzed student level data and found that Boston's Pilot high schools outperformed the district average in every educational outcome and for every subgroup measured, including students with risk factors (Tung & Ouimette, 2007)

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- Take a closer look at data and its implications for innovative school reform efforts.
- Trust the process of data-based inquiry and share data and results openly.
- Provide access to student-level, longitudinal data for multiple demographic and outcome indicators.
- Commitment by the principal to meet regularly and provide time for school teams during the school day.
- Teachers, administrators, and central office staff have up-to-date student level data on leading indicators of engagement and performance.

33 Harrison Avenue  
6th Floor  
Boston, Massachusetts 02111  
(617) 421-0134

[www.ccebos.org](http://www.ccebos.org)

#### Type of School Served

K-12

#### Cost

Daily rate: \$1,400-1,500

#### Sample of Partner Schools/Districts

California, Maine, New Hampshire and Rhode Island

Massachusetts districts include: Boston, Cambridge, Worcester, Springfield, Lawrence, Lynn, Lowell, Holyoke, Malden, New Bedford, Fall River, Fitchburg, Revere, Brockton, North Adams, Pittsfield, Salem, Somerville, West Springfield, and Leominster

## Profile: Focus on Results

Focus on Results (FOR) provides customized consulting services to design and implement turnaround programs. The organization's data-driven approach builds on its framework for school improvement, The Seven Areas of Focus.

### Summary Solutions: *What services and products will my district/school be offered?*

FOR works with schools and districts to:

- Create a system of support to help set district level, school-wide, and grade/department level goals that drive the improvement efforts.
- Create a culture and a climate that understands the value of setting, monitoring, and aligning student goals and supports collaboration for teachers to analyze data and plan for improved teaching.
- Implement *Looking At Student Work* protocols to help teachers analyze and improve assignments, ensure assignments are aligned to standards using adopted and aligned materials, and improve teaching.
- Introduce various data tools to help teams analyze both internal and external measures, and develop and use rubrics as a way to measure student growth.
- Develop and use school-wide data displays to celebrate student growth.

#### Performance Outcomes Measured

- The primary measure of success is sustained measurable gains in student achievement as measured by MCAS.
- Additional progress metrics will be measured such as the implementation of *Looking at Student Work* protocol to assess the degree to which a district or school is following the framework for school improvement.

#### Demonstrated Record of Effectiveness

In 2010, Worcester Public Schools showed significant gains in student learning as measured by MCAS.

- Growth in every grade tested (3-8) in both ELA and Math
- Double-digit gains in Grade 3 reading
- Eight Worcester Schools were named by the Governor as Commendation Schools for their academic growth and continued success in closing achievement gaps

### Considerations for Partnership Success: *Could this be a good fit for my district/school?*

**A successful partnership will be one in which the district is willing to:**

- Utilize consulting services to support leadership planning and implementation.
- Facilitate collaboration among partners.

198 Tremont Street, Suite 408  
Boston, MA  
02116-4705  
888.743.1076

<http://www.focusonresults.net/>

#### Type of School Served

Pre-K-12

#### Cost

Variable based on district size and number of consulting days.

- Small district: 12-month contract ~\$80,000
- Large district: 12-month contract ~\$450,000

#### Sample of Partner Schools/Districts

300 schools in over 20 districts, including:

Worcester, MA  
Chelsea, MA  
Springfield, MA  
California  
Oklahoma  
New Jersey

## Profile: The District Management Council (DMC)

DMC draws on its deep experience working with districts to provide management consulting services and technology solutions designed to build leadership capacity –all in order to increase student achievement, improve operations, and reduce costs. DMC’s projects typically focus on district reform, strategic planning, human capital, resource allocation, and special education.

### Summary Solutions: What services and products will my district/school be offered?

DMC provides a team of consultants with extensive expertise and content knowledge to guide planning and implementation at the district and school level. DMC brings the following capabilities to help the district build capacity and achieve success in implementation:

- **Project management:** Ongoing management of timeline, key responsibilities, and resource utilization. DMC works with the district to develop an action plan and project structure, helps facilitate key decisions /meetings, and coordinates stakeholders.
- **Systems thinking:** Consideration of systemic issues, alignment of all key functions, and a focus on strengthening the cooperation and capacity departments.
- **Implementation orientation:** Planning and delivery of successful implementation including clear delineation of responsibilities, accountability, and use of specific, measurable, aggressive yet achievable, relevant and time-bound (SMART) goals
- **Communications:** Crafting effective, thoughtful, two way communications to develop ownership and buy-in across the district.
- **Development of tools:** Creation of tools to help define timelines, monitor implementation of strategic initiatives, and to report out on implementation progress.

### Performance Outcomes Measured

DMC encourages partners to set SMART goals to focus on achieving performance outcomes, such as:

- Increased student achievement
- Improved human resource management as measured by metrics such as percent of staff evaluated, demand for positions, retention rates, and staff satisfaction
- Improved financial management evaluated by total per-pupil expenditures, in and out of district transportation cost per pupil, and use of program based budgets
- Increased leadership capacity as measured by principal turnover rates and regular evaluations

### Demonstrated Record of Effectiveness

DMC has completed 50+ district engagements in the past two years. Results include implementation of strategic plans, savings and reinvestment of funding, improved human capital practices, and more effective academic support delivery models. Two examples:

- DMC worked with Boston Public Schools on a leadership institute for 100 central office managers that achieved over \$4 million in annualized savings with significant increases in quality of service, cycle time, and student achievement.
- DMC worked with Hamilton County (TN) to implement a new teacher evaluation system resulting in over 20,000 classroom observations and strong approval from teachers and principals based on mid-year and end of year surveys.

### Considerations for Partnership Success: Could this be a good fit for my district/school?

**A successful partnership will be one in which the district is willing to:**

- Engage senior leadership at the district and school level.
- Emphasize and promote a sense of urgency.
- Reconsider approaches for strategy implementation, human capital practices, and resource allocation.



70 Franklin Street  
Boston, MA 02110  
(877) DMC-3500

[www.dmcouncil.org](http://www.dmcouncil.org)

### Type of Schools/ Districts Served

K-12 districts and schools

### Cost

All services are customized based on the needs of the school(s) and district, but are usually in the range of \$125,000 to \$500,000, depending on the duration and level of support.

### Sample of Partner Schools/Districts

In Massachusetts

- Boston
- Springfield
- Worcester
- Brockton
- Holyoke
- Fitchburg
- Lexington
- Longmeadow
- New Bedford

Nationally

- More than 35 projects in the past 2 years
- Network of 100+ districts in 37 states

## Appendix 1: Selection Criteria Definitions



## **Appendix 2: Review Protocol for Priority Partners 2010-2014\***

The review process outlined below resulted in the identification of Priority Partners for Turnaround that best met the qualifications set forth in the RFQs. Of the approximately 100 pre-approved providers, 32 were prequalified in the category of social, emotional health and 8 submitted proposals; 51 were prequalified in the category of maximizing learning time(adequate learning time) and 12 submitted proposals.; 52 were prequalified for effective us of data, 19 submitted proposals. The process outlined below yielded 18 Priority Partners in these categories; a separate review was done for each category.

### **Review Team Members**

The Review Team consisted of four to six members, including external and internal reviewers with relevant expertise and experience, including a former superintendents. Additional ESE leadership/staff with area expertise were brought in for the management interviews with finalists.

### **Training**

The Review Team participated in a training session, facilitated by ESE, to orient members to all aspects of the review process.

### **Three Step Review Process**

Submissions were evaluated through a two-tier review process, described below. All proposals were part of Tier One; the top scoring proposals moved to Tier Two.

#### ***Step One: Review of Written Proposals***

A formal review of each proposal will be conducted using a standard process and scoring rubric to assess the following qualification areas: Defined Theory of Action; Experience and Willingness to Collaborate for Turnaround; Ability to Build Capacity for Sustained Improvement; and Proven Outcomes Based Measurement Plan; Demonstrated Record of Effectiveness, and Financial Capacity. A subset of the review team read and scored each written proposal. The outcome of each review included: 1) a written proposal score, based on the combined scores of the reviewers; 2) a summary of strengths and weaknesses; 3) a set of questions and/or areas for further clarification to be addressed. The full review team convened after all proposals have been reviewed and score to develop a shared understanding of each proposal's combined score, strengths/weaknesses, and areas in need of further clarification. Based on this information, the review team came to agreement about which applicants' references the Review Team would interview.

#### ***Step Two : Reference Interviews***

For select proposals, the review process proceeded with a more thorough evaluation of the applicant's demonstrated record of effectiveness as evidenced through reference interviews. A Review Team member, using a standard protocol and reference interview rubric, conducted interviews, always with at least one school or district reference. The interviewer scored the results; detailed notes were shared with at least one other member of the Review Team to score. The result of the review were: 1) A Step Two evaluation score, based on the combined scores of the team members; 2) a set of additional questions or areas in need of further clarification, if not already identified through the written review process; 3) based on the combined results of the written evaluation and reference interviews applicants were invited to participate in a management interview.

**\*Please note: Current Priority Partners for School Turnaround will be reevaluated and the list will open for new vendors in January 2015**

## Appendix 2: Review Protocol Cont'd – 2010-2014

### **Step 3: Applicant management interview**

Based on the results of the written proposals and reference interviews, management teams of the top proposals were asked to participate in an interview with the Review Team. The interview included a standard questions and customized questions identified by the Review Team through the first two steps of the review process. The purpose of the interview was to clarify key issues; solicit additional information; and evaluate a whether the applicant had a strong plan of entry to a new district.

### **Recommendations for Selection as Priority Partner for Turnaround**

After management interviews were completed, the Review Team convened to make recommendations for selection as a Priority Partner for Turnaround, based on the combined results of the all steps in the process. Recommendations were made to Senior Associate Commissioner Lynda Foisy, who made the final selections of Priority Partners.

### **Review Process Timeline**

The review process was designed to ensure rigorous vetting of each proposal. In an effort to complete the process in a timely manner so that districts could begin planning accordingly, the timeline for the first round of reviews per the process outlined above was a compact one, as follows:

#### **Addressing Social Emotional Health Needs**

May 4	RFQ posted
May 16	RFQ responses due
May 31 – June 3	Step 1 Evaluation
June 6-10	Step 2 Evaluation
June 29	Management interviews
July 12	Final selections determined
July 22	Priority Partners announced

#### **Maximizing Learning Time**

June 16	RFQ posted
June 30	RFQ responses
July 5-11	Step 1 Evaluation
July 11-13	Step 2 Evaluation
July 21-25	Management Interviews
July 26	Final selections determined
July 28	Priority Partners announced

#### **Effective Use of Data**

August 16	RFQ posted
August 30	RFQ Responses due
August 31- September 7	Step 1 Evaluation
September 7-9	Step 2 Evaluation
September 15-21	Management Interviews
September 23	Final selections determined
September 28	Priority Partners announced

#### **District Systems of Support**

September 9	RFQ posted
September 23	RFQ Responses due
September 24- October 3	Step 1 Evaluation
October 3- 12	Step 2 Evaluation
October 25	Management Interviews
November 1	Final selections determined
November 9	Priority Partners announced