



**Proposal Response to Commonwealth of Virginia  
Department of Education RFP# DOE 2010-03: Low  
Achieving Schools Turnaround Partners**

**Submitted to:**

Commonwealth of Virginia Department of Education

**Submitted by:**

Curtiss Stancil  
Regional VP, EdisonLearning, Inc.

**December 11, 2009**

**COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
REQUEST FOR PROPOSAL (RFP)**

Issue Date: October 29, 2009 RFP# DOE 2010-03  
Title: Low Achieving Schools Turnaround Partners  
Commodity Code: 92471 - School Operation and Management Services  
Issuing Agency: Commonwealth of Virginia  
Department of Education  
101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor  
Richmond, Virginia 23219  
Initial Period of Contract: Date of Award through June 30, 2013 (Renewable)

Sealed proposals will be received until 2:00 PM, December 11, 2009, for furnishing the services as described herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

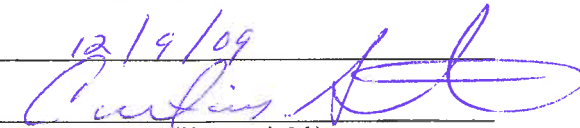
All inquiries, questions, and requests for information should be directed via e-mail to [wiley.rowsey@doe.virginia.gov](mailto:wiley.rowsey@doe.virginia.gov) or [martin.fields@doe.virginia.gov](mailto:martin.fields@doe.virginia.gov) or by phone at 804-225-3576.

**Note: This public body does not discriminate against faith-based organizations in accordance with the Code of Virginia, § 2.2-4343.1 or against an Offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.**

IF PROPOSALS ARE MAILED, SEND DIRECTLY TO ISSUING AGENCY SHOWN ABOVE. IF PROPOSALS ARE HAND DELIVERED, THEN DELIVER TO: Martin Fields, Associate Director for Procurement, Department of Education, 101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor, Richmond, Virginia, 23219.

In Compliance With This Request For Proposal And To All The Conditions Imposed Therein And Hereby Incorporated By Reference, The Undersigned Offers And Agrees To Furnish The Services In Accordance With The Attached Signed Proposal Or As Mutually Agreed Upon By Subsequent Negotiation.

**OFFEROR Information:**

Date: 12/9/09  
By:   
(Signature in Ink)  
Name: CURTISS STANCI  
(Please Print)  
Title: Regional Vice President  
Phone: (917) 482-4396  
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Edison Learning, Inc.  
485 Lexington Ave 2nd Floor  
New York, NY Zip Code 10017  
FEI/FIN NO. \_\_\_\_\_  
E-mail: CURTISS.STANCI@EDISONLEARNING.COM

**PREPROPOSAL CONFERENCE: An optional pre-proposal conference will be held at 10 AM on November 13, 2009 (Reference: Page 3, Section I, last paragraph herein).**

X. **PRICING SCHEDULE AND SERVICE REGION(S):** The proposed base unit price must not include any costs related to rental of real estate or office space, student transportation, student meals or student housing. The proposed base unit price shall include only those costs related to instruction and be uniform regardless of the Region(s) selected to provide services. The proposed base unit price must be all inclusive (overhead, profit, travel, teacher, administrator, instructional support, etc.), except for the exclusions indicated above. The offeror should consider the average Full time Equivalent (FTE) annual salary for teachers as \$51,902, principals as \$92,174, assistant principals as \$76,770 and instructional aides as \$18,877.

\$ \_\_\_\_\_ BASE UNIT PRICE PER STUDENT PER SCHOOL YEAR FOR UP TO 20 STUDENTS

\$500-750\* BASE UNIT PRICE PER STUDENT PER SCHOOL YEAR FOR 21 OR MORE STUDENTS *\*Please see attached pricing explanation.*

The offeror may attach a list of known additional unit pricing for items and services not included in the above base unit price, such as for additional support, additional instructional time, costs of curriculum and instructional materials, etc. It is also recognized that additional costs not proposed for purposes of the contract may be incurred by the contractor based on demands of the ordering entity in carrying out the services contemplated herein; therefore, the contractor and ordering entity may negotiate additional charges to be imposed and may negotiate changes to the original order during performance. The base unit price and any additional unit prices submitted with the proposal shall not be subject to change except as authorized by the VDOE in accordance with the terms and conditions contained herein.

**Place initials by one or more of the below listed 8 regions (research listed hyperlinks for locations) where the offeror agrees to provide onsite services if and when requested:**

C.S. Region 1: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=1>

C.S. Region 2: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=2>

C.S. Region 3: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=3>

C.S. Region 4: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=4>

C.S. Region 5: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=5>

C.S. Region 6: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=6>

C.S. Region 7: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=7>

C.S. Region 8: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=8>

Offeror's Company Name: Edison Learning, Inc.

Offeror's Signature: 

Note: Sign and attach this page to the cover page when submitting your proposal.

## **EdisonLearning Turnaround Partnership School Model Pricing Schedule** **Explanation**

The Turnaround Partnership School Model pricing is based on several components and not organized as a per pupil price. We offer pricing for comprehensive turnaround services as a per school fee. Several factors also contribute to the final negotiated pricing such as: number of students and staff, level of school (elementary, middle or high school), the number of schools receiving comprehensive services in a cluster or geographic area, as well as specific needs such as English Language Learners. An average price for our comprehensive turnaround services for a building of 400-600 students in a cluster of 4 schools within a geographic area is \$300,000 annually with a one time start-up fee of \$50,000 per school.

For illustrative purposes this could be broken down into a per pupil fee with a range of \$500 for a school of 600 students and \$750 per student for a school with an enrollment of 400 students. The per-pupil example price ranges represent only the Annual Comprehensive Service Fee and not the one-time Start up Fee.

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## **EdisonLearning Turnaround Summary Statement**

### **IV.B.2. A written summary statement to include:**

#### **IV.B.2a. Experience in providing the same or similar services contemplated herein.**

EdisonLearning is committed to The Virginia Department of Education (VDOE) Lead Turnaround Partners (LTP) project, and we are willing to work as a LTP in all eight (8) identified partnership regions throughout the state. We believe that EdisonLearning is well positioned to partner with the VDOE in its school turnaround initiative.

Beginning in 1995 with four partner public schools in Texas, Michigan, Massachusetts and Kansas, EdisonLearning has maintained a successful record of work in the field of educational reform. Over the past 24 years we have worked with hundreds of public schools, sometimes utilizing a full school management approach, other times providing programs focused on improving academic performance in struggling schools, and still other times leveraging relationships with districts and states to provide assessment support, achievement support, or extended education support. We have successfully worked in more than 24 states as well as in the United Kingdom.

We have a compelling, independently verified (RAND, 2005; AIR, 2006) track record of improved school management and student achievement results in school districts from the City of Philadelphia to the State of Hawaii. These two particular partnerships succeeded in turning around schools that had previously not made any academic gains into schools that are now making steady annual progress any moving out of needs improvement under NCLB. We are fully confident that our record of additional success with school district partners in Baltimore, Las Vegas, Atlanta, Denver, Chicago, St. Louis and West Covina can be replicated with school districts throughout the State of Virginia.

### **EdisonLearning School Turnaround Approach**

To be successful in a turnaround environment, a school must begin with an unequivocal commitment to a “no excuse” approach to every student’s academic success. Schools in need of turnaround initiatives have various levels of intervention needs, and EdisonLearning offers a variety of products and services that can help address all of them based on a strategic, comprehensive school diagnostic approach.

Our Turnaround model is the core offering in the EdisonLearning Achievement Services portfolio of highly effective K-12 achievement improvement solutions. Focused at the school/district level, our Turnaround Partnership School model targets sustainable improvement by building local capacity and establishing structures that help ensure high performance on an ongoing basis. Our Turnaround Partnership School model provides our unique combination of proven research-based school designs, achievement tools and systems, professional development, and strong local support from an on-site achievement team that can transform schools and make them true centers of academic excellence.

The EdisonLearning Turnaround Partnership School model focuses on building site-based capacity, transferring knowledge, and training staff so that academic achievement and school-based academic improvement will continue long past the conclusion of the turnaround

partnership. While our program is customized to meet the needs of each turnaround school, the comprehensive model includes the following general components:

1. Leadership Development Systems for principals and leadership teams
2. School Organization and Scheduling support to create a professional work environment that provides sufficient teacher and team planning time, and creates a culture singularly focused on achievement
3. Learning Environment and Student Management tools and supports that promote a school culture in which teachers can teach and students can learn
4. Curriculum management tools and supports that break down Virginia standards, pace instruction, and connect and align curriculum materials to Virginia standards and sample test items
5. Intensive, customized on-site and national Professional Development for administrators and teachers
6. A Benchmark Assessment System that allows teachers and administrators to track student progress towards achievement goals and to ensure that instruction is focused on state standards
7. Achievement and Quality Management Systems that monitor implementation of the turnaround school model, track progress toward achievement goals, identify and manage quality needs as they arise, and ensure integration of all model elements
8. A College *NEXT!* Program to enhance supports to students and families who may not have considered higher education as a possibility
9. Comprehensive diagnostic visit for each school

Our goal is to ensure that EdisonLearning is the best option for any district seeking assistance with their educational reform mission. We are constantly examining our practices and services, improving our educational offerings, and investing in our future to ensure that we bring the best possible support to our partners. Since its founding, EdisonLearning has been engaged in the work that the VDOE is now embarking on. This work requires boldness, energy, creativity, and partnership to be successful. It is our mission to always be on the front lines of the educational reform movement and to work side-by-side with others involved in this great work.

***IV.B.2b. Names, qualifications and experience of key staff that would be assigned to a project, including an explanation of how additional resources, if needed, would be identified and retained.***

The overall Turnaround Partnership School model staffing strategy is designed to ensure that EdisonLearning's Regional School Turnaround Support Team provides guidance and counsel to the Turnaround Partnership School's leadership. EdisonLearning supports its regional support team with training and advice provided by our Education division Leaders.

Our Teaching Center of Excellence provides the bulk of our national and regional training for school leadership teams and teachers. They are also responsible for the training of Vice Presidents of Educational Services and EdisonLearning's other educational regional support team. The center is led by talented educators with many years of experience in teaching, staff development, and school leadership and support. On-site support will be provided daily by our Teaching and Learning Coordinators and the staff person who will be assigned to our intervention programs. These individuals will work closely with the VPES and the Regional Education Officer, both on the ground and remotely, to insure that the academic interventions are producing expected results. In addition, the School Operation Manager will oversee all operational issues at the site, as well as liaise with District personnel on any issue or program outside of the instructional domain.

### **Regional General Manager (RGM)**

The RGM act as the regional education officer and overall leader of Achievement, Client Relations and Financial/Budgetary/Legal Management for designated school partnerships within the region. This is an experienced educator with a combination of teaching, administrative, central office and corporate level experience who will ensure compliance and excellence in service delivery to consistently drive superior achievement gains, fiscal responsibility and client satisfaction for the assigned region. The resume and short biography for Virginia's RGM, Todd McIntire, is included in **Appendix 1**.

### **Vice President of Educational Services (VPES)**

Operating primarily in a supervisory instructional and pedagogical leadership role, the VPES also ensures excellence in service delivery of all EdisonLearning products by collaborating and partnering with the principals and leadership teams, driving consistently superior achievement gains and operational excellence within assigned sites. As required, this role will supervise and evaluate principals and the overall effectiveness of site personnel in delivering the achievement model and all operational aspects of the turnaround partnership school as they relate to improving efficacy of the school. The resume for Virginia's VPES, Rosalind Lockwood, is included in **Appendix 1**.

### **Regional Controller**

The RC role acts as the Financial and Budgetary Manager for designated sites within the region. In collaboration with the RGM and the SOM, this leader will ensure fiscal compliance and excellence in service delivery to drive consistently superior achievement gains and fiscal responsibility for the assigned region.

### **Executive Director, Teaching Center of Excellence (TCoE)**

The mission of the Teaching Center of Excellence is to support regional teams in the selection, training and development of the teaching staff. This primarily accomplished through National Conferences, training, and the provision of resources to support Curriculum Coordinators, Lead Teachers, and Vice President's of Educational Services. The center is also responsible for developing, standardizing and maintaining EdisonLearning's intellectual capital relating to Achievement Management, Student Management and Behavior, and School Organization and Culture. This person creates and delivers high-quality, results-based Professional Development for principals and certified Education Leaders, and provides support and oversight of field achievement activities to ensure high-quality results.

The TCoE is staffed with a Director of Literacy, Director of Elementary Mathematics & Science, Director of Library Media Services, Director of Student Support Services, and Director of Secondary Math and Sciences. Partnership Schools interact with the TCoE through their VPES. Each of these positions is dependent on the number of schools, enrollment, and client requirements in the schools.

#### ***IV.B.2c. Verifiable data (names of schools, addresses, dates, etc.) that demonstrates the offeror's past effectiveness in increasing student academic achievement.***

As the nation's largest public school partner, EdisonLearning is highly experienced in successfully partnering with school districts to improve the academic performance of individual schools and students. Currently, we serve more than 350,000 students across our service lines, and have over 514 partners in 24 states and the UK. Since 1995, EdisonLearning has partnered

with school districts across the country to assist them in meeting student achievement goals. Since the 2001 passage of No Child Left Behind (NCLB), one of school districts' primary achievement goals is to ensure that all students and schools are making appropriate progress. Throughout its history, EdisonLearning has been able to make a difference in improving educational outcomes for children. Public records, including multiple EdisonLearning Annual Reports on School Performance over a period of years, along with independent reports (including a notable RAND Corporation report released in 2005), confirm that schools partnering with EdisonLearning have improved their students' academic performance over time. The American Institute for Research (AIR) stated in a 2006 report that EdisonLearning was the most thoroughly researched comprehensive school reform organization in the country. The evidence of our effectiveness in serving public schools is well-documented.

We believe the results from several of EdisonLearning's clients speak specifically to our ability to make a difference in a partnership model similar to what is being described by the state of Virginia in this RFP.

### **Hawaii Partnership**

In 2003, when the state of Hawaii determined it needed assistance to address schools with performance challenges, it initiated a process for the schools to select a comprehensive provider of turnaround services. Seven schools engaged EdisonLearning to be their partner in a multi-year reform effort starting in fall of 2005. Because of the ongoing success of the relationship, EdisonLearning was asked to support additional schools each year over the past three years. Today, EdisonLearning works with 34 schools across the state.

One clear example of the turnaround possible through a partnership with EdisonLearning can be seen in the results of Central Middle School. In 2004, prior to its partnership with EdisonLearning, the school posted results of 24.4% proficient or above in Reading, and 9.8% proficient or above in Math. Recently (through the end of the 2008-09 school year), the school posted results of 52.2% proficient or above in Reading, and 31.8% proficient or above in Math – gains of 27.8% in Reading and 22.0% in Math.

### **Colorado Closing the Achievement Gap Partnership**

In 2008, State Commissioner of Education Dwight Jones announced a new initiative in the state of Colorado aimed at closing the achievement gap in school districts across the state. The State Department of Education initiated a process for districts to select a comprehensive provider of turnaround services from a state-approved list. Three school districts engaged EdisonLearning to be their partner in a multi-year reform effort starting in fall of 2008.

Although results from this new initiative are based on a relatively short relationship, one clear example of the turnaround possible through a partnership with EdisonLearning can be seen in the results of Yuma Middle School. In 2008, prior to its partnership with EdisonLearning, the school posted results of 81.3% partially proficient or above in Reading, and 80.3% partially proficient or above in Math. Recently (through the end of the 2008-09 school year), the school posted results of 89.5% proficient or above in Reading, and 87.3% proficient or above in Math – gains of 8.2% in Reading and 7.0% in Math in just one year.

These results in Hawaii and Colorado reflect EdisonLearning's ability to support districts in their mission to ensure all schools drive student achievement. The gains that students have posted

over the last several years suggest that quality schooling and a commitment to achievement can make a meaningful difference for students from any background.

## **EdisonLearning Turnaround Narrative**

### **IV.B.3 A written narrative explaining:**

**IV.B.3a. In your opinion, what does it take to be successful in a turnaround environment?**

**IV.B.3b. Why you or your organization should be selected to perform this service in Virginia school divisions?**

In 2007 Mass Insight, a venerable public school reform organization, grabbed the attention of the school reform world nationally with a sobering study, The Turnaround Challenge. It opened with some uncomfortable facts. The lowest performing schools in America had made almost no academic progress over the last two decades. The lack of progress came despite lots of efforts to improve those schools. And, by 2010, the nation would have 5,000 schools that fit the description of chronically low-performing, and, under NCLB, needing restructuring. The report emphasized, of course, the most discouraging fact about all of this: the students in these schools will leave them utterly unprepared for work, college or productive adulthood.

The report asked states in frank terms whether they were really up to the challenge of turning their low performers around. For, as the report goes on to claim, the nation's lowest performing schools will simply not be turned around without drastic action—the kind that very few states have shown a willingness to undertake in the past. They must hold failing schools accountable for improvement up to and including taking them over. They must create zones of improvement in which the lowest performing schools are treated very differently than they are today.

The conditions that surround schools would be changed: schools would be given more autonomy from rules and regulations to do things differently, more authority over personnel, budgets, programs, schedules, and literally everything that affects achievement. In exchange they would be held accountable to a person for raising achievement. Capacity would be built in the schools. Internally, policies would be put in place to ensure that schools attract, develop, reward and retain the most successful staff and get rid of those who do not measure up. External capacity would also be provided, partnering schools with genuine experts with the time and proven ability to help until results are obtained. Last, clusters of low-performing schools would be created to enable concentrated efforts by partners to serve schools with substantial resources—something that cannot happen with isolated schools in improvement.

The report went on to identify high performing high poverty schools that show what it takes for schools to achieve at high levels despite the burdens of poverty. These very special schools teach demanding curricula with attention to the individual needs of students. They teach until each student succeeds, not until the class bell rings or the “conveyor belt” moves students to the next grade level. They use “new world” methods that focus on individual students. They build strong cultures of collaborative teachers. They use data to gauge progress continuously. Most of all, these schools show that turnaround is possible.

The Mass Insight recommendations have been most welcome by EdisonLearning. Our views on school turnaround, developed over nearly two decades of working in highly disadvantaged public schools across the country, are entirely consistent with the findings of Mass Insight. Briefly, we have long observed that “no school is an island,” meaning that schools are products of their environments or the conditions under which they operate. Schools cannot be turned around in districts or states where the existing rules or political climate do not support the tough

changes that low performing schools must make. Mass Insight mentions that under NCLB most states have chosen the path of least resistance to restructuring—option 5, or “other,” which does not mandate fundamental change. This is a clear sign of the difficulty that states and districts have of making tough choices. Happily, this is now being recognized as more states are taking serious steps to turn their lowest performers around.

Our Turnaround Partnership School model begins with the concept of partnership. Turnaround only works if the changes in schools that EdisonLearning recommends—after careful diagnostics and consultation with schools themselves—are embraced and supported by the authorities that have ultimate say over the schools in need of turnaround. The partnership principle aligns with the recommendation of Mass Insight for a turnaround zone in which there is explicit support from the state for tough measures and clear expectations that major changes be made. In our experience, authorities and schools can and will support tough measures if they are worked out in partnership. We know from experience how vital it is to have mutual agreement about the difficult work to be done, for it to succeed.

On a foundation of partnership, we then introduce innovations based on research. That drivers of school performance are now well established in research (and echoed in the Mass Insight’s look at high performing high poverty schools. For Edison Learning, the research-based factors that schools must get right are: first, talent. Schools must do everything necessary to attract, develop, reward and retain the leaders and staff that succeed in raising achievement—what Mass Insight calls internal capacity. Second, schools must build cultures of aspiration and engagement. This requires close collaboration between teachers and strong relationships between students and teachers, attributes that schools can facilitate in many ways, including rituals, celebrations, and most fundamentally school organization: teams, planning time, smaller learning communities and the like. Mass Insight highlights similar priorities.

Third, schools must teach demanding curricula. Content matters. Students cannot master sophisticated knowledge and skills unless they are presented it. But when it comes to instruction, one size does not fit all, and so we emphasize customized instruction, teaching students in whatever ways ultimately brings success. Last, we help install achievement based management. Schools most rapidly achieve at high levels when they keep their eyes focused on measures of student achievement. We introduce formative assessments that provide monthly input on student progress against state standards. Rigorous teaching and careful assessment are likewise emphasized by Mass Insight.

With research-based practices in place, we then work to integrate them into comprehensive design for the school. Piecemeal reform does not work, as mass insight also underscores. Each new practice introduced into a school must be reinforced by the other practices that intersect with it. For example, if teachers are to learn to teach and assess differently, the school’s professional development system must be overhauled to promote these new practices on a daily basis. Staff observation and evaluation will need to reinforce the new practices as well. EdisonLearning has always believed that reforms must be integrated with each other and the school as a whole if they are to succeed.

Fourth, our Turnaround Partnership School model provides for substantial on-site support. No organization, school or otherwise, adopts and masters demanding new methods without constant support and reinforcement. Occasional workshops, new programs with “easy to use” instructions, once a semester visits by a consultant: these familiar approaches just do not obtain major change. Big change occurs with constant reinforcement and literally daily opportunities to try new ideas out, make mistakes, receive feedback and encouragement, and adapt. The

EdisonLearning turnaround model therefore depends on a full-time on-site team of professionals that works as a mutually accountable partner with the school. Mass Insight believes that such support is necessary as well—what it calls “external capacity.”

We wrap our model in our final principle, which is accountability. We believe that partners, just like the schools they work with, must be accountable. They must be accountable, moreover, not just for trying to improve the schools, but for succeeding. We believe partners should be held accountable for student achievement, and swiftly, showing substantial gains within two years. Turnarounds must show swift progress or they will fail of discouragement.

We believe finally that EdisonLearning is an ideal turnaround partner. Mass Insight emphasizes that school improvement partners in the past have not been partners at all, but rather consultants, offering bits of advice, with little force or accountability or effectiveness. EdisonLearning comes to the work of turning around low performing schools with nearly twenty years of experience running whole schools. We have operated roughly two hundred schools over the years—almost all in disadvantaged communities. We know that pieces of school must all fit together. Based on our first decade of work, the American Institutes for Research rated us among the very most successful comprehensive school reform organizations.

Reform does not work unless it is integrated. EdisonLearning is almost unique in the range of services we can bring to a school. We are happy to engage additional experts if necessary. But by design, from talent, to organization and culture, to curriculum and instruction, to the needs of special populations, to assessment and even operations (we do school finance, technology and literally whatever is required to manage a school), EdisonLearning has built the capacity to meet school needs whatever they may be. With a constant presence on the site of the schools being assisted, we can help schools pursue an aggressive program of reform in which all of these pieces come together. This is where successful schools gain their powerful edge. Schools do not turn around through any one thing. If it were that easy, fewer schools would be failing. Schools must change everything that matters most for their students, no matter how difficult. EdisonLearning has the experience and capacity to work side by side with schools in need to make all of the necessary changes easier.

***IV.B.3c. Your approach to meeting each of the 25 listed desired approaches under Section III.A., STATEMENT OF NEEDS. The offeror should identify each of the approaches by number in its proposal and elaborate upon each as to its potential effectiveness. The offeror is encouraged to propose and explain additional creative approaches.***

\*\*Please note that we have grouped our approach to the 25 items within the Statement of Need as closely as possible to its original chronological order. However, in order to avoid redundancy and repetition of information we have chosen to group certain items together according to content rather than original chronology.

**III.A.1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.**

Improving student achievement requires a dedicated focus on reaching improvement goals and relentless monitoring of continuous progress through the use of data and observation. For this reason, EdisonLearning employs rigorous processes for collecting, managing, analyzing and reporting data from various sources including student assessments, student attendance,

classroom observations, parent involvement, walkthroughs, student discipline and satisfaction surveys. The on-site Turnaround Achievement Team will work closely with school leaders and staff members to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. Using these data, the Turnaround Achievement Team will work with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan. The staffing allocations and expertise of the Turnaround Achievement Team will depend on the size, level and specific needs of the school and/or clusters of schools. EdisonLearning will work closely with school leaders and staff to develop a plan that will address the needs identified for each school in the diagnostic process and final diagnostic report.

The data also feed Dashboard Reports that will be used to guide improvement planning and provide reports to appropriate authorities. (A sample Dashboard Report appears below.) The EdisonLearning Dashboard process is an adaptation of the Six Sigma business model focused on reaching improvement goals and relentless monitoring of continuous progress through the use of data and observation. The “critical to quality” metrics identified are divided into three categories: Instructional Quality, Student/School Culture, and Customer Satisfaction. The Dashboard also includes monthly grade-level performance on the Mathematics and Reading Benchmarks Assessment System as compared to performance thresholds. This continuous focus on “critical to quality” metrics enables schools to effectively and efficiently monitor progress.

## Client Dashboard – January 2009

Category	Measure - CTQ	Status	Result	Target	Measurement Definitions
Student Achievement	Student benchmark participation		98%	95%	% of students participating in benchmark testing
	Student benchmark thresholds		68%	90%	% of students meeting minimum monthly threshold targets in reading and math
	ELL Student benchmark thresholds		74%	90%	% of ELL students meeting minimum monthly threshold targets in reading and math
Student Engagement	Student attendance		99%	98%	% of enrolled students attending classes
	Student turnover		1%	2%	% of student turnover each month
	New Enrollees		100%	100%	% of open student vacancies filled during the month
School Leadership	New Teachers Trained		90%	100%	% of new teachers trained
	Teacher Vacancies		0	0	# of teacher vacancies
	Teacher Turnover		4%	5%	% of teacher turnover
	Teacher Diversity		33%	30%	% of diverse teachers
	Highly Qualified Teachers		89%	100%	% of HQT teachers as defined by NCLB
Student Discipline	Student suspensions		0%	1%	% of students suspended
	Discipline referrals		0	0	# of students referred to principal for discipline each month
Family & Community Engagement	Parent SLC Attendance		83%	100%	% of parents attending SLC conferences
	Parent Volunteers		50%	50%	# of House Teams with 2 parent volunteers this month
	After school involvement		40%	40%	% of student attending after school programs
Financial Performance	Budget management		\$50,000	\$50,000	actual versus budget; results must be within 5% of monthly budget
Customer Satisfaction	% of overall customer satisfaction		100%	100%	% of parents rating the school an overall score of 4 out of 5 on a quarterly survey

Key: CTQ - Critical to Quality     100% of target     Within 10% of target     More than 10% of target

### III.A.2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.

The process for effective school reform begins with a comprehensive school Diagnostic that identifies strengths, weaknesses, resources, issues, opportunities and organizational needs. In complete collaboration with the district, schools and school community, a custom implementation plan is crafted for each Turnaround Partnership School. To the extent possible we draw upon existing district and school improvement plans.

Using a combination of EdisonLearning and school resources we ensure that high academic and behavioral expectations are 1) effectively set, 2) supported with specific strategies and actions, 3) monitored via agreed upon measures for progress, and 4) appropriately celebrated when implementation and progress milestones are achieved.

With needs mutually identified, EdisonLearning works with the Turnaround Partnership Schools to develop improvement plans with clear goals and accountabilities. To determine these goals, together we analyze existing data, including the Diagnostic report (see **Appendix 2** for a sample), and develop a shared mission and vision that will guide the planning, goal-setting and decision-making process. Ultimately, schools set specific and realistic, yet demanding goals. The Diagnostic review typically takes place in the spring while school is still in session. The spring

review provides an opportunity for a Diagnostic team to speak to school staff members and parents. It also ensures that the Turnaround On-site Achievement team has appropriate time to incorporate the Diagnostic findings and be fully informed prior to beginning of the new school year.

Each school requires specific and detailed improvement plans for reaching its goals. As with all aspects of the Turnaround Partnership School program, improvement planning will be customized to meet local needs and reporting requirements. The on-site Turnaround School Achievement Team works closely with school administrators to create improvement plans, using either local planning formats or EdisonLearning's Student Achievement Plan format, with clearly articulated action steps and implementation strategies. The planning support draws upon more than 10 years of real-world operating experience in challenging school settings and captures best practices about what makes the best schools work. Together we do not simply create a document that is just another school improvement plan to be submitted and forgotten. To the contrary, it serves as an actionable, dynamic roadmap to excellence and the touchstone for school improvement.

### ***Diagnostic Review Inputs and Outputs***

For each Diagnostic Visit, EdisonLearning's trained Lead Diagnostician directs a team of trained and experienced EdisonLearning personnel with expertise specific to the school's diagnostic needs.

### ***Diagnostic Process and Timeline***

At least one month before a Diagnostic takes place, the lead diagnostician will meet with the client and/or principal to provide a brief overview of the process. This may include client input on particular areas for focus. The full process takes about six weeks of work, including a three- to four-day visit that captures a full picture of a school's strengths and weaknesses.

The Diagnostic's in depth, five-step study proceeds as follows:

1. **Information Gathering and Processing**: During this initial phase, the team collects all available quantitative data on the school and forms initial hypotheses, a process that takes about two weeks from the time the school makes the data available. In most cases, the work in this stage is performed by the team leader and distributed to the visiting team several days prior to their arrival at the site.
2. **Diagnostic Visit**: In this step, the team makes an intensive three-day qualitative study of the school, spending at least 50% of its time in direct classroom observations and ensuring that the majority of faculty members are seen teaching. The school will be involved throughout the process; the team works with the school rather than working in isolation from them. Diagnostic teams build effective working relationships with schools based on professionalism and sensitivity. Issues are explored together. High standards and expectations are the hallmark by which schools are evaluated. The clearly articulated criteria in the EdisonLearning Diagnostic Rubrics form the basis for this process.
3. **Diagnosis and Recommendations**: Step 3 requires the team to make judgments based on valid and reliable evidence. Preliminary judgments regarding the educational standards achieved at the school, as well as the strengths and weaknesses in teaching and other aspects of education that contribute to student achievement, are shared with the school's leadership on the last day of the Diagnostic. A final written report is

prepared by the team leader during the week following the visit. The team receives drafts and provides input to insure that the school's written feedback is clear, easily understood and constructive. This feedback will then inform the school improvement planning that follows. The report includes the following components and is usually 35 to 40 pages long:

- School details
  - Team mini bios
  - A summary of the evidence base
  - An achievement summary
  - Summary rubrics with numeric values for each of the 10 domains
  - Commendations for each of the 10 domains
  - A narrative summary of the team's evidence for each of the 10 domains
  - Recommendations and associated strategies for each of the 10 domains
4. Action Planning: This step is a process during which the regional support team creates a plan for addressing the recommendations made in the Diagnostic Report. If the school has recently developed a school improvement plan, then the team will work with the school to align recommendations with this and integrate additional necessary actions into the existing plan. The next steps that the school needs to take in order to improve must be clearly identified with supporting strategies to help the school achieve them. The plan identifies:
- Goals
  - Strategies to accomplish the goals
  - Success criteria to measure the extent to which the goal has been accomplished
  - The timeline for goal accomplishment
  - Persons responsible for achieving the goal
  - Resource requirements for goal achievement
5. Plan Execution: During this step, the recommendations of the diagnostic are addressed and implemented. The EdisonLearning Turnaround Achievement Team and the school work collaboratively to make the changes and to provide the resources necessary to drive school improvement.

Please refer to **Appendix 2** for a sample Diagnostic report.

**III.A.3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.**

EdisonLearning is prepared to serve as a partner that will either replace an existing school's principal and/or staff or use consistent and fair methods to evaluate an existing principal and/or staff. We have partnerships in our current portfolio of schools that fall under both of these categories. Our response to this item is presented with the understanding that we would customize our role based on the needs of the client, the results of our comprehensive initial Diagnostic process, and budgetary mandates.

Leadership Recruiting

If required, EdisonLearning's human resource department will conduct a nationwide search for school leaders who have a demonstrated track record of accelerating improvements in student achievement. Every year EdisonLearning recruits high successful school leaders for its many partnership schools across the country. The human resources department utilizes a full range of sourcing strategies to complete this task including:

- Build and utilize relationships with top flight external partners to ensure we have adopted best practices in principal recruitment
- Proactive recruitment in the 90-90-90 schools and other Breakthrough Schools
- Solicit quality referrals from EdisonLearning employees and external partners
- Build relationships in key local markets throughout United States
- Expansion of relationship with TFA to build talent pipelines for leadership talent
- Groom student teacher pool

All leadership candidates are put through a rigorous screening process that includes providing proof via test scores that they have played a significant role in improving student academic performance in their previous schools. The details of the screening and selection process are as follows:

STEP 1: For the initial screening of candidates, core qualifications must include:

- Master's Degree
- Education Administrative Certification
- Three to five years' experience in instructional leadership
- Three to five years' teaching experience

STEP 2: If candidate passes initial screen, the candidate submits data demonstrating success in moving student achievement (3 years), as well as a writing prompt (one or two paragraphs) that explains the data

STEP 3: If the above criterion is met, Recruiter partners with hiring manager (i.e., RGM, VPES, and/or Board) to execute the additional screening tools, which may include one or more of the following:

- Haberman Star Urban Administrator Questionnaire
- Performance/behavior-based questions (e.g., TAO)
- Gallup
- To further narrow the pool, Recruiter may execute additional strategies, such as walk-throughs in the candidate's school, as well as performance-based assessments

STEP 4: Final candidates are identified

- Reference checks are conducted on final candidate(s)
- Candidate(s) will be asked to provide College and Graduate Transcripts and copy of Principal Certification
- Background checks are conducted on final candidate(s)

### Teacher Recruiting

If required, EdisonLearning's human resource department and each partnership school Principal will actively seek highly qualified and certified teachers with experience and a proven track record of successfully working in turnaround settings. EdisonLearning will strive to find teachers who model the highest academic standards and who most effectively can support the mission of the school. Specifically, experienced teacher candidates are required to submit performance data for groups of students that they have taught. EdisonLearning recruits those teachers that have a proven track record of improving student academic achievement. For new teachers, EdisonLearning evaluates candidates' academic performance record and teacher licensing examination results. Only candidates that show high verbal aptitude are considered for teaching positions.

EdisonLearning will recruit teachers who meet the “highly qualified” standard, who are certified by the state of Virginia and/or those candidates who are in a program completing the necessary tasks to meet the “highly qualified” standards in a timely manner. EdisonLearning will conduct reference checks, employment verifications and background checks (to include verification of teaching credentials for instructional staff) on all personnel to ensure legal requirements and the children’s safety are met. Each teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

All candidates will be phone-screened using standard EdisonLearning questions which were created to quickly assess “highly qualified” status and pertinent information about a candidate’s background. The candidates will also take the Haberman Star Teacher Pre-Screener. Research has shown a strong relationship between responses to items on the Star Teacher Pre-Screener and effective teaching of children from high-poverty areas. All candidates will be interviewed by a panel of interviewers including administrators, staff members and EdisonLearning human resources employees. In situations or under circumstances that warrant it, teachers may be asked to complete a demonstration lesson in the classroom to allow the interview team to see how a candidate interacts with each school’s specific population of students.

Any recruitment support for Special Education and English Language Learner (ELL) staffers will also follow the procedures described above. These staffers will be recruited based on the population of students enrolled in the school with special education needs to oversee the special education program and ensure compliance. Based on the population of students needing ELL services, the appropriate number of teachers and paraprofessionals will be recruited. They will be certified to teach English as a Second Language or will be working toward that certification until completed.

#### **III.A.4. Recommend necessary restructuring of teacher and leader contracts.**

EdisonLearning has partnerships across the country with school districts that have collective bargaining agreements with teachers and school leaders. In many of these relationships, EdisonLearning has successfully recommended and/or negotiated amendments and waivers to the collective bargaining agreements to improve the learning conditions. For example, in Baltimore and Las Vegas collective bargaining agreements were amended to extend the length of the school day and to allow for daily professional development sessions for groups of teachers. EdisonLearning will leverage the expertise it has gained from these experiences to offer recommendations to school districts on how to improve teacher and school leader contracts.

#### **III.A.5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.**

Professional development will be offered to all Turnaround Partnership School staff members. In determining the professional development needs of staff, administration will work in collaboration with administration, the school board and the school’s staff to align county and state goals when appropriate. Staff will also be required to participate in professional development that coincides with the requirements of the turnaround model, which—depending on the diagnostic--could include leadership, instruction, and program and curriculum elements. Using EdisonLearning’s instructional framework, our Center for Teaching and Learning will coordinate all programmatic professional development through an ongoing program including

face-to-face conferences, webinars and on-line professional development opportunities for site-based and regional staff to ensure staffs are well versed to deliver and facilitate academic content. The Center for Teaching and Learning will also maintain and document staff attendance at professional development offerings and be prepared to provide documentation as required. Opportunities for collaboration will also be offered through online professional development.

### **Key Resources**

High-achieving schools have strong leaders that promote accountability, teamwork and academic excellence. Leading the way, there must be a principal who is an effective instructional leader, as well as a good manager of people. Doing the job well is an enormous challenge, requiring an individual who possesses a deep understanding of the school's curriculum and the aptitude to recognize quality instruction, while having the managerial skills necessary to develop a high-quality staff and a safe, positive school culture that is focused on achievement.

The Turnaround Partnership School Leadership Development Program provides school leaders with the resources and customized support they need to grow professionally and develop the skills they need to become strong instructional leaders of high-achieving schools. These include access to

- **Proven Leadership Models.** At the core of the Turnaround Partnership School Leadership Development program is a model of distributed leadership with strong instructional leadership from a principal supported by a highly-effective leadership team. This model is the key to creating a leadership structure that will plan and drive the work needed to improve student achievement and developing professional environment within each school with clear roles, responsibilities and accountability. Research-based frameworks and rubrics that reflect the best practices and key attributes of strong leaders provide a foundation for personal growth plans that will guide the program's implementation.
- **National Leadership Team Training.** A week-long national EdisonLearning Leadership Team Training conference brings new principals and leadership team members together to help them solidify their goals and work effectively as a team. A wide variety of workshops and training sessions provide venues in which leadership teams learn about creating an inspiring culture and building the vision for their schools. The teams receive in-depth training and support while they work collaboratively on achievement planning, student management, and team building in anticipation of their first year as Partnership Schools.
- **National Principal Conferences.** Turnaround Partnership School principals attend national EdisonLearning Leadership Development Academy (ELDA) conferences, where they attend sessions on a variety of topics on effective leadership and management delivered by experts in the field. In addition to attending training sessions and workshops, principals meet other instructional leaders from across the country, sharing best practices and learning from others' experiences.
- **Continuing Local/On-Site Support.** The Turnaround Partnership School Leadership Development program provides principals and their leadership teams with ongoing, local training and on-site mentoring and peer-coaching that targets individual areas of need and builds on training received at the national conferences. An on-site Turnaround

Achievement Team member works closely with principals and their leadership teams to review and analyze achievement data, monitor progress toward the school's goals, and provide the training and consulting they need to continue their professional development. With strong leaders at the helm, schools are well positioned to become high-achieving centers of academic excellence.

Even the highest quality teachers need solid support from school leaders who work to establish the achievement-focused school culture essential to their success. Quality of principal leadership is demonstrated to correlate directly with student achievement; principals who are inspiring instructional leaders and strong managers of people and systems are significantly more likely to run schools that produce high-achieving students.

The Turnaround Partnership School Leadership Development program helps existing school principals become strong instructional leaders who have a positive impact on their teachers and students. Like the teacher development process, it combines dedicated professional development tools and training with on-site support and consultation from the Turnaround Achievement Team. Additionally, interaction with other school leaders at regional and national conferences gives principals the opportunity to share information and best practices.

## **I. Leadership Development**

### ***Vision and Framework***

In high-performing schools, effective principals relentlessly pursue an ambitious school vision of high academic achievement and strong character development for all students. Turnaround Partnership School principals will assume five key roles to achieve this vision: Instructional Leader, Organizational Leader, Culture Builder, Site Manager, and Collaborative Partner. Each role comes with specific responsibilities that research shows are correlated to increased student achievement.

This component consists of two developmental tools that focus on the five key leadership roles: the *EdisonLearning Leadership Rubric* and the *Self-Appraisal and Personal Leadership Development Plan*. The purpose of this component is to help existing principals understand what highly effective principals do, learn to reflect on their own practices in relation to best practices, set goals for personal leadership development, and identify related strategies and support needed. The on-site Turnaround Achievement Team, primarily the Vice President of Educational Services, will use the leadership rubric and development plan as the foundation for coaching of principals, individually and regionally, in helping them hone their leadership skills. The rubric will be used as the foundation for all PD and coaching for principals. Topics for monthly principals' meetings and sessions at the ELDA conferences will be tied directly to the leadership roles outlined in the rubric.

Through implementation of this component, student achievement and the leadership capacity of existing principals will improve by:

- Becoming exemplary instructional leaders, builders of school culture, organizational leaders, site managers, and collaborative partners based on an understanding of best practice
- Becoming reflective practitioners and engaging in the cycle of reflective practice, which continuously flows from goal setting to action to reflection
- Becoming continuous learners, growing over time from performance level to performance level, and ultimately performing at a Proficient or Exemplary level in all five leadership roles.

The Turnaround Achievement Team will provide targeted support to principals, individually and in groups, based on principals' current performance levels and goals in each leadership role.

The principal leadership development tools help EdisonLearning determine the type and nature of support that needs to be provided to a particular principal and region, and also provide consistent foundational tools to be used for national trainings.

### ***EdisonLearning Leadership Rubric***

Turnaround Partnership School principals will be supported and coached to assume the five key roles described above that will ensure the appropriate focus and drive high academic achievement. Each role comes with specific responsibilities that research shows are correlated to increased student achievement.

- Instructional Leader
- Organizational Leader
- Culture Builder
- Site Manager
- Collaborative Partner

The EdisonLearning Leadership Rubric is a developmental framework organized around the five leadership roles that is intended as a professional development tool, to enable principals to reflect on their practices, place themselves on the continua of various leadership performance levels, and work collaboratively with their achievement support team to grow in the professional execution of their responsibilities. The Rubric describes the responsibilities and associated job performances for each of the five leadership roles. Each leadership role is organized around top-level performance standards, under which the specific responsibilities associated with that standard are broken down into a set of criteria for Initial, Developing, Proficient, and Exemplary performance levels. The skills in each level build upon one another, from the Initial level to the Exemplary level.

The principal and his/her Turnaround Achievement team will work together to review the EdisonLearning Leadership Rubric to outline baseline performance ratings and goals using the Self-Appraisal and Personal Leadership Development Plan, and to determine related strategies and support. Reflective progress reviews will be held at mid-year and the end of the year.

### ***Personal Leadership Development Plan***

- **The Self-Appraisal and Personal Leadership Development Plan** is a professional development tool that works hand-in-hand with the EdisonLearning Leadership Rubric to assist EdisonLearning Turnaround Partnership school principals in reflecting on and planning for their growth as leaders in five leadership roles: Instructional Leader, Organizational Leader, Culture Builder, Site Manager, and Collaborative Partner. The Self-Appraisal and Personal Leadership Development Plan assists the principal and his/her turnaround achievement team in the cycle of reflective practice, which continuously flows from goal setting to action to reflection.
- **The EdisonLearning Leadership Rubric** is a developmental framework that specifically describes the responsibilities and associated job performances for each of the five leadership roles. The EdisonLearning Leadership Rubric is designed as a professional development tool to enable Turnaround Partnership principals to place themselves on the continua of the various leadership performances and to work with their achievement support to grow in the professional execution of their responsibilities. Each leadership role is organized around top-level performance standards, under which the specific responsibilities associated with that standard are defined as a set of criteria

for Initial, Developing, Proficient, and Exemplary performance levels. The skills in each level build upon one another, starting with the Initial level.

Principals should refer to the EdisonLearning Leadership Rubric as they reflect on their performance in each of the leadership roles and as they develop goals to guide them in their growth as leaders. A member of each principal's Turnaround Achievement Team will work with the principal to reflect on the practices outlined in the EdisonLearning Leadership Rubric, determine priorities, and develop goals, expected outcomes, and related strategies. Note that the fifth role, Collaborative Partner, lays the foundation for a successful collaborative partnership in raising student achievement. The Collaborative Partner role is intended to outline the expectations for an effective collaborative partnership between EdisonLearning and the turnaround partnership school principal and does not need to be used to set personal development goals.

The turnaround partnership school principal and his/her designated Turnaround Achievement Team member will work together at the beginning of the first year of the partnership to review the EdisonLearning Leadership Rubric, to outline baseline performance ratings and goals using the Self-Appraisal and Personal Leadership Development Plan for Turnaround Partnership School Principals, and to determine related strategies and support. Reflective progress reviews, including a reflection on current performance ratings and goals, will be held at mid-year and the end of the year. Goals can be added, deleted, or modified as the principal's needs change. At the review at the end of the first year, goals will be established for the first half of the following year. The principal should update the goals as needed based on any student achievement data that is received during the summer.

When completing the Self-Appraisal and Personal Leadership Development Plan for EdisonLearning Turnaround Partnership School Principals, the Principal and VPES work together on a quarterly basis to determine the Current Performance Level for the principal for each of the five areas described above. An example of one area (Instructional Leader) is shown below:

### **Instructional Leader**

- Recognizes and promotes excellent teaching; identifies and works to improve the quality of instruction
- Identifies the strengths and needs of instructional staff, monitors their performance, and provides consistent feedback as part of supervision.
- Recruits and hires highly promising teachers
- Builds and nurtures leadership capacity in leadership team, teachers, and students
- Engages the instructional staff in implementing standards based instruction and assessment programs

- Ensures that teachers and other staff have high-quality, research-based professional development necessary to implement programs and monitor student progress
- Promotes a school-wide process for collecting and analyzing student data to improve instruction continuously, monitor program implementation, and positively impact student academic achievement.

*Current Performance Level for Instructional Leader (please select one):*

- Exemplary
- Proficient
- Developing
- Initial

**Comments:**

Shown below is an example of the principal's personal development goals, established collaboratively with the VPES, based on practices outlined on the EdisonLearning Leadership Rubric and the current performance level ratings. These goals will guide the support provided by the Turnaround Achievement Team. The goals and expectations can be updated throughout the year to reflect new learning, new data, and as a result of your participation in EdisonLearning Leadership Development Academies (Summer and Fall ELDAs), as well as local and regional EdisonLearning Turnaround Partnership School meetings and trainings.

My Goals

*Outline your personal leadership development goals for the year collaboratively with your achievement support team member, based on the practices outlined in sections I through IV on the EdisonLearning Leadership Rubric. These goals and expectations can be updated throughout the year to reflect new learning, new data, and as a result of your participation in Edison Leadership Development Academies (Summer, Fall and Spring ELDAs), as well as local and regional EdisonLearning meetings and trainings.*

Goals	Expected Outcomes	Strategies

**II. Teacher Development**

There is increasing evidence that teacher effectiveness is the single most powerful determinant of student achievement. EdisonLearning helps develop great teachers, building skills in classroom management, student support, curriculum, and instruction. Specific areas for professional growth are targeted using tools that allow teachers to self-reflect and school leaders to observe and assess teacher performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet the goals of the program. The Turnaround Achievement Team provides hands-on support throughout the school year to continuously develop teachers and to foster skills and attitudes that will provide benefits over the long term

Great instruction is the engine that powers student achievement. For this reason, teacher development is a central component of the Turnaround Partnership School model. From improving subject matter knowledge and understanding state standards to strengthening classroom management techniques and disciplinary skills, EdisonLearning provides teachers with proven instructional tools as well as a professional development program that meets their individual growth needs.

### ***Personalized Professional Development***

Teachers have different strengths and weaknesses, which is why EdisonLearning offers teachers a personalized training and support program that meets their individual needs. The on-site Turnaround Achievement Team consisting of general achievement and curriculum and instruction specialists works with school leaders to develop personal growth plans for teachers based on EdisonLearning's research-based frameworks for highly effective teaching. The Turnaround Achievement Team then provides focused coaching and mentoring for teachers that targets their identified growth areas.

In addition to focused one-on-one support, teachers also receive training on implementing the *key* program components and on school-wide areas of need identified through an initial EdisonLearning Diagnostic process. These site-based professional development sessions provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly. Topics include training on the Benchmark Assessment System, analyzing student data as well as creating a positive learning environment, student management, and differentiating instruction.

Through the Turnaround Partnership School model, teachers will be given the training and resources they need to become masters of instruction, ensuring that gains made during the relationship continue long after it comes to an end.

### ***Vision and Framework***

The EdisonLearning Turnaround Partnership School teacher development component is comprised of tools and support that focus on improving teacher quality. *The EdisonLearning Teacher Quality Framework* (see chart below), organized around six core beliefs, identifies what effective teachers do, believe, and know. *The EdisonLearning Professional Growth Plan for Teachers* helps teachers reflect on their own practices in relation to the core beliefs, set goals for their own development, and identify related strategies and support needed.

### ***EdisonLearning Teacher Development: Core Beliefs Summary***

<p><b>Core Belief 1: Teachers demonstrate commitment to the development of all students and work relentlessly to meet their needs.</b></p>	<p><b>Core Belief 2: Teachers establish a positive and inclusive environment that makes students feel valued, motivated and supported in their learning.</b></p>	<p><b>Core Belief 3: Teachers plan intentionally and responsively to create quality instructional experiences for their students.</b></p>
<p>1A. Teacher practice is informed by their appreciation of the intellectual, socio-emotional, ethical and physical development of their students.</p>	<p>2A. Teachers are sensitive to student differences but treat students equitably and respectfully regardless of their backgrounds.</p>	<p>3A. Teachers establish ambitious, feasible and measurable learning goals to promote student understanding and application of content and performance standards.</p>
<p>1B. Teachers create meaningful relationships with students in an effort to understand their abilities, aspirations, motivations and values to ensure greater levels of student success.</p>	<p>2B. Teachers use procedures and routines to increase student involvement, ownership and responsibility in the classroom.</p>	<p>3B. Teachers base their instructional planning on systematic assessment and on-going observation of student learning.</p>
<p>1C. Teachers initiate positive, multi-dimensional relationships with parents and other caregivers to provide a supportive environment that leads to student success.</p>	<p>2C. Teachers model respectful language and attentive conversation to support both behavioral and academic learning.</p>	<p>3C. Teachers select, adjust and create appropriate core and supplemental instructional resources to support student learning.</p>
	<p>2D. Teachers take responsibility for teaching, supporting and enforcing expectations for appropriate student behavior throughout the school community.</p>	<p>3D. Teachers plan each lesson to ensure that instruction time is strikingly productive and individual students' needs are catered for.</p>

***EdisonLearning Teacher Development: Core Beliefs Summary***

<p><b>Core Belief 4: Teachers execute instructional experiences effectively and responsively to maximize student learning and understanding.</b></p>	<p><b>Core Belief 5: Teachers draw on their content and pedagogical knowledge to create multiple paths to student learning.</b></p>	<p><b>Core Belief 6: Teachers commit to continuous improvement of their professional practice and bring dignity to teaching because they are</b></p>
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		responsible for student learning and outcomes.
4A. Teachers regularly use a variety of instructional groupings and strategies that align to instructional goals, educational tasks and content.	5A. Teachers have a broad and deep knowledge of their subject area and use this knowledge to determine academic goals and plan their instruction and assessment.	6A. Teachers think systematically about their practice, learn from their experience, and seek feedback to help reflect upon and refine their professional identities.
4B. Teachers intentionally use questions, inquiry, and feedback to encourage students to explore issues and topics in greater depth and ensure higher levels of understanding.	5B. Teachers have a solid base of pedagogical and human development knowledge, and use it to select multiple teaching resources and methods that enrich student experiences with the content.	6B. Teachers take responsibility for their own professional growth by keeping abreast of professional opportunities, research and application in the field of teaching and learning.
4C. Teachers execute lesson plans deftly and demonstrate flexibility and insight during instruction by modifying classroom plans and activities in response to student needs.	5C. Teachers are adept at drawing out relationships and integrating ideas within and across different disciplines to create holistic and multi-disciplinary understandings of subjects.	6C. Teachers actively participate in collaborative endeavors <u>within</u> the learning community in school to design and improve the educational experiences for all students.
4D. Teachers employ procedures and routines to manage the class so that learning time is maximized to achieve intended goals.		6D. Teachers actively participate in collaborative endeavors with members of the community <u>outside</u> the school to design and improve the educational experiences for all students.

EdisonLearning also provides *The Power of Teaching* program for principals and teachers. The tools and extensive training sessions are designed to assist and guide principals when observing classroom instruction and providing feedback. Equally important is coaching and guidance for teachers on how to understand and apply this feedback to their daily instruction. These are both critical elements of our teacher development program. *Power of Teaching* is a research-based program that is designed to raise the quality of instruction for all teachers and a critical component of the teacher and leader development program. The program centers around the *Power of Teaching* observation tool and associated professional development opportunities. The *Power of Teaching* tool is a collection of effective teaching behaviors which research suggests have a strong, positive impact on student learning. The *Power of Teaching* is a means to look for—and engage in—teaching practices that are research-established and *causal* of (rather than simply *correlative* to) learning.

These practices—or behaviors—are organized into 6 domains, or “Power Sources.” The *Power of Teaching* Domains are:

- Section 1 – Engaging & Focusing Minds
  - 1.0 Neurology of Learning
  - 2.0 Pacing & Productivity for Learning
  - 3.0 Transitions, Processes & Endings for Learning
- Section 2 – Managing Learners for Learning
  - 4.0 On-Task Learning
  - 5.0 Differentiated Teaching for Accelerated Learning
  - 6.0 Aligned Expectations to Macro Organization

How is this different than traditional classroom observation and feedback systems? While these behaviors are not new, we now have them gathered together and can use them as a tool to “power up” our teaching. *Power of Teaching* can be used to identify and highlight these key behaviors as well help instructional leaders know what they look like and what they sound like. Powered Up teaching will raise student achievement.

Powered Up teaching will improve job satisfaction. Most of teacher observation and feedback has focused on the *what* of teaching: curriculum, standards, assessment. *Power of Teaching* will enable us to also focus on the *how* of teaching, how to deliver effective instruction. This tool ensures we focus on teaching quality, which research indicates is the strongest driver of student success in the classroom. After observing instruction throughout the school we will begin helping them apply the knowledge by working with instructional staff to improve their understanding of and increase their use of these effective behaviors. An instructional leader will visit classrooms for 20 to 30 minutes, during which time s/he will record the frequency of these behaviors during a lesson.

*Power of Teaching* also identifies what it terms as “ineffective behaviors.” The goal: Increase the effective and decrease the ineffective. Examples of each type of behavior appear below:

Atlantic Research Partners
➤
Power of Teaching
➤
Engaging & Focusing Minds

SOURCE	INEFFECTIVE	TOTAL	NUMBER	NUMBER	TOTAL	EFFECTIVE
<b>1.0 Neurology of Learning</b>	1.1 Negative Reinforcing Voice Timber	4			1	1.1 Positive Reinforcing Voice Timber
	1.2 Ineffective Voice/Monotone-Grating	1			3	1.2 Effective Voice: Volume/Projection
	1.3 Questioning w/Insufficient Wait Time	2			4	1.3 Questioning/Sufficient wait time
	1.4 Harsh/No Redirection to Incorrect Responses	1			1	1.4 Effectively Guided Wrong Answers
	1.5 Indifferent Engagement of Students	2			0	1.5 Application with Real-World Relevance
	1.6 Use of General Praise	6			1	1.6 Applied Specific Academic Praise
	2.1 Missed Opportunity to Adjustment Pacing					2.1 Use of Differentiated Pacing

The recorded frequency of behaviors will be converted into a ratio of ineffective vs. effective behaviors, calculated for each source. (In the example above, a ration of 16 ineffective behaviors to 10 effective behaviors equal 48% effectiveness.) Instructional leaders then work with teachers to identify professional growth needs to improve the quality of teaching throughout the school, based on identified areas of opportunity. The *Power of Teaching* will then be directly tied to teacher professional development to ensure that all teachers understand that using the *Power of Teaching* tool is only the first step to improving teaching quality. The quality of instruction will only continue to improve if instructional leaders then use the information they have to help teachers take their teaching to the next level. As new and expert teachers

understand their own opportunities for improvement, they can work with leaders to develop personalized professional development plans that will meet their individual growth needs.

EdisonLearning's teacher development capabilities positively impact student achievement by improving the quality of teaching. The tools help improve teacher quality by identifying where teachers in the school are currently performing, outlining where they need to be performing, and developing support plans to assist their growth. Along with assessing individual teachers, the tools identify the strengths and weaknesses of the school as a whole. They provide information necessary for EdisonLearning to understand current teacher performance levels in order to provide targeted support and professional development. This component assists the regional team in reviewing and aligning needs of the school with training resources, and helps the school leadership teams create a customized professional development calendar designed to improve school culture and teacher quality.

**III.A.17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

**III.A.6. Promote student motivation for learning.**

**III.A.25. Integrate all academic and support services.**

**III.A.15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

### ***Curriculum Alignment***

Every component of the EdisonLearning model will be specifically customized to align with Virginia Standards. However, a key tool used to promote, monitor and evaluate standards based curriculum is our Companion Guides.

Companion Guides link district/school curricula in English and math with Virginia standards and skills. They contain opportunities for embedding, curriculum resources, and assessment evidence to assist a school staff in analyzing the essential knowledge and skills by grade and content area. Because the Companion Guides analyze and provide guidance to teachers, in an easy-to-use format on the particular grade level skills and knowledge that are required in English and Math, teachers appreciate the implications for classroom instruction and plan and prepare accordingly while the district is able to take a broader view to review and revise curriculum selections. This is a key component of our model and ensures a rigorous academic program for all students.

Moreover, the Companion Guides provide teachers with strategies for teaching the Virginia standards and grade level skills and for differentiating the instruction to meet the various skill levels of their students. In addition, because these guides are so clearly written and designed they act as instruments for active discussion, promotion, and articulation of curriculum across schools and grade levels at the school leadership and classroom teacher levels.

As with every aspect of the program, the initial Curriculum work begins with the Diagnostic process, during which the Diagnostic team assesses, among other things, site-based instructional leadership, the rigor of classroom instruction, alignment to state standards, curriculum coherence and vertical alignment, and the research basis for curriculum choices. The Diagnostic Report identifies gaps in district and/or school curriculum, and might also include suggestions for new curriculum if existing materials are found to be lacking. In this way, each school is assisted in determining the quality and rigor of its academic program as well as in

obtaining information on the implementation of the curriculum. These reports provide evidence to begin a dialogue on what is needed to promote and support curriculum within schools and across grade levels.

In short, the Diagnostic provides a jumping off point for the creation of a school-wide standards-based system for curriculum and assessment that specifically addresses the school's particular needs. Because the Curriculum section of the Diagnostic focuses on research-based programs and teacher use of curriculum frameworks, the Diagnostic provides crucial information for a school as to essential knowledge and skills for each content area and each grade level. All aspects of this close examination of each school are aimed at working with leadership to provide a standards-based system for each school and district. Following the Diagnostic and the examination of the specific reports, the Turnaround Achievement Team supports individual school needs with intensive professional development and consulting support that can include the following elements:

#### Standards-Based Instruction

- Assistance in adopting curriculum that is research based and aligned to state standards
- Work with /school administration to analyze skills and knowledge by content area and grade-level
- Professional Development at EdisonLearning national conferences for administrators on implementing standards-based curriculum
- Training on the use of curriculum management tools, such as EdisonLearning's Companion Guides or other tools being used by schools
- Customized, needs-based training for teachers, including modeling lessons, around such topics as differentiating instruction to address varying student skill levels, classroom management, unwrapping standards in order to align and embed instruction.

#### Effective Implementation and Monitoring

- On-site support for school administrators on conducting intentional walkthroughs and classroom observation for the purpose of improving the quality of classroom curriculum and instruction
- Weekly and monthly training and support through curriculum coordinator and leadership team meetings on curriculum articulation across schools and grade-levels
- Training on the use of student assessments, such as the EdisonLearning's Benchmark Assessment System or other similar tools being used by schools, and the data provided by such assessments to improve the quality of instruction within the classroom
- Providing coaching and mentoring for all teachers and additional individual support to selected teachers
- Providing training and support for Special Education and English Language Learner teachers
- Content area training and support for Reading and Math teachers

EdisonLearning is committed to maximizing the educational performance of all students. The Comprehensive Support System represents EdisonLearning's Response to Intervention model. The Comprehensive Support System provides support and instruction designed to meet the educational needs for all students, including at-risk students, English Language Learners

(ELL), students with disabilities, and gifted students. The educational programs for students with disabilities and ELLs are implemented in regular education settings to the greatest extent possible. Inclusion support for students with disabilities and ELLs is provided in the form of facilitated instruction and/or co-teaching. Special education and bilingual education teachers work along side their regular education counterparts to provide specialized services in the student's least restrictive environment. Facilitated instruction and/or co-teaching inclusion models allow students with disabilities to have the same exposure as regular education students to a proven curriculum and high-quality instruction. Teachers of the gifted work in a similar fashion by providing educational experiences for gifted students that are intended to accelerate their learning.

As mentioned above, another key component of curriculum support is a formative assessment system that allows for ongoing monitoring of the implementation of selected curriculum. A quality formative assessment system should be tied to Virginia state standards, provide instructional guidance, and be administered with sufficient frequency to allow teachers to adjust instruction as they determine student skill retention on items frequently assessed. With those elements in place, the implementation of curriculum can be monitored on a regular basis and supported with data showing skill acquisition.

### ***Student Assessments***

The EdisonLearning Turnaround Partnership School Model strongly supports the use of data to drive instruction and decision-making within schools and across districts. This focus includes EdisonLearning's renowned Benchmark Assessment System and delivers expertise in effectively using assessment data to drive achievement.

Benchmark Assessments are electronic, interim assessments given to students in the academic disciplines of reading and mathematics. Benchmark Assessments are derived from comprehensive research aligning their content with the Virginia state standards for grades 2-8 as well as standards from the American College Test (ACT) for grades 9-11. Each monthly assessment is designed to be administered within a single class period. Tests are automatically scored and results are instantly accessible by teachers and students. The variety of reports provides a powerful and immediate assessment of class and individual student strengths and weaknesses.

EdisonLearning's primary motivation for conducting assessments is to help in performing interventions. Our assessments are purposely designed to enable teachers and school leaders to intervene, as necessary, in the normal planned course of instruction. For this reason, we conduct our assessments on a monthly basis. Experience shows that this frequency enables teachers to effectively and efficiently assess, analyze, intervene, reflect and adjust interventions.

In general there are certain ways that the Benchmark Assessment System can link directly to interventions:

- Reports and embedded analytics for teachers
- Professional Development

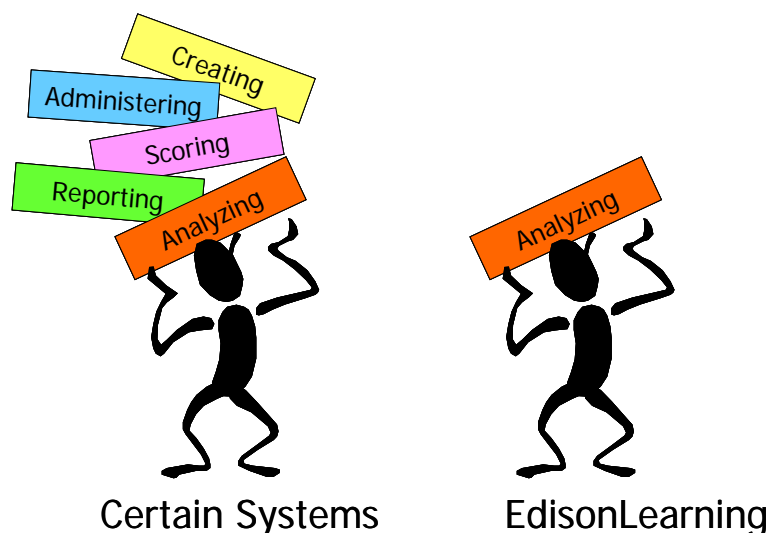
### **Reporting and Analytics**

EdisonLearning, responsible for instruction within hundreds of schools (in addition to being an achievement partner to districts), has unparalleled experience in developing pragmatic

tools for effective instruction and interventions. While we are formative assessment software developers, we are not simply software developers hoping our system has met some important district, school or teachers needs. We experience and know these needs firsthand. We also reflect in our system what we hear from supporting our district clients. Consequently, the Reports in our system are the best, most targeted, tools for selecting interventions—developed and improved upon over the years in direct response to the feedback we have received from teachers and schools.

A key step in the process of linking assessments to interventions is to efficiently analyze the data to determine proper interventions. Reflecting the reality of time being a scarce resource in the classroom, the following diagram represents a key design point of the Benchmark Assessment System. We've eliminated the tedious and potentially error-producing steps involved in other formative assessment systems. The value of the system

is in its direct path to formative assessment analysis and intervention.



In our experience, a key step between assessments and intervention is analysis. Some intervention steps are self-evident (meaning little to no “analysis” is required) through select reports within the system. Other interventions might require more sophisticated analysis and discussion of the data amongst teachers and school leaders.

As such, EdisonLearning has embedded tools in the Benchmark System’s reports that link raw student assessment to actionable interventions in the classroom that address particular areas of need. For instance, in the Benchmark Student Report by Student (**Appendix 3**), the circled questions indicate areas within the “Number Sense,” “Measurement,” and “Data Collection, Analysis, Probability and Statistics” strands where students need additional instruction, re-teaching or other interventions. In the next screen shot, you see that by rolling over the question, the teacher also receives information regarding the specific skill—in this case, Constructing, Organizing and Reading Date—that the question tested, providing further information that would drive classroom instruction.

In addition to these tools that are embedded in the Benchmark Systems reporting functions, EdisonLearning provides the Curriculum Companion Guides, which provide teachers with information relating to “Target Skills,” “Understanding the Skill,” and “Teaching the Skill” for a particular standard. EdisonLearning’s current product roadmap calls for complete integration of the Benchmark Assessment System and the Curriculum Companion Guides over the course of the next two years.

### Other Reports and Analytics

Above we described how tools embedded in the Benchmark System (along with Companion Guides) can be used for one type of analysis—in this case, a question/strand/skill analysis—to drive interventions at the classroom level.

Additional reports on the system enable other types of intervention actions to take place based on the particular needs that teachers or administrators want to address. For instance, if a teacher or administrator wants to identify students in particular who are struggling—as opposed to subject areas in which most students are struggling—they could use the “Low Student Scores” report (**Appendix 4**) that lists the students who score below a particular threshold on an assessment and may require individual intervention or tutoring. Although, in this sample, the threshold is set at 50%, this could be adjusted based on teacher and or administrator need. Similarly, a “High Student Score” report provides information on students who perform above a particular threshold and may require more challenging content in order to meet their potential.

The Benchmark System is also able to provide longitudinal data by grade and subject, which can inform administrators’ decisions regarding professional development or other interventions for students and/or teachers. Teachers and administrators can dive deeper into the longitudinal data getting down to the student level, or to the strand/skill level by class. These powerful tools ultimately enable teachers and administrators to determine effective interventions that address the particular needs identified by the System’s analysis.

The chart below describes the curriculum we choose when that option is presented or when we make recommendations based on the diagnostic findings that we require programmatic changes.

**2009-2010 Core and Supplemental Curricula**

<b>Subject Areas</b>	<b>Grade Level</b>	<b>Source</b>	<b>Curriculum Name</b>	<b>Core/Supplemental</b>	<b>Reason for Choosing</b>
Mathematics	K-5	McGraw Hill Companies	Everyday Mathematics	Core	Innovative, research-based program that builds mastery of basic skills and deep understanding of math concepts through a spiraled curriculum, manipulatives, and problem-solving.
Mathematics	6-12	Pearson Education	Prentice Hall	Core	A research-based program that provides sequence across the areas of mathematics learning environment, strategic problem solving, technology to enhance learning, use of math manipulatives for concrete understanding leading to transitions to

					advanced mathematics.
Mathematics	6-8	National Training Network	Algebraic Thinking	Core	Designed for students that are below grade level, this program works to prepare the students for entry into an algebra program
Mathematics	9-12	College Board	Springboard Math	Core	To increase rigor for students that are on or above grade level and to prepare the students for entry into college.
English/Language Arts	K-5/6	Houghton Mifflin-Harcourt	StoryTown (K-5/6)	Core	Comprehensive reading-language arts program with strong record of success in supporting acquisition of literacy skills, development of phonics, and a rich and culturally diverse anthology of authentic literature.
English/Language Arts	Used in K-5/6 using the SFA reading program only; and in 6-8 schools using Choices in Literature.	Houghton-Mifflin	Write Source; Daily Oral Language	Core	Writing: Focuses on writing as a complete process across a wide range of genres, supports differentiation in learning grammar, spelling and writing mechanics and does so via authentic writing experiences. Oral Lang: effective program for additional practice in editing and revising sentences for spelling, grammar and mechanics.
English/Language Arts	K-12	Sopris West/Cambium Learning	Step Up to Writing	Supplemental	A supplemental writing program that help students organize and proficiently write narrative, personal narrative, and expository pieces; actively engage in

					reading materials for improved comprehension; and demonstrate competent study skills.
English/Language Arts	K-12	Houghton Mifflin-Harcourt	Elements of Literature and Elements of Language	Core	A comprehensive, research-based literature and language program that combines explicit comprehension strategy instruction; an exceptional selection of classic and contemporary literature; instruction in grammar, vocabulary, and spelling; as well as how to write different genre using the writing process.
English/Language Arts	6-12	College Board	Spring Board English	Core	To increase rigor for students that are on or above grade level and to prepare the students for entry into college.
Reading Intervention	K-6	Scientific Learning	Fast ForWord	Supplemental	Fast ForWord is a supplemental Tier 2 and Tier 3 intervention program that is provided to students in addition to the core reading curriculum. The program develops brain processing efficiency through intensive, adaptive, computer-assisted exercises.
Reading Intervention	K-5 6-8	Scholastic, Inc.	Read 180	Supplemental	An innovative, research-based reading intervention program that directly addresses students' individual needs through adaptive and instructional software, high-interest literature, and direct instruction in specific reading

					skills.
Reading Intervention	K-3(5)	Wilson Language Training	Fundations	Supplemental	A phonological/phonemic awareness, phonics and spelling program specifically designed for K-3 students. This supplemental reading program provides research-validated strategies provide explicit and direct teaching of the phonology strand, while teachers use the core program is used to expose students to literature and provide instruction in comprehension strategies.
Reading Intervention	K-6	Sopris West/ Cambium Learning	LANGUAGE!	Supplemental or can be substituted for Core	LANGUAGE!® The Comprehensive Literacy Curriculum increases the performance of students who are reading two or more years below grade level. Providing an integrated approach to literacy instruction, LANGUAGE! accelerates learning so students can access grade-level content. Designed specifically for struggling learners—English language learners (ELLs) and students in special education or general education—LANGUAGE! leads to improved reading comprehension and written expression.
Science	K-5	Delta Education	DSM & FOSS	Core	Hands-on science kits correlated to state-

			Science Unit Kits		specific content needs. Allows flexibility in meeting varying state requirements with research supported instructional units.
Science	6-12	Pearson Education	Prentice Hall Explorer Series	Core	Includes a wide range of experiences in research and experimentation to provide appropriate science content knowledge and motivate students toward higher level science courses. The program includes hands-on activities, traditional lab work and computer simulation to meet the needs of all types of student learners.
Social Science	K-5 Social Studies Alive 6-8 History Alive 6-12 Holt World History	Teacher's Curriculum Institute; Houghton Mifflin Harcourt	Social Studies Alive and History Alive; Holt World History	Core	Innovative program that uses "considerate texts" to ensure access and interest to all students; clearly organized and well-written to grade level skills. Holt World History encourages students to investigate history through the analysis of documents, forensic science, and artifacts; these investigations encourage students to make connections between the past and present.
Character Education	K-12	Heartwood Institute	Heartwood	Core	Culturally diverse cross-genre stories to support discussion of universal ethical values. Schools expand on the Heartwood units by using library resources

					as suggested in the EdisonLearning Core Values Bibliography.
Art	K-12	Davis Publications	Adventures in Art	Core	Leading program in field with a culturally and aesthetically diverse range of works, a strong cross-curricular strand, and applications to hands-on art activities.
Music	K-12	Pearson Education	Making Music	Core	Renowned K-12 music program with supportive resources, strong music appreciation and content and skills focus.
Health / Phys. Ed.	K-12	Pearson Education	Dynamic Physical Education	Core	Focus on personal discipline, wellness, and personal fitness; combines theoretical framework and hands-on activities to provide an environment where children of all skill levels can have an equal opportunity to develop individual skills.

**III.A.7. Secure parental commitment and involvement through school choice.**

**III.A.9. Work with the school division to expand community support to garner human resources needed for reform.**

Through its years of experience managing schools in communities throughout the United States and abroad, EdisonLearning has built up an array of parent and community partnership tools. In our partnerships around the country, EdisonLearning works to leverage community relationships and academic successes to create partnerships with community members, city organizations, and state agencies. (For example, EdisonLearning has a national partnership with The 100 Black Men of America to develop partnership schools and provide mentoring services in those schools.)

Every effort will be made to assist in developing a school culture in which parents are expected to be physically present in the school not just for conferences, but also for important academic and social events. The partnership school will invite and support active participation from as many parents as possible, and will develop specific family events for this purpose. Parent orientation workshops will be held with a wide range of volunteer opportunities presented to parents. Volunteer opportunities gathered from a broad range of constituents will be offered as ways for parents to participate in the school community. Working with the partnership school and existing strategies, EdisonLearning will guide coordination of current parent and community

resources with potential new strategies that will positively impact achievement and school culture. For example, the Parent Advisory Committee (PAC) may be in existence, but not leveraged to create a Board of Friends (BOF). As a partner, EdisonLearning would provide implementation guidance to provide advocacy support for the school, outreach support for obtaining mentoring, coaching, tutoring resources and service opportunities.

The following list represents tools utilized in various EdisonLearning relationships and would be presented as options to the Turnaround Partnership School.

- **Identification of a Community Liaison:** The community liaison would represent the partnership school in a grass roots manner. The purpose of the community liaison position is to help identify community leaders, form relationships with local neighborhood associations, and assess community needs and strengths.
- **Family & Student Support Team (FASST):** The FASST team includes parents and is designed to find solutions to problem situations. FASST is an intervention process to address barriers to learning, whether those barriers are academic, social/emotional, behavioral and/or environmental. FASST creates solutions for individual students by coordinating efforts between the school, the family, and social service agencies when appropriate. The FASST process begins with teachers collaborating with parents/guardians as soon as a concern has been identified. Additional FASST steps identify resources and interventions outside of the classroom to assist the student. These resources could include school-based intervention, more support for parent/guardian involvement, and services available in the community. FASST is preventative, proactive and solution focused.
- **Parent Workshops:** Parent workshops not only provide important information, but give families a chance to exchange ideas. Schools can survey surrounding parent communities to find out what types of workshops are needed or would be well received. Parent workshops/activities should help families strengthen parenting skills, and understand their child's development from early childhood into adolescence. They also allow the school to better understand the home environment and the families' goals for their children. Parents who cannot come to the school can instead receive information via videos, tape recordings, phone calls, or other print communications.
- **Home Visits:** School staffers can make home visits that are positive and respectful, scheduling them via an appointment whenever possible.
- **Student Handbooks:** Schools may provide student handbooks to parents to help them become familiar with the school's policies and procedures. If a school doesn't have a handbook, EdisonLearning has models that can be used to create them and resources to review them for appropriateness. Newsletters and Websites: Newsletters and websites keep parents informed of current and upcoming events. They may include parent questionnaires or respond and reply sections. Newsletters are accessible (in format, language, and terminology) to the parents each school serves.
- **Parent Advisory Council (PAC):** A school principal can convene a PAC that meets regularly to discuss school issues and hear families' concerns and suggestions. A PAC is an opportunity for parents to become informed about and engaged in school-wide activities, and to develop strategies for continuous improvement. Each school selects a representative PAC and informs all parents of the role, purpose and activities of the PAC. The PAC meets regularly to provide assistance as needed to support school-wide goals, communicate the concerns and ideas of families and contribute to policy decisions. The PAC is not a fundraising or social organizing group. PAC leaders and members represent the school locally, statewide, and nationally. The PAC provides

ideas, suggestions, and recommendations to support improvement in the school, including strategies for improving parent school relationships

- **PTA/PTO:** The PTA/PTO complements what the PAC is doing by helping organize and run social parent-school events and parenting workshops; hosting baby-sitting for school events; and coordinating SLC conferences, uniform exchange and fundraising.
- **Board of Friends (BOF):** A BOF is a school's community advocate and provides input from individuals who are keenly interested in helping to integrate an innovative school into the life of the community. Each BOF should be composed of a range of community leaders and others, including business people, leaders in the arts, public officials, representatives from local associations or groups, and others. The BOF is informed by the principal or other designated persons about all matters that impact the school's role and function as an educational community. The BOF assumes an active role as advocate, ombudsman, advisor, and troubleshooter on matters of public significance. The BOF reviews school goals, sets a long-term agenda, and promotes the school's public image locally and nationally.

In addition to establishing strong family-school partnerships, the school would seek to reach out to external local and national organizations. As previously stated, a focused effort to engage a local unit of The 100 Black Men of America would be made. Other examples of potential organizations might include local universities, neighborhood associations, local businesses, Boys and Girls Club, YMCA, and Junior Achievement. Including a wide variety of partnerships would allow the school to complement the learning activities during the day with academic and extra-curricular programs after school and on weekends.

### **III.A.8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.**

EdisonLearning aims to create a supportive school environment where family involvement is a vital part of the learning process and will establish a philosophy of true partnership between school and family that leads to greater student achievement. Therefore, we envision an active role for parents in the governance and administration of the school to ensure that we not only meet the needs of the students, but also obtain feedback from parents on a regular basis on ways to strengthen the family-school partnership.

The Turnaround Partnership School model puts a premium on family and community and includes this research in the rigorous, fact-based Diagnostic. The first step is determining the current school strengths of communication with families for individual student reports, school events, attendance at reporting conferences and parent organizations, and the degree the school has a presence in the community. With the model's emphasis on the importance of family and community support, samples of multiple channels of communication have been developed as examples to create systems for each school. One example of such is an EdisonLearning school in Colorado that uses a high-quality parent back-to-school brochure containing the current school theme, and A-Z information for the upcoming school year. This school excels in getting high attendance at its innovative parent events throughout the year. Its staff's methods for overcoming obstacles to achieving high levels of family attendance are shared with on-site Turnaround Achievement Teams in other district/schools to assist in determining the best means for multiple communications for that area.

Turnaround Partnership Schools will have access to EdisonLearning's Parent and Community Engagement Resource Kit, which contains multiple school-proven, research-based methods for

engaging parents in student learning. This information has been presented and well received at national educational conferences, and the on-site Turnaround Achievement Team will provide district/school with these effective methods. The on-site Turnaround Achievement Team also assists the school in creating plans to provide all families with information about state and district assessments. Using multiple proven techniques from partner schools allows the team both practical and innovative ideas for sharing this important information in a manner that families can not only understand, but use and embrace.

In the beginning, it will be important to assess the satisfaction level of parents. This will be done in two ways. First, through the formal Diagnostic process and then through a more focused survey once the Diagnostic data is collected and analyzed. Additionally, EdisonLearning employs a leading national firm, Harris Interactive, to conduct annual surveys of its parents and students regarding their satisfaction with various aspects of the school's operations. This comprehensive survey—topics include school atmosphere, facilities and equipment, communication, and curriculum and instruction—provides substantive data to confirm that the Partnership School is successfully serving its customers (parents and students) and helping to identify areas for improvement. Satisfaction on this survey is rated on a scale of A to F. Specific areas covered in this survey include:

- School Atmosphere
- Equipment and Facilities
- School Bus
- Computer Technology
- Quality of Teaching
- Other Teachers/Staff
- Administration
- Curriculum/Training
- Involvement in Decision Making/Communications
- Students
- Parental Support
- Career
- Budget/The Budget Process
- Other Attitudes and Behaviors

### **III.A.10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.**

#### ***Principal Evaluation***

Turnaround Partnership School principals will be supported and evaluated using EdisonLearning's Performance Management System for principals. The Performance Management System is designed to support principals as they execute the five leadership roles of Instructional Leader, Organizational Leader, Culture Builder, Site Manager and Edison Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.

Performance management is an ongoing, reflective process that uses various tools and strategies to support principal growth and success. The process begins before the start of each school year with a review of the previous year's performance results, including the extent to which achievement and professional goals were reached, self-reflection, the results from the VPES and Principal performance assessment using the EdisonLearning Leadership Rubric, and

the results from a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. From these findings, performance and professional growth goals for the coming year are set, and strategies to achieve these are identified and captured.

Throughout the year the principal is actively involved in ongoing professional development, peer group activities and action research activities that are aligned with his/her performance and professional growth goals. This may include attending conferences such as the EdisonLearning Leadership Development Academy, participating in webinars, or receiving on-site training from the VPES or curriculum specialist. Every other month, the principal meets with the VPES to review progress being made towards goal achievement. Both the principal and VPES complete the Bi-monthly Leadership Review form (see **Appendix 5** for this and other Leadership Evaluation Tools) and discuss their results. Discussion also focuses on what the principal has done since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal's success. If necessary the goals are adjusted at the time of the January bi-monthly review.

Towards the end of the academic year, the summative review between the VPES and principal takes place. This formal review, completed by the VPES, provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out, and becomes the basis for the next year's goal setting, assuming the principal is returning to the position.

Please refer to **Appendix 5** for an example of the principal performance goals and principal development goal templates which are part of our evaluation process, but could be adjusted to meet specific district needs as well as the bi-monthly review form which provides a structured way of using the leadership rubric on an every-other-month basis to look at principal development.

### ***Teacher Evaluation***

The teacher evaluation process is completed annually for all instructional staff within the school building. The process begins in the fall, when teachers complete the EdisonLearning Goal Setting and Evaluation form. This form asks each teacher to work with their team members as well as the principal to identify specific goals in each of five critical areas:

1. Curriculum, Instruction and Assessment
2. Learning Environment
3. Family Partnership
4. Technology
5. Student Achievement

Goals are set by the end of the first month of school (but no later than October). Teachers are responsible for tracking their progress against goals, creating a portfolio of evidence of their success in working toward goal achievement. In addition, during the course of the school year, the principal will conduct several classroom observations. The exact number will be dependent upon the teacher – newer teachers, or those with support needs are likely to have more observations than experienced or master teachers. The principal will complete the Teacher Performance Appraisal Classroom Observation form, and will have a meeting with the teacher after the observation to discuss what was observed, provide feedback and revise the teachers goals and professional development plan if necessary.

In April, the teacher will complete the self-evaluation section of the Goal Setting & Evaluation Form, submitting the completed document along with evidence of successful completion of the goals. The principal will use the data from the observations, the Teacher's Goal Setting and Self-Assessment portfolio, as well as data related to the teacher's academic success, attitude and teamwork, to make a final evaluation for that teacher. Based on the evaluation results, the teacher may be asked to return for another school year, or identified as a non-renewing teacher.

**III.A.11. Develop constructive relationships with existing school personnel.**

EdisonLearning believes that teachers and other school personnel are most effective when they feel connected, competent and contributing. Therefore, we have the capacity to implement programs early in the turnaround effort to address these needs.

A sense of connectedness is created through establishment of site, regional and national teams and networks. EdisonLearning has the ability to bring together teachers and school leaders in conferences and networks that not only provide valuable professional development but also create a sense of cohesiveness and collegiality. The result is that school personnel feel connected to each other, to their school and community and to the larger network focus on school turnaround.

In all of our models, competency is addressed through EdisonLearning's rigorous and effective professional development programs. Teachers need to feel prepared and knowledgeable. There is increasing evidence that teacher effectiveness is the single most powerful determinant of student achievement. EdisonLearning helps develop great teachers, building skills in classroom management, student support, curriculum, and instruction. Specific areas for professional growth are targeted using tools that allow teachers to self reflect and school leaders to observe and assess teacher performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet the goals of the program. If appropriate, a Partnership School Achievement Team provides hands-on support throughout the school year to continuously develop teachers and to foster skills and attitudes that will provide benefits over the long term

Teachers have different strengths and weaknesses, which is why EdisonLearning offers teachers a personalized training and support program that meets their individual needs. For example, we have the capacity to provide an on-site Achievement Team consisting of general achievement and curriculum and instruction specialists to work with school leaders to develop personal growth plans for teachers based on EdisonLearning's research-based frameworks for highly effective teaching. This Team can then provide focused coaching and mentoring for teachers that targets their identified growth areas. Through this model, teachers will be given the training and resources they need to become masters of instruction, ensuring that gains made during the relationship continue long after it comes to an end.

Finally, we can help school personnel to feel that they are contributing by giving each of them a specific role in improving student achievement. In our full school design model, for example, teachers and other instructional staff are organized into small functional groups know as Houses that serve a small group of students. These house teams meet together for daily professional development and planning. In order for the House to be successful, each team member must contribute to its function and success.

**III.A.12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.**

**III.A.13. Require commitment from parents to allow for additional time for instruction (such as after school support).**

EdisonLearning brings expertise in various scheduling and school design models that can either guide and enhance an existing school design or create a completely new model depending on the needs of the Turnaround Partnership School.

An essential feature of EdisonLearning's school design is a schedule model that supports the academic, operational, and professional development imperatives of the design. By offering a longer school day, professional collaboration, options for remediation and acceleration, and increased instructional time in the core areas become a reality.

One example of an extended schedule would be to offer an eight-hour school day. The eight-hour day allows for two special subjects daily for students and ensures one daily team professional development period and one personal planning period for each teacher. The longer school day creates increased flexibility for the core content areas at every grade level. Examples of this could include a Reading period of 90 minutes for students in K-5 with an additional 45 minutes of daily writing-language arts. English-Language Arts could be held for a combined 90 minutes a day in grades 6 to 12. Math could be implemented daily for 60 minutes in the K-5 grades, 45 minutes daily for Grades 6 to 12, or a 90-minute block schedule with Science in Grades 9 to 12. As a Turnaround partner in various states, EdisonLearning brings expertise in various scheduling models to guide and enhance current school design or create a completely new model depending on the needs of the Turnaround Partnership School.

In addition to scheduling guidance, EdisonLearning offers an organizational model which creates smaller learning communities. Academies (clusters of grades) and Houses (teams of teachers) linked to particular groups of students create a small school environment within the larger school. In our baseline model, K-2 would be a Primary Academy, 3-5 Elementary Academy, 6-8 Junior Academy, and 9-12 Senior and Collegiate Academy. Logical variations based on school configuration could be created. Academies are then organized into houses of cross-grade teams of 4 to 6 teachers with a lead teacher for each House. Each House team shares common responsibility for a cohort of students. This provides a three-year experience where students are supported academically and socially by teachers and peers who know them and their families, and who are fully invested in their success.

We will work with the schools to educate parents on the value of this longer school day. Through our Supplemental Education Services (SES) business, we have developed capacity to market longer school days and after school support programs directly to parents. We will leverage these tools to obtain commitments from parents to support the longer day.

In addition, depending on the configuration of the partnership agreement and needs of the school, EdisonLearning may offer Learning Force, its proven, effective academic tutoring program that can be run as an extended day solution.

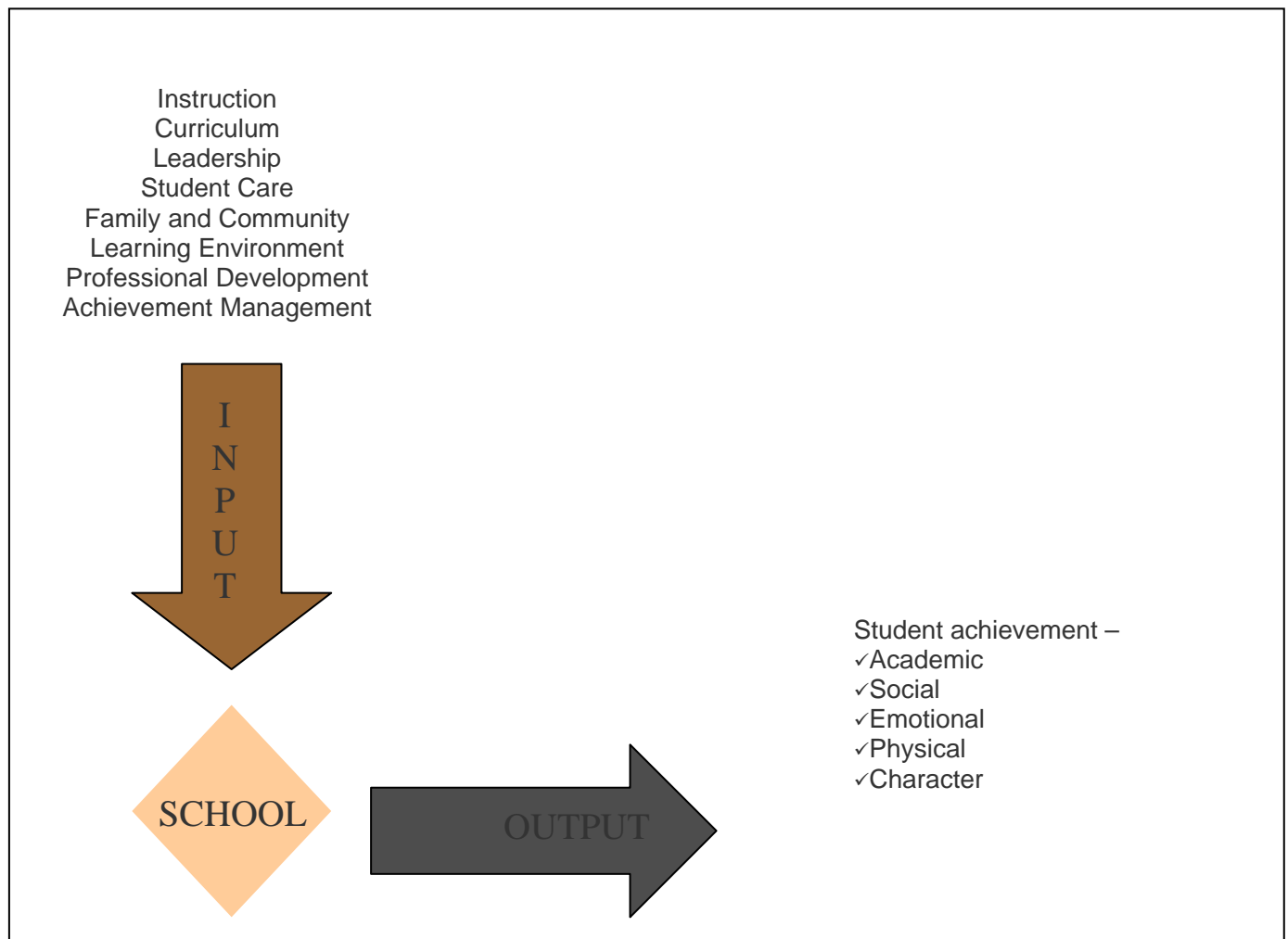
Learning Force combines a strong research-based curriculum with professional development, sophisticated assessment, reporting, and comprehensive support. Learning Force supplies all of the teaching materials and support schools need, with fully developed, scripted, and timed lesson plans, including summaries and overviews of each lesson. In keeping with EdisonLearning's emphasis on individualized learning, it has flexibility built in to let teachers give those who require it extra practice and tailor the way the material is presented to meet the learning needs of every student.

**III.A.14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.**

As stated in our response to Statement of Need Item 4 above, EdisonLearning has considerable experience negotiating with collective bargaining units to obtain changes in working conditions to allow for longer school days. The additional time is dedicated for additional instruction and professional development. We can provide examples of amendments and waivers to collective bargaining agreements that we have negotiated for this purpose.

**III.A.16. Recommend which existing programs are to be continued and which programs are to be eliminated.**

EdisonLearning’s school diagnostic process will identify the relative value of existing programs. Each Diagnostic will include a report of findings and recommendations that will include a list of current programs that should be continued, modified or eliminated. These determinations will be based upon our evaluation of the level of contribution that each program makes to the improvement of student achievement in the school. This process is illustrated below:



**III.A.18. Organize programming to engage students’ sense of adventure, camaraderie, and competition.**

EdisonLearning's student to teacher ratios have historically been lower than the national average, thus creating effective school learning environments, strong school communities and enhanced camaraderie amongst the school population. The following Guiding Principles and bulleted points come directly from EdisonLearning's High School Learning Environment Handbook

**Climate:** There is a focus on culture and context for learning, in addition to the quality of curriculum and instruction.

- There is a single school culture, with shared norms, beliefs, values and goals, which results in processes and procedures that produce consistency in adult and student practices in climate, behavior, and achievement.
- The learning environment is structured in a way that allows for active learning, participation, and growing independence, while maintaining safety and personal responsibility.
- Academic learning and character development are seen as a common endeavor, not separate.
- Students feel safe and supported in order to take risks and immerse themselves in learning opportunities.
- Students are supported by a positive incentive system that motivates and encourages both academic and personal growth and focuses on rights and responsibilities.
- The goal of redirection of student behavior and discipline is to change behavior, promote personal growth and responsibility among students.
- The high school is a community of learners, guided by a set of core values, where students are challenged to grow academically and personally and are supported by teachers, administrators, support staff, parents, and community members. Values are lived and shared, not just talked about.
- Students and adults embrace being a part of the school community.
- Students are actively involved in the development of the codes and expectations that govern the school community and "buy into" them.

**Core Values:** There is a focus on each student's social and personal development as an instrumental part of their academic development.

- EdisonLearning's Core Values – Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity – are promoted and embraced.
- The Eight Core Values provide a clear reference point that encourages the formation of a positive learning culture and guides all that we all do. This is true for all members of the EdisonLearning community, including teachers, administrators, support staff, and students.
- Character education is embedded throughout the curriculum.
- Faculty and staff lead through example; by modeling the Core Values, they encourage the habits that promote civility and foster a positive learning environment.
- Students learn ethical behavior through experience, observing, and learning from the behavior of others.

**Engagement:** There is a focus on engaging high school students in both the process of learning and the process of school governance and reform.

- Students play a role in the democracy and discipline system of the school, allowing them to make decisions about their own behavior and to lead others in making positive decisions.

- Students have regular opportunities for voice, choice and contribution.

**Instruction and Curriculum:** There is a focus on teaching and instructional approaches that emphasize challenge, relevance, contribution, engagement, and high expectations

- Standards for academic success are clear, rigorous, and measurable for all students, and enable all students to graduate from high school and be successful in college.
- There is an academic culture which requires students' best effort daily, expects all students to succeed, and supports their efforts to do so.
- Adults in the school recognize that students learn differently based on different learning styles, backgrounds and gender, and require a variety of learning opportunities that account for their differences.
- Students access challenging, relevant, and engaging learning experiences through a variety of instructional techniques, including active learning, inquiry-based teaching, and project-based learning approaches.
- College is an achievable goal for every student.

**Connections:** There is a focus on personalizing learning for high school students and connecting them to a wide variety of people, places, and learning opportunities.

- Each student is known, supported, and has his/her needs met.
- Students feel connected to learning opportunities and to other people (within the school, in the broader community, through networks, and role models); feel capable of learning and growing as students and as people; and contribute to the learning environment to benefit the whole.
- Adolescent-aged students are maturing into adulthood but are often unsure of what it is to behave and communicate as an adult. High school students benefit from the modeling of appropriate adult behavior, building positive relationships with adults, and opportunities that provide practice navigating the adult world.

### **III.A.19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.**

High expectations for all learners and ensuring that all staff embraces the school's mission and vision are key components of any EdisonLearning school. Growth in student achievement is impossible to achieve without a supportive culture that is orderly and equitable for all students.

To accomplish this, the on-site Turnaround Achievement Team can collaborate with the school to provide all staff members extensive training in leadership techniques that will establish an orderly environment conducive to learning. School leadership can be supported with thoughtful and careful planning prior to school opening with a practical Student Management Plan. Depending on a school's needs, the Student Management Plan may consist of an innovative Code of Conduct, positive behavioral expectations, and a discipline code coupled with a positive incentive system.

According to Andrea M. Cohn:

- Research conducted over the past 15 years has shown that a Positive Behavior Support model is effective in promoting positive behavior in students and schools. Use of PBS as a strategy to maintain appropriate social behavior will make schools safer. Safer schools are more effective learning environments.
- Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance.
- Schools that employ system-wide interventions for problem behavior prevention indicate

reductions in office discipline referrals of 20-60%.

- Appropriately implemented PBS can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities.
- A review of research on the effectiveness of Positive Behavior Support models showed that there was over a 90% reduction in problem behavior in over half of the studies; the problem behavior stopped completely in over 26% of the studies.

Experience has shown that the EdisonLearning Student Management Plan has the greatest impact when implemented and consistently supported by all staff every day. Schools that opt to utilize this Student Management Plan receive resources including training and on-site support to put in place a culture of high expectations and engagement that offers students an equitable and nurturing environment in which they can learn. The EdisonLearning Student Management Handbook provides schools with the recommended tools, templates and best practices to put in place a student management plan that addresses discipline procedures.

EdisonLearning focuses on creating safe schools that are conducive to learning. The learning environment will align to any district code of conduct or discipline policy as well as the state's expectations. It will also adhere to school-wide and classroom routines and procedures that are grounded in respect and EdisonLearning's Core Value construct (wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity) This will engender a school community where students feel safe, respected and capable of meeting high expectations both academically and behaviorally.

EdisonLearning strongly encourages the use of the SARA model for addressing chronic and repeat problems arising inside the school or in the immediate vicinity of the school. The SARA Model for neighborhood problem solving was developed for the police in experiments undertaken in the late 1980's in Newport News, VA. It has since been found useful in school settings too. The U.S. Department of Justice has recognized it as an effective and proven tool to eliminate and/or greatly reduce chronic repeat problems.

The Four Steps in the SARA Model of Problem Solving:

- Scanning—identifying and selecting a problem (e.g., bullying)
- Analysis—examining what is causing or permitting the problem (e.g., the bullies' insecurity, lack of reporting by victims, parental tolerance or helplessness)—and identifying resources for help with solving the problem
- Response—designing and implementing a solution to the problem based on analysis (e.g., providing school-wide education regarding bullying, counseling students who bully, working with the parents of bullies)
- Assessment—evaluating whether the response reduced the severity of the problem

School and Community Problem Solving is not a specific program; rather it is a proactive, decentralized strategy designed to:

1. reduce incidents,
2. maintain order and
3. raise the level of safety and personal empowerment

We do this by involving school and community partners in strategies to achieve the above safety and climate goals.

The focus is on developing partnerships and cooperative solutions to enhance school climate and safety through the use of the 4-step SARA problem-solving model.

**Scanning:**

- If we can focus our problem-solving efforts on things that happen more than once, we are likely to have a substantial impact on them.
- Rely on multiple sources to identify the problems: historical data, parent/student surveys, community forums, city information/data, school information/data, hot spot data, conversations with staff, etc.

Objectives of scanning are to:

- Define a basic problem
- Identify an inclusive list of stakeholders for the selected problem
- Determine the nature of that problem
- Determine the scope of seriousness of the problem
- Establish baseline measures

**Analysis:**

Analysis is the heart of the problem-solving process. Problems should be analyzed thoroughly so that solutions are specifically tailored to them. Analysis includes information from many sources, including the people affected by the problem. Analysis should include both quantitative and qualitative data/information.

Analysis must be conducted before devising strategies to mitigate the problem. Find out as much as possible about any victims, offenders, and/or locations, hour, day involved in the problem, in order to develop an understanding of what is causing the problem [NOTE: we are looking for underlying conditions, not root causes]. It is possible to change and/or alter underlying conditions. It is extremely difficult to change and/or alter root causes.

Objectives of analysis are to:

- Develop an understanding of the dynamics of the problem
- Develop an understanding of the limits of current responses
- Establish correlation
- Develop an understanding of cause and effect

**Response:**

To produce long-term effectiveness, our climate and safety solutions must have a two fold impact. Response includes: a) Mitigation/prevention b) Preparedness.

Creativity is encouraged; cookie-cutter/off-the-shelf solutions are rarely effective. Consider a wide range of tactics. Response:

Involves the development and implementation of strategies to address an identified school or neighborhood problem.

Is accomplished by searching for strategic responses that are both broad and uninhibited.

The response should follow logically from the knowledge learned during the analysis and it should be tailored to the specific problem.

The goals of the response can range from:

- Totally eliminating the problem
- Substantially reducing the problem
- Reducing the amount of harm caused by the problem
- Improving the quality of community cohesion
- Simple displacement if we can't eliminate and/or reduce it (last resort)

Types of activities undertaken in the response phase include:

- Brainstorming for new interventions
- Searching for what other communities with similar problems have done
- Choosing among the alternative interventions
- Outlining a response plan and identifying responsible parties
- Stating the specific objectives for the response plan
- Carrying out the planned activities

**Assessment:**

The final step of the SARA model calls for the review of attempts/efforts to deal with a problem(s) and evaluate how successful they have been. An assessment that concludes that a problem has been dealt with successfully does not always mean that it has been eliminated. There are many different types of success. For example:

- The problem and its impact remain the same but the volume of effort to respond to it may be reduced.
- The harm to the school and/or community may be reduced even though the number of incidents remains the same.
- The number of problem incidents may be reduced.
- The problem may be entirely eliminated.

Assessment attempts to determine if the response strategies were successful. This information not only assists the current effort but also gathers data to build knowledge for the future. Strategies and programs can be assessed for process, outcomes or both. If the responses implemented are not effective then the information gathered during the analysis stage should be reviewed. New information may need to be collected before new solutions can be developed and tested.

The Assessment phase includes:

- Determining whether the plan was implemented (a process evaluation)
- Collecting pre and post response qualitative and quantitative data
- Determining whether broad goals and specific objectives were attained
- Identifying any new strategies needed to augment the original plan
- Conducting ongoing assessment to ensure continued effectiveness

**NOTE:** EdisonLearning strongly encourages the use of the SARA Model for addressing school safety/security problems of a repeat nature. The U.S. Department of Justice, Office of

Community Oriented Policing Services (COPS Office) offers free software created by Abt Associates that can help school officials perform sophisticated problem solving as outlined herein. The software, called *School COP* can be downloaded for free at:  
<http://www.SchoolCOPSoftware.com>

In addition, there is a very useful manual that accompanies the software titled "Guide to Using **School COP** to Address Student Discipline and Crime Problems." This booklet can be downloaded at: [http://www.schoolcopsoftware.com/Schoolcop\\_guide.pdf](http://www.schoolcopsoftware.com/Schoolcop_guide.pdf)

Last, a very informative training video on how to use the *School COP* software is available at: <http://www.schoolcopsoftware.com/COPS-3.html>

### **III.A.20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).**

EdisonLearning has experience identifying supporting partners through our own implementation and operation of independent charter schools over the last 20 years. As a Turnaround school partner we will work with local leadership teams to identify, recommend and select the most appropriate supporting partners for each school's identified needs.

EdisonLearning's Comprehensive Student Support (CSS) is the model for allocating resources to meet the academic and behavioral needs of all students. The school's Comprehensive Support Team (CST) meets regularly to monitor academic and behavioral data and to determine the level of support required for each student.

Comprehensive Student Support creates solutions for students by coordinating efforts between school, family, and community agencies, when appropriate. The CSS process usually begins with teachers collaborating with parents/guardians as soon as a concern has been identified. The process becomes broader and more formalized after these initial interventions have been implemented but determined unsuccessful. The CST continues to meet and identify additional resources and interventions to support the academic and/or social/emotional functioning of the student.

The CST is comprised of a student support manager, school administration, special education coordinator, classroom teacher, and other service providers per their level of involvement at the school (e.g., school psychologist, school nurse, math and literacy coaches, etc.). Community support agencies such as social services and community mental health may be invited to act as supporting partners when deemed appropriate and necessary by the CST.

### **III.A.21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).**

The Standards of Learning for Virginia Public Schools describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

These standards represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn.

In the four core areas of English, mathematics, science, and history/social science, a curriculum framework also is provided that details the specific knowledge and skills students must possess to meet the standards for these subjects.

The approved Standards of Learning

(<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>) currently in effect for Virginia Public Schools will be utilized and aligned with EdisonLearning's programs for student success to include companion guides and world class benchmark system.

**III.A.22. Identify and recommend outside resources needed in the reform effort.**

A critical part of any school reform effort is the inclusion of school partnerships with parent and community based organizations. Through its 17 years of experience managing schools in communities throughout the United States and abroad, EdisonLearning has built up an array of parent and community partnership tools. In our other partnerships around the country, EdisonLearning works to leverage community relationships and academic successes to create partnerships with community members, city organizations, and state agencies. EdisonLearning has formed a national partnership with The 100 Black Men of America, one of the nation's premier mentoring organizations. While this organization may not have a presence in every community in which a turnaround partnership relationship may exist, we would look to engage their mentoring program in every community in which they work. In addition to The 100 Black Men of America Partnership, other examples of potential outside resources might include local universities, neighborhood associations, local businesses, Boys and Girls Club, YMCA, and Junior Achievement.

**III.A.23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.**

The primary focus of EdisonLearning's budget development for an identified turnaround school will be creating a budget that drives achievement success through funding maximization while efficiently aligning the appropriate staffing and educational model for each school.

When developing a budget, EdisonLearning evaluates a wide range of driving factors, including past achievement, demographic information, attendance rates, enrollment, free and reduced lunch percentages, Individualized Education Program (IEP) participation, staffing ratios and more. To be successful in any turnaround strategy, it will be vital to analyze the schools on an individual basis since each school's various characteristics will have a significant impact on the budget. It is imperative that each school is fully evaluated independently and that the appropriate school leaders are a part of the discussions as they will be instrumental in developing the best custom approach for each school.

From a funding and revenue standpoint, EdisonLearning will work with the turnaround schools to identify funding opportunities. A variety of funding sources will need to be considered, but specifically special education funding will be an area of focus. EdisonLearning will verify that all the students with special education needs have completed IEP paperwork. This will not only provide those students with the entire spectrum of special education services they need based on their IEPs, but also ensure that the school is receiving the maximum funding for these activities. Furthermore, EdisonLearning will recommend the special education program best suited for each school, in order to efficiently promote the turnaround in student performance. Additionally, based on the October 22<sup>nd</sup> "Review of the SOQ" document from the Virginia DOE web site, many of the identified turnaround schools are losing special education funding since

those students are being blended into the mainstream curriculum and classrooms. Even if there is an inclusion model, IEPs still need to reflect the needs these students may have outside of the mainstream classroom so that funding is available to fund additional reading and math specialists and other positions. This gap in special education funding needs to be addressed to ensure schools have the necessary resources to successfully turn the school around.

EdisonLearning will also verify the free and reduced lunch population at each school and ensure all the necessary paperwork has been completed. This is also an area where funding may not be maximized due to incomplete paperwork, lack of a structure to collect and track reduced lunch payments and unrecovered costs for additional staff that could be covered under Title funds if the population is properly identified.

The second piece of the turnaround that greatly impacts a school's financial viability is the balance between staffing numbers and the quality of education. A potential solution regarding this subject is for all turnaround schools to be more disciplined and stringent in adhering to the Standards of Quality (SOQ) guidelines, not only from a minimum standpoint, but a maximum as well. Staff members per 1,000 students, specifically, is an SOQ ratio that if abided by would significantly help to ensure a school is efficiently staffed and the quality of education is well in line with the appropriate benchmarks. As reported in the October 22<sup>nd</sup> "Review of the SOQ" document, currently many Virginia schools are operating at staffing levels above SOQ. This is not only true for the instructional staff, but also the support staff. Although it can be acceptable for individual schools to require additional staffing beyond the SOQ minimum, the current averages across the board have a deviation well above SOQ. This is an issue that needs to be addressed for all turnaround schools in order for there to be success from a budgetary and operational standpoint.

Starting with the above key drivers in the budget, EdisonLearning would then address items beyond those identified, such as additional grants, technological efficiencies, extracurricular activities, the appropriate curriculum, additional school staffing as needed, etc. After carefully considering all drivers and inputs, a budget will be produced by EdisonLearning and a recommendation on the next steps for the identified turnaround school will be provided.

**III.A.24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.**

EdisonLearning over the years has been able to successfully secure millions of dollars in federal, state and private grants funding on behalf of our Partnership Schools. Our efforts to obtain grant funding for our Partnership Schools is an essential value-add component that EdisonLearning brings to its partners, and which is capably coordinated by our EdisonLearning Grants Department. Our Grants Department has identified several potential grant sources such as, The Cameron Foundation, Gates Foundation and Federal Grants which are applicable for our proposed Turnaround Partnership with VDOE Turnaround Schools. We are already in contact with each of these organizations and will engage the application process upon successful selection as the Lead Turnaround Partner.

***IV.B.4. List at least three (3) references for which the same or similar services were provided to include contact name, address and phone number.***

Please feel free to contact any of the following EdisonLearning references for more detail regarding our Turnaround work:

**Philadelphia School District**

Tim Field, Deputy Superintendent for Partnership Schools  
215-400-6401  
440 North Broad Street, Philadelphia, PA 19130

**Hawai'i Department of Education (HIDOE)**

(1) Sharon Nakagawa, Special Program, Management Specialist (Restructuring)  
808-391-1380  
(2) Elaine Takenaka, OCISS Consultant (Former State Title I Coordinator)  
808-391-1380  
475 22nd Avenue, Honolulu, HI 96816

**Clark County (NV) School District**

Dr. Eva White, Academic Manager, Area 3  
702-799-2660  
4760 W. Desert Inn Rd, Las Vegas NV 89102

## **APPENDIX 1: STAFF RESUMES**

## **SKILLS & EXPERIENCES**

### **STRATEGIC LEADERSHIP**

- Lead enterprise-wide strategic planning for major educational institutions with focus on improving student achievement
- Lead product development of achievement management systems
- Coordinate communication with Boards and executive committees
- Assess organizational performance and develop response strategies to underperformance
- Communicate technical and non-technical information to all levels of enterprise

### **FISCAL/OPERATIONAL MANAGEMENT**

- Manage departmental budgets and operations with on-time, under-budget delivery
- Lead projects budgeted at more than \$100 million
- Perform cost/benefit analyses of complex alternatives

### **TEAM MANAGEMENT**

- Lead diverse team of professionals including project managers, teachers, trainers and specialists
- Coordinate work with partners including clients, vendors, implementation specialists and governmental organizations
- Lead technical teams in development of educational applications and supporting hardware systems

### **PROFESSIONAL DEVELOPMENT/TRAINING**

- Develop and manage professional development and training programs for school leaders and practitioners
- Design instructional content for professional development services

### **NATIONALLY RECOGNIZED WRITER/PRESENTER**

- Author numerous articles for national periodicals on data driven decision making and educational technology
- Frequently present at national conferences

## **EMPLOYMENT**

June 2000  
to present

**VICE PRESIDENT & REGIONAL GENERAL MANAGER, EdisonLearning, Inc.** Provide strategic leadership and operational management for international educational management firm. Currently manage EdisonLearning's partnerships in Pennsylvania including that with the School District of Philadelphia, EdisonLearning's largest district partnership. Previously managed achievement services in Washington, D.C., Chester, PA, and Philadelphia, PA. Directed development of achievement systems and consulting practice for fast-growing venture in the United Kingdom.

August 1996  
to May 2000

**DIRECTOR OF TECHNOLOGY, White Plains City School District, New York.** Provided technology leadership for largest school district in Westchester County, New York. Managed all aspects of nationally recognized \$10 million technology initiative. Obtained state and federal grants of more than \$500,000.

January 1994  
to Sept 2001

**ADJUNCT INSTRUCTOR, Columbia University Teachers College, New York.** Taught graduate courses and workshops on strategic leadership and operational management of technology in educational institutions.

July 1987  
to June 1996

**TEACHER/TECHNOLOGY COORDINATOR, Various locations.** Beacon School, New York; Richard Green High School, New York; Banjul American Embassy School, The Gambia, West Africa; Belmopan Comprehensive School, Belize, Central America

## **EDUCATION**

October 1992

**M.A., Education, Columbia University Teachers College, New York:**  
-Extensive **writing** and **research** with emphasis on school reform and technology.

July 1987  
to present

Five years **international experience** and experiential training in **education:**  
-United Kingdom consulting on new business venture;  
-Belize, Central America, U.S. Peace Corps;  
-The Gambia, West Africa.

May 1987

**B.A., Physics, Grinnell College, Grinnell, Iowa.**

**PUBLICATIONS**

*Teacher Collaboration Systems*, Technology & Learning, November 2005  
*Data: Maximize Your Mining—Two-part Series*, Technology & Learning, April 2005 & June 2005  
*Before You Buy: Digital Projectors*, Technology & Learning, October 2004  
*Eight Buying Tips: Data Warehouses*, Technology & Learning, August 2004  
*Student Information Systems Demystified*, Technology & Learning, May 2004  
*Enough to Go Around? Budget and TCO Tool Kit*, Technology & Learning, April 2004  
*Buying an Assessment System: Five Considerations*, Technology & Learning, November 2003  
*Keeping the Grades*, Technology & Learning, October 2003  
*Tools for Data-Driven Decision Making*, Technology & Learning, June 2003  
*Digging for Data*, Technology & Learning, March 2003  
*Assessment on the Fly: Top 10 Smart Technologies for Schools*, Technology & Learning, November 2002  
*The Administrator's Guide to Data-Driven Decision Making*, Technology & Learning, June 2002  
*Networking Trends: Consolidating Your School Network*, Technology & Learning, March 2002  
*ASPs: One of Ten Emerging Technologies in Education*, Technology & Learning, December 2001

**PROFESSIONAL PRESENTATIONS**

Numerous presentations at EdisonLearning national and regional events (2001-2008)  
Tech Forum (New York City 2002, New York City 2003)  
National Educational Computing Conference (Chicago 2001, Atlanta 2000, Atlantic City 1999, San Diego 1998)  
SchoolTech Exposition and Conference (Chicago 2001, New York City 1998-2001)  
National School Boards Association, Technology and Learning Conference (Denver 2000, Dallas 1999)  
Lower Hudson Regional Information Center Leadership Institute (Tarrytown 2000)  
New York Association for Computers and Technologies in Education Annual Conference (Buffalo 1999, Albany 1998)  
Fall Forum, Coalition of Essential Schools (New York City 1995)  
Bell Laboratories, Artificial Intelligence Division (New Jersey 1994)  
Science Council of New York City (New York City 1994)  
Association for the Education of Teachers in Science, New York University (New York City 1993)  
New York Academy of Science (New York City 1993)  
Association of International Schools in Africa (Lome, Togo 1990)

**AWARDS**

2003 Award of Excellence—Gold, American Society of Business Publication Editors Western Region, Best How-To Article  
2003 Finalist, Western Publication Association Maggie Awards, Best How-To Article/Trade

**MEMBERSHIP**

Advisory Board, School CIO newsletter  
Advisory Board, Center for Technology and School Change, Teachers College Columbia University  
Strategic Planning Committee, New York Society for Computers and Technologies in Education  
Association for Supervision and Curriculum Development  
National School Boards Association, Technology Leadership Network  
International Society for Technology in Education

Todd McIntire is Regional General Manager for EdisonLearning for the Northeast region. He began his career overseas as a Peace Corps Volunteer in Belize and later at the American Embassy School in The Gambia, West Africa. After four years of teaching overseas, Mr. McIntire won a fellowship for Returned Peace Corps Volunteers at Columbia University in New York City. While at Columbia, he taught in the New York City public school system and became a leader in the emerging field of educational technology. In 1996, Mr. McIntire became the Director of Technology for the White Plains City School District in suburban New York City where he led a four-year, \$10 million instructional technology initiative that implemented state of the art tools to help students achieve to higher standards. In 2000, Mr. McIntire became CIO and VP of Technology for LearnNow, an educational management company that was purchased by EdisonLearning in 2001.

At EdisonLearning, Mr. McIntire has served as a school principal, achievement advisor and general manger. This work has included assignments in Philadelphia and Washington, D.C., where he helped lead EdisonLearning's schools to the record levels of achievement, and the United Kingdom, where he provided strategic consulting for EdisonLearning's fast-growing international endeavor.

Mr. McIntire holds a B.A. in physics from Grinnell College and a M.A. in education from Columbia University. Mr. McIntire is a nationally recognized expert on data driven decision-making and educational technology. His frequently speaks at conferences and is a regular contributor to *Technology & Learning* and *School CIO* magazines.

Mr. McIntire resides in suburban Philadelphia with his wife and four children. He enjoys golf, landscaping and is a Philadelphia Phillies season ticket holder. He is league representative for his children's swimming team and is in training to become a certified swim meet official.

# Rosalind Latricia Lockwood

3021 Tiffany Trail

Abingdon, MD 21009

Home (410) 569-9748

Cell (410) 419-1055

Email: [rolockwood@edisonschools.com](mailto:rolockwood@edisonschools.com)

## PROFILE

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- Highly skilled professional and excellent communicator with a strong decisive and established leadership style.
- Training and experience in education and administration, coupled with skills in data driven decision-making, coaching, observation, and supervision of educational professionals.
- Sound knowledge of standards based instruction and assessments.
- Proven ability to forge sustainable relationships with principals, parents, students, staff members, community members, districts, and state partners.

## EDUCATION

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M.Ed., Administration and Supervision, Bowie State University  
Bowie, Maryland 2000

B.S., Special Education, Delaware State University  
Dover, Delaware 1994

## EXPERIENCE

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### Vice President of Educational Services

July 2004-present

Edison Schools Inc., Philadelphia, Pennsylvania

- Communicate student achievement goals consistent with Edison expectations and available baseline and historical testing data
- Work with principals and leadership teams to develop, monitor, and adjust annual Student Achievement Plans that address eight key action strategies
- Assisting principals and staff with ongoing analysis of Edison Benchmark data
- Provide staff development opportunities for Principals and leadership teams. In coordination with the General Manager, host regional principal meetings, which focus on student achievement and professional development.
- Assisting principals and leadership teams in developing a Student Management Plan consistent with Edison policies and standards
- Providing training and monitoring for the Behavior Support Team in analyzing the school's discipline data.
- Ensuring that daily schedules for students and teachers are consistent with Edison standards and enable the implementation of the Edison School Design
- Conducting site visits, with follow up reports, and the development and monitoring of action plans for school next steps.
- Responsible for the content and management of the fall Lead Teacher Conference, Achievement Academies, and for the annual Learning Environment Training of Trainers conference

**Principal,** Furman L. Templeton Elementary  
Edison Schools Inc., Baltimore, Maryland

July 2002-June 2004

- Provided leadership, direction, and support to the implementation of the school's instructional and program plans
- Supervised and evaluated staff to ensure quality instruction and student achievement;
- Ensured that continuous improvement is guided by student academic standards; school performance standards; and concrete data from Edison, state, and local assessments
- Supported and monitored the professional development plans of lead teachers, house teams, and curriculum coordinators
- Recruited, select, and hire school staff, including teachers and school-based support staff
- Communicated the vision that supports the partnership school's goals and articulate the school's values and modeled those values
- Developed a plan for achieving the school's vision; achieve a common understanding with the school community
- Engaged parents and community in planning and implementing programs, including community use of the school site
- Created an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence

**Interim Principal,** Furman L. Templeton Elementary  
Edison Schools Inc., Baltimore, Maryland

January 2002-June 2002

- Ensured that continuous improvement processes addressed the achievement of all students.
- Provided leadership, direction, and support to the implementation of the school's instructional and program plans
- Worked with lead teachers and professional development specialists to address team needs
- Coordinated local community groups to bring resources to the school and community

**Academy Director,** Furman L. Templeton Elementary  
Edison Schools Inc., Baltimore, Maryland

July 2001-January 2002

- Assumed the role of principal when the principal is not on site
- Assisted the principal in setting standards for student achievement
- Provided leadership, direction, and support to the implementation of the school's instructional and program plans
- Observed instruction of all teachers and tutors regularly
- Made budgetary recommendations and collaborated with Principal and BSM to prepare the preliminary budget for the school
- Addressed discipline issues, including entering student discipline information into database

**Start Up Manger**

May 2000-June 2001

Edison Schools Inc., Baltimore, Maryland

- Made public presentations (to parents, Board, district staff, students, etc.)
- Organized principal selection process (set-up and follow up process)
- Provided support to the principal/school during its first year of operation
- Conducted student recruitment (advertisement, presentations, criteria development, application process, enrollment process, monitoring and progress reports)
- Monitored facility acquisition and renovation activities

- Organized, in conjunction with the principal, the staffing process (advertisement, set up instructional staff selection process, recruitment activities, application process, interview set up, etc.)
- Coordinated pre-opening core professional development
- Ensured the acquisition of appropriate supplies and materials

**Special Education Support Coordinator**

August 1998-April 2000

Edison Schools Inc., Washington, DC

- Demonstrated organizational skills for keeping track of students in different settings, special education paperwork, ongoing anecdotal commentary, instructional trials, planning, etc.
- Coordinated SES staff and related service providers within the school
- Provided professional development activities for increasing classroom effectiveness for students with learning, attention, and behavioral difficulties
- Established working relations with colleagues, developing effective systems for reciprocal communication about students with special needs. This includes meeting regularly with house teams
- Coordinated assessment of students referred for special educational evaluation and IEP development and updating, annual reviews, and triennials
- Maintained knowledge of, and complied with, relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards

**Special Education Teacher**

September 1994-June 1998

Prince George's County Public Schools, Upper Marlboro, Maryland

- Provided strategic instruction for students with disabilities affecting learning, attention, social functioning, and self-regulation, 1-to-1 or in small groups, within the classroom
- Communicating knowledge to students in an interesting, stimulating, and effective manner
- Used a variety of instructional methodologies and curriculum resources to present material to students
- Maintained ongoing support for the parents of students with disabilities, informing them of special education rights and procedures, as well as exchanging insights about the needs and progress of their child

**CERTIFICATIONS**

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- Advanced Professional Certification, Maryland

**REFERENCES**

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Available Upon Request

## **APPENDIX 2: SAMPLE DIAGNOSTIC REPORT\*\***

**(\*\*Please note: This Appendix has been removed from the redacted copy of EdisonLearning's proposal response to RFP# DOE 2010-03 because it contains examples of the company's intellectual property as well as sensitive academic achievement data for one of the company's partner schools. Any questions regarding this omission may be directed to EdisonLearning Educational Proposal Writer Gabrielle Mosquera at: 212-389-6130 or [Gabrielle.Mosquera@edisonlearning.com](mailto:Gabrielle.Mosquera@edisonlearning.com).)**

## **APPENDIX 3: SAMPLE BENCHMARK REPORT BY STUDENT**

# Sample Benchmark Student Report by Student

Headquarters User [Redacted]

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**Benchmarks Report by Student**  
**Grade 5 CO Math No. 8 Apr 2009**  
**Morning Meeting - 995** [Redacted]

Student	Strand Name	Computation Techniques					Data Collection, Analysis, Statistics, and Probability					Geometry			Measurement		Number Sense					Patterns, Functions, and Algebra					Total Correct	Sort		
		21	22	23	24	25	14	15	16	17	18	11	19	20	12	13	1	2	3	4	5	6	7	8	9	10				
		% Correct	90	71	33	67	67	95	14	18	71	81	95	67	76	33	95	95	86	38	67	38	67	86	52	52			43	
[Redacted]		1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	20	80%
[Redacted]		0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	7	28%	
[Redacted]		1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	23	92%	
[Redacted]		1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	23	92%	

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**Question #15 Data Collection, Analysis, Statistics, and Probability - Construct / Organize / Read Data - Combination**

**When construction begins on a new house it is called a "housing start." During which year was there the greatest increase in housing starts in Wayne County?**

- 5% 1991
- 15% 1992
- 0% 1993
- 80% 1994

**Colorado Model Content Standard 3.1b:**

Read, interpret, and draw conclusions from a line graph, bar graph, circle graph, and frequency table.

## **APPENDIX 4: SAMPLE LOW SCORE BENCHMARK REPORT**

# Sample Low Score Benchmarks Report

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**Language Arts Strand-Skill Report**

Morning Meeting - 993 - 1 - Koenig

Select new report parameters

Choose a class  Choose a subject area

submit

Strand	Skill	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Composing	Content Organization	-	40%	63%	63%	63%	62%	72%	-	-	-	60%
	Sentence Structure	-	49%	50%	68%	77%	52%	50%	-	-	-	57%
Editing	Capitalization	-	53%	50%	64%	61%	82%	86%	-	-	-	66%
	Correct as is	-	50%	37%	29%	36%	46%	86%	-	-	-	47%
	Punctuation	-	33%	40%	54%	82%	32%	38%	-	-	-	46%
	Spelling	-	53%	64%	74%	82%	64%	52%	-	-	-	64%
Prewriting	Usage	-	47%	72%	65%	46%	75%	79%	-	-	-	63%
	General References	-	48%	45%	63%	82%	80%	74%	-	-	-	65%
	Purpose	-	68%	77%	71%	66%	88%	78%	-	-	-	74%
	Using Sources	-	62%	73%	59%	45%	84%	47%	-	-	-	62%

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## **APPENDIX 5: SAMPLE LEADERSHIP EVALUATION TOOLS**



# Principal Bi-Monthly Review Form

Principal:

VPES:

Date:

**PRINCIPAL OVERALL SCORE: 0.00**

**I. INSTRUCTIONAL LEADERSHIP Overall Score: 0.00**

**1. Promotes instructional excellence to ensure high academic achievement and strong character development**

- A. Recognizes and promotes excellent teaching, identifies and works to improve the quality of instruction.
- B. Identifies the strengths and weaknesses of instructional staff, monitors their performance, and provides consistent feedback as part of supervision.
- C. Conducts regular *Power of Teaching* observations each month and provides constructive feedback in a timely fashion.
- D. Recruits and hires highly promising teachers
- E. Builds and nurtures leadership capacity in leadership team, teachers and students.

**2. Implements and monitors EdisonLearning curriculum, instruction and assessment programs as the primary drivers of academic achievement and character development**

- A. Engages the instructional staff in implementing EdisonLearning curriculum, instruction and assessment programs.
- B. Ensures that teachers and other staff have high-quality, research-based professional development necessary to implement programs and monitor student progress.
- C. Promotes a school-wide process for collecting and analyzing student data to improve instruction continuously, monitor program implementation, and positively impact student academic achievement.

**II. ORGANIZATIONAL LEADERSHIP Overall Score: 0.00**

**1. Creates and promotes an inspired school vision directly linked to high academic achievement and strong character development**

- A. Establishes and communicates clear and measurable goals to achieve the school vision.
- B. Provides for systematic, two-way communication with staff regarding the achievement standards and the improvement goals of the school.
- C. Persuasively leads change efforts; monitors and sustains changes that further the school vision and goals through staff empowerment.

**2. Creates and maintains systems and process that support the school vision and goals**

- A. Establishes an atmosphere of open and clear communication, including constructive feedback systems; and maintains high visibility with staff, students, and parents
- B. Delegates appropriately; holds others accountable for their roles in school success, but accepts ultimate accountability for school performance.

**3. Practices and promotes interpersonal awareness and sensitivity to strengthen school vision and goals**

- A. Is sensitive to interpersonal issues and dynamics and understands how they affect the school environment; uses that understanding to solve problems and improve school processes and programs.
- B. Engages in and promotes effective, ongoing, and systematic conflict resolution

**III. CULTURE BUILDER Overall Score: 0.00**

**1. Creates a learning environment that fosters a culture of high academic achievement and strong character development**

- A. Translates the Edison vision to ensure that Edison core values and learning environment pervade the school
- B. Establishes, promotes, and monitors programs and procedures for student motivation, guidance, and discipline that foster student efficacy

<b>2. Instills among staff a sense of mission and professionalism linked to high standards of academic achievement and character development</b>		
A. Promotes collegiality, professionalism, and collaboration among staff.		▼
B. Organizes teams around meaningful work.		▼
<b>3. Creates a culture of celebration and accountability linked to high student academic achievement and character development</b>		
A. Rewards individual and team accomplishments.		▼
B. Celebrates school success and acknowledges failure.		▼
C. Inspires and holds staff and students accountable for high standards that include academic achievement and character development.		▼
<b>4. Creates a culture of inclusion among all stakeholders to foster a shared commitment to the school vision and goals</b>		
A. Ensures a sense of school ownership among students, parents, and the community.		▼
B. Builds an internal culture that fosters effective engagement with the external community		▼
<b>IV. SITE MANAGER</b>		<b>Overall Score:</b>
		<b>0.00</b>
<b>1. Establishes school structures and processes that ensure stability and drive high academic achievement and strong character development</b>		
A. Establishes and enforces standard school operating procedures and routines.		▼
B. Ensures that the school is in compliance with federal, district, state, and Edison requirements and regulations, as stipulated in the school's management agreement.		▼
C. Creates and maintains a safe and orderly environment for teaching and learning.		▼
D. Maintains full school enrollment through effective recruitment and retention programs.		▼
<b>2. Allocates, manages, and finds resources that support school programs that drive high academic achievement and strong character development</b>		
A. Ensures that teachers have the necessary resources to do their jobs.		▼
B. Accurately and persuasively represents the identified needs of the school to superiors (Edison Corporate, board, district) in a timely and ongoing manner.		▼
C. Oversees the management of the budget to ensure that resources are allocated to drive academic achievement.		▼
D. Maximizes school revenue through the pursuit of all possible revenue streams, including per pupil revenue and grants.		▼
<b>V. EDISONLEARNING EXECUTIVE</b>		<b>Overall Score:</b>
		<b>0.00</b>
<b>1. Executes the Edison School Design and advances the corporate vision of providing a world-class education to all students</b>		
A. Ensures faithful implementation of EdisonLearning School Design or Alliance Model and collaborates with Edison HQ for localization and variations on the design.		▼
B. Openly agrees with and faithfully pursues Edison Corporate goals and objectives — academic, financial, and operational.		▼
C. Works collaboratively with Edison field and HR personnel; participates in Edison training and events.		▼
<b>2. Serves as a positive, proactive representative of Edison Schools to the school and community</b>		
A. Accurately and persuasively represents the programs, policies and mandates of Edison to staff to achieve buy-in		▼
B. Balances the requirements of Edison Schools and the local system.		▼
C. Acts as an EdisonLearning advocate and spokesperson to the community		▼

## EdisonLearning Leadership Rubric

I. INSTRUCTIONAL LEADER				
	Initial	Developing	Proficient	Exemplary
<b>1. Promotes instructional excellence to ensure high academic achievement and strong character development</b>				
<p>A. Recognizes and promotes excellent teaching: identifies and works to improve the quality of instruction.</p>	<ul style="list-style-type: none"> <li>Recognizes proficient teaching and areas of instructional need through informal and formal observations.</li> <li>Seeks to find correlations between achievement data and teacher quality.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes teaching excellence by sharing examples in staff, leadership, and house team meetings.</li> <li>Structures professional development for teachers based on identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>Structures needs-based opportunities for staff sharing, collaboration, and team teaching in the school's professional development plan.</li> <li>Aligns professional development needs leading to instructional excellence to promote the school's vision and goals.</li> <li>Assigns leadership roles to teachers who demonstrate instructional excellence.</li> </ul>	<p>In addition to the "Initial, Developing and Proficient" activities, the principal:</p> <ul style="list-style-type: none"> <li>Structures opportunities for teachers who demonstrate instructional excellence to model, lead discussions and book studies, and coach peers.</li> <li>Serves as a model of teaching excellence and structures opportunities for demonstration and coaching.</li> </ul>
<p>B. Identifies the strengths and weaknesses of instructional staff, monitors their performance, and provides consistent feedback as part of supervision.</p>	<ul style="list-style-type: none"> <li>Knows the strengths and needs of instructional staff, as a whole.</li> <li>Assists teachers with the development of their individual Professional Growth Plans.</li> <li>Monitors performance by conducting informal walk-through observations.</li> <li>Provides oral feedback.</li> <li>Connects monitoring, coaching, and evaluation with student achievement (product) and quality teaching (process).</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the strengths and needs of the individual instructional staff members.</li> <li>Monitors performance by conducting informal and formal observations on a consistent basis.</li> <li>Provides timely oral and/or written feedback to most teachers.</li> <li>Emphasizes the interaction of monitoring, coaching, and evaluation as it relates to the development of teachers' Professional Growth Plans.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors performance by conducting informal daily observations of instructional staff and monthly formal observations.</li> <li>Provides consistent and timely oral and written feedback based on instructional plans to move all teachers to the next level.</li> <li>Uses product and process data for team study to determine monitoring, coaching, and evaluation effectiveness.</li> <li>Orchestrates monitoring, coaching, and evaluation in the development of teachers' Professional Growth Plans that advance overall school goals.</li> </ul>	<ul style="list-style-type: none"> <li>Orchestrates the use of individual and collective strengths to maximize school, team, and individual effectiveness.</li> <li>Recognizes, develops, and cultivates teacher leaders.</li> <li>Redesigns evaluation and supervision processes based on the data findings.</li> </ul>

## EdisonLearning Leadership Rubric

I. INSTRUCTIONAL LEADER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
<p>C. Conducts regular <i>Power of Teaching</i> observations each month and provides constructive feedback in a timely fashion.</p>	<ul style="list-style-type: none"> <li>• Knows the <i>Power of Teaching</i> program</li> <li>• Does not conduct monthly observations</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts monthly observations using PoT data capture tool</li> <li>• Provides minimal feedback to teachers based on observation data</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts monthly observations for all teachers every month</li> <li>• Provides immediate, focused feedback to all teachers</li> <li>• Uses observation data to develop individual PD goal/plan for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers observed at least one time per month and sometimes more often.</li> <li>• Observation data is used at individual, house, grade and school level to develop professional development plans to improve teaching quality schoolwide</li> </ul>
<p>D. Recruits and hires highly promising teachers</p>	<ul style="list-style-type: none"> <li>• Interviews and hires teachers who have been through the Human Resources (HR) process.</li>   <li>• Demonstrates evidence that attempts were made to secure candidates who meet Edison specifications in all positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the research related to teacher attributes as predictors of student achievement.</li>   <li>• Hires teachers who have been identified through the use of the Edison HR screening process and who meet the Edison specifications.</li>   <li>• Recruits and trains an Interview Committee to implement the hiring process including the standard interview questions and scoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages staff to be alert for highly promising prospects.</li>   <li>• Facilitates a rigorous interview process by using additional interview questions that reflect the needs of the school and are scored with a rubric to rate the candidate's responses.</li>   <li>• Rates teacher candidate quality based on potential and/or previously demonstrated positive impact on student academic achievement through interviews, model lessons, reference checks, classroom observations and review of student academic achievement reports of candidates currently teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly visits and establishes relationships with places where strong candidates are likely to be recruited (universities, conferences, etc.).</li>   <li>• Develops a timeline to determine needs and identifies a pool of potentially high performing prospects.</li>   <li>• Implements a retention plan to ensure low turnover of high-performing teachers every year.</li> </ul>

## EdisonLearning Leadership Rubric

I. INSTRUCTIONAL LEADER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
E. Builds and nurtures leadership capacity in leadership team, teachers, and students.	<ul style="list-style-type: none"> <li>• Supports teachers as the leaders in their classrooms.</li> <li>• Recognizes the leadership potential of their staff.</li>   <li>• Models leadership behaviors.</li>   <li>• Fills leadership roles across the school, e.g. Lead Teachers, Curriculum Coordinators, Committees, Grade-level Teams, BST, Comprehensive Support Team, FASST, Attendance Team.</li> </ul>	<ul style="list-style-type: none"> <li>• Structures opportunities for staff to practice leadership roles.</li>   <li>• Selectively assigns staff to leadership roles across the school.</li>   <li>• Describes and provides examples of leadership capacity throughout the school at staff, leadership team, house, and grade-level meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the leadership capacity of the staff in their leadership roles across the school.</li>   <li>• Provides multiple opportunities for shared leadership across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters leadership capacity by building and reinforcing the belief that every staff member is a leader by practicing shared leadership at all levels as exemplified by high performing teams.</li>   <li>• Identifies, mentors and prepares leadership candidates to assume administrative roles.</li> </ul>
<b>2. Implements and monitors Edison curriculum, instruction, and assessment programs as the primary drivers of academic achievement and character development</b>				
A. Engages the instructional staff in implementing Edison curriculum, instruction, and assessment programs.	<ul style="list-style-type: none"> <li>• Supervises Edison curriculum, instruction, and assessment program implementation.</li>   <li>• Creates opportunities for team dialogue related to lesson plan development, instructional delivery, and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Structures team dialogues and classroom observations to ensure the Edison curriculum, instruction, and assessment programs are being implemented as designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Links all programmatic, structural and development decisions to attaining high academic achievement.</li>   <li>• Structures team study of qualitative and quantitative data to confirm consistent implementation of the Edison design for curriculum, instruction, and assessment; and makes adjustments in response to the data.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as a model for Edison Schools by fully implementing Edison curriculum, instruction, and assessment programs with fidelity and demonstrated and consistent results.</li>   <li>• When opportunities are available, serves effectively as a beta site to pilot new Edison design innovations.</li> </ul>

## EdisonLearning Leadership Rubric

I. INSTRUCTIONAL LEADER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
<p>B. Ensures that teachers and other staff have high-quality, research-based professional development necessary to implement programs and monitor student progress.</p>	<ul style="list-style-type: none"> <li>• Provides professional development based on Edison program components and a standard survey of teacher and school needs.</li>   <li>• Focuses on both content knowledge and research-based instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies clear professional development goals based on student, school, and individual staff needs and ranking of performance standards.</li>   <li>• Uses student academic achievement data to determine professional development, instructional, and assessment priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses lead teachers and curriculum coordinators to establish structures and processes to deliver and monitor professional development.</li>   <li>• Supports adult shared learning, coaching, collaboration, collegiality, and reflection towards established goals.</li>   <li>• Monitors professional development impact and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Tailors professional development to individual learning needs and styles that support academic achievement.</li>   <li>• Evaluates effectiveness of professional development by analyzing achievement data and other measures.</li>   <li>• Organizes staff into learning communities based on school achievement data and differentiates professional development needs accordingly.</li> </ul>
<p>C. Promotes a school-wide process for collecting and analyzing student data to improve instruction continuously, monitor program implementation, and positively impact student academic achievement.</p>	<ul style="list-style-type: none"> <li>• Collects and analyzes quantitative and qualitative data to monitor student progress and program implementation.</li>   <li>• Articulates academic areas of strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates quantitative and qualitative data to identify needs for program implementation and instructional improvement.</li>   <li>• Articulates academic areas of strengths and needs and ensures action plans are developed in response to identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Systematizes the process of formative and summative quantitative data collection, organization and analysis for targeted decision-making related to program implementation and instructional improvement.</li>   <li>• Monitors and provides feedback on the implementation of action plans developed in response to identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Systematizes the process of quantitative and qualitative data collection, organization and analysis for targeted decision-making and ensures the involvement of all stakeholders in the process and decision-making.</li>   <li>• Evaluates the effectiveness of identified strategies and oversees appropriate adjustments.</li> </ul>

## EdisonLearning Leadership Rubric

II. ORGANIZATIONAL LEADER				
	Initial	Developing	Proficient	Exemplary
<b>1. Creates and promotes an inspired school vision directly linked to high academic achievement and strong character development</b>				
A. Develops and promotes an inspired vision for student achievement among all stakeholders.	<ul style="list-style-type: none"> <li>Adopts and promotes the corporate vision for the school.</li> <li>Develops the school vision and goals to meet the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates the school vision and goals to all stakeholders.</li> <li>Places high academic achievement and character development at the core of the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures the vision shapes the thinking, programs, plans, actions, and behaviors that drive student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Enlists school and community participation in monitoring, evaluating, and supporting the vision.</li> </ul>
B. Establishes and communicates clear and measurable goals to achieve the school vision.	<ul style="list-style-type: none"> <li>Sets goals with the leadership team and shares them with staff, parents, and community.</li> </ul>	<ul style="list-style-type: none"> <li>Sets goals with staff, parents, and community input while ensuring the alignment of school-wide goals to the school vision.</li> <li>Directs the staff to set classroom achievement goals aligned to the school goals and vision.</li> </ul>	<ul style="list-style-type: none"> <li>Leads the staff through the goal-setting process to ensure alignment of the classroom, grade-level, house team, and school goals with the vision.</li> <li>Establishes routines for monitoring goals as checkpoints for organizational progress.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes routines for monitoring goals and engages school and community participation in the ongoing evaluation and revision of the goals and actions related to the vision.</li> </ul>
C. Persuasively leads change efforts; monitors and sustains changes that further the school vision and goals through staff empowerment.	<ul style="list-style-type: none"> <li>Communicates, directs and monitors change efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Enlists the leadership team to lead and support change efforts for increased effectiveness.</li> <li>Facilitates staff buy-in of change efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Enlists leadership team, house teams, and staff to participate in and support sustained changes through a systematic, perpetual, and ongoing process.</li> </ul>	<ul style="list-style-type: none"> <li>Enlists all stakeholders in reviewing change processes to ensure continuous improvement in all subsequent change efforts.</li> </ul>
<b>2. Creates and maintains systems and processes that support the school vision and goals</b>				
A. Establishes an atmosphere of open and clear communication, including constructive feedback systems; and maintains high visibility with staff, students, and parents	<ul style="list-style-type: none"> <li>Is visible within the school.</li> <li>Values and models openness in communication and constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Is highly visible within the school.</li> <li>Creates opportunities for open, clear communication and constructive feedback with staff, students, and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Is highly visible within classrooms.</li> <li>Involves staff in the design, implementation, and improvement of communication systems.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains high visibility with the staff, students, and parents.</li> <li>Involves staff and parents in the design of communication and feedback systems.</li> </ul>

## EdisonLearning Leadership Rubric

II. ORGANIZATIONAL LEADER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
<p>B. Delegates appropriately; holds others accountable for their roles in school success, but accepts ultimate accountability for school performance.</p>	<ul style="list-style-type: none"> <li>• Develops and communicates roles and responsibilities related to school success.</li>   <li>• Communicates accountability measures for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruits team leaders to assist in developing team plans that contribute to individual, team, and school improvement.</li>   <li>• Establishes achievement accountability as the foundational element of the school's mission and vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a feedback system to monitor and improve team, teacher, student achievement and character development related to the school accountability plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads teams, teachers, students, and parents in the review and upgrade of accountability systems to have a continuous positive impact on student achievement and character development.</li> </ul>
<b>3. Practices and promotes interpersonal awareness and sensitivity to strengthen school vision and goals</b>				
<p>A. Is sensitive to interpersonal issues and dynamics and understands how they affect the school environment; uses that understanding to solve problems and improve school processes and programs.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the understanding that emotional and interpersonal support are as important as operational support.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sensitivity to staff, student, and parent/guardian needs and anticipates their impact on school environment, problem resolution, and school improvement.</li>   <li>• Uses effective group-process and consensus-building skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates support and reinforcement based on individual interpersonal strengths and needs.</li>   <li>• Uses interpersonal strengths in problem resolution and school improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a climate that honors individual strengths and recognizes individual needs.</li>   <li>• Celebrates individual uniqueness and capitalizes on the power of its contribution to the school.</li> </ul>
<p>B. Engages in and promotes effective, ongoing, and systematic conflict resolution</p>	<ul style="list-style-type: none"> <li>• Establishes and communicates norms of conduct and behavior.</li>   <li>• Recognizes that every situation has opposing views, interest, and supporters.</li> </ul>	<ul style="list-style-type: none"> <li>• Models the use of conflict resolution skills.</li>   <li>• Convenes stakeholders to find common ground.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates and seeks to resolve or mediate conflict.</li>   <li>• Frames conflict as a problem-solving opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Mines for and mediates conflict as an opportunity for ongoing improvement.</li>   <li>• Uses interpersonal skills to obtain consensus around and strengthen further the core vision, values and goals of the school.</li> </ul>

## EdisonLearning Leadership Rubric

III. CULTURE BUILDER				
	Initial	Developing	Proficient	Exemplary
<b>1. Creates a learning environment that fosters a culture of high academic achievement and strong character development</b>				
A. Translates the Edison vision to ensure that Edison core values and learning environment pervade the school	<ul style="list-style-type: none"> <li>Articulates the vision, core values, and school design to staff and parents</li> <li>Demonstrates and fosters commitment to Edison vision, core values, and school design</li> </ul>	<ul style="list-style-type: none"> <li>Creates opportunities for school leaders and staff to internalize the vision and actualize it through Edison design implementation</li> <li>Guides staff in the use of the Edison vision and core values as checkpoints for intermittent reviews of the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Frequently clarifies expectations, assesses progress, and sets goals with school teams and staff</li> <li>Sets and monitors yearly short-term goals that strengthen the school learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Models, communicates, and connects the Edison vision and core values to organizational work</li> <li>Orchestrates the alignment of individual and collective action to support a shared Edison vision and core values</li> </ul>
B. Establishes, promotes, and monitors programs and procedures for student motivation, guidance, and discipline that foster student efficacy	<ul style="list-style-type: none"> <li>Ensure that staff and students have an awareness of and utilize Edison programs and procedures related to motivation, guidance, and discipline that foster student efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that staff and students effectively utilize Edison programs and procedures related to motivation, guidance, and discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Sets and monitors yearly short-term goals that foster progress toward school-wide student efficacy</li> <li>Studies implementation strengths and needs</li> <li>Makes program and/or procedures adjustment based on findings.</li> </ul>	<ul style="list-style-type: none"> <li>Executes and monitors program implementation, and seeks out additional resources to enhance service delivery options</li> </ul>
<b>2. Instills among staff a sense of mission and professionalism linked to high standards of academic achievement and character development</b>				
A. Promotes collegiality, professionalism, and collaboration among staff.	<ul style="list-style-type: none"> <li>Demonstrates and articulates the value of working together to strengthen skills and improve the school.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates cohesiveness among staff as demonstrated through collegiality, professionalism, and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates, recognizes and celebrates examples of staff collegiality, professionalism, and collaboration.</li> <li>Sets and maintains yearly goals related to school's collaborative culture.</li> </ul>	<ul style="list-style-type: none"> <li>Creates opportunities for staff to recognize and celebrate examples of cohesiveness.</li> <li>Mines for conflict and views negotiation and resolution as necessary for change; serves as mediator for staff conflict.</li> </ul>

## EdisonLearning Leadership Rubric

III. CULTURE BUILDER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
B. Organizes teams around meaningful work.	<ul style="list-style-type: none"> <li>• Organizes teams to support the school organization to manage its work effectively.</li>   <li>• Assigns staff roles, responsibilities according to a clear plan that benefits students first.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates teams and assigns roles and responsibilities for greater effectiveness.</li>   <li>• Emphasizes and uses teams as a critical component of the learning community.</li>   <li>• Provides ongoing team-building training.</li> </ul>	<ul style="list-style-type: none"> <li>• Values and ensures a consistent schedule of team meetings and progress reports.</li>   <li>• Monitors the work of all teams. integral to the formal organization</li>   <li>• Celebrate team success.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops team capacity for self direction, problem-solving, and innovation in implementing the school design.</li> </ul>
<b>3. Creates a culture of celebration and accountability linked to high student academic achievement and character development</b>				
A. Rewards individual and team accomplishments.	<ul style="list-style-type: none"> <li>• Acknowledges individual and team accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Publicly recognizes individual and team accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates opportunities to celebrate individual and team accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Expects team members to analyze accomplishments and share best practices to promote success.</li> </ul>
B. Celebrates school success and acknowledges failure.	<ul style="list-style-type: none"> <li>• Acknowledges and articulates school success and failure.</li> </ul>	<ul style="list-style-type: none"> <li>• Publicly recognizes school success within the school community.</li>   <li>• Utilizes failure as a learning opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates opportunities to identify contributing success factors and contributing failure factors within the school community and the community at large.</li> </ul>	<ul style="list-style-type: none"> <li>• Studies contributing success factors and shares new learning about best practices to promote further success.</li>   <li>• Studies contributing failure factors to mitigate future failure and promote successful outcomes.</li> </ul>
C. Inspires and holds staff and students accountable for high standards that include academic achievement and character development.	<ul style="list-style-type: none"> <li>• Communicates accountability expectations for achievement based on academic data.</li>   <li>• Routinely monitors progress toward expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds consensus among staff when establishing goals for student achievement.</li>   <li>• Emphasizes that all staff share a mutual responsibility for achievement results.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilizes students and staff in the pursuit of continuous improvement and high achievement.</li>   <li>• Celebrates incremental achievements and end results.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilizes staff, students, and parents in the pursuit of consistent excellence.</li>   <li>• Clearly articulates accomplishments related to high achievement and continually strives to attain higher standards.</li> </ul>

## EdisonLearning Leadership Rubric

III. CULTURE BUILDER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
<b>4. Creates a culture of inclusion among all stakeholders to foster a shared commitment to the school vision and goals</b>				
A. Ensures a sense of school ownership among students, parents, and the community.	<ul style="list-style-type: none"> <li>Invites students, parents, and community participation in school programs and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Employs strategies to increase student, parent, and community involvement.</li> <li>Creates opportunities to appreciate and honor student, parent, and community involvement in school.</li> </ul>	<ul style="list-style-type: none"> <li>Sets and monitors yearly short-term goals that define and foster stakeholders' sense of school ownership.</li> </ul>	<ul style="list-style-type: none"> <li>Involves students, parents, and community representatives in planning, implementation, and evaluation roles.</li> </ul>
B. Builds an internal culture that fosters effective engagement with the external community.	<ul style="list-style-type: none"> <li>Increases awareness of the needs and expectations of stakeholders in the external community.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks and creates opportunities to increase awareness of the needs and expectations of stakeholders in the external community.</li> </ul>	<ul style="list-style-type: none"> <li>Creates opportunities for engaging the external community that are mutually beneficial.</li> <li>Engages the community in mutually-beneficial endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>Celebrates and publicizes opportunities and endeavors that mutually benefit the school and community.</li> <li>Studies the process and outcomes of unsuccessful opportunities; makes program and/or process changes based on findings.</li> </ul>

## EdisonLearning Leadership Rubric

IV. SITE MANAGER				
	Initial	Developing	Proficient	Exemplary
<b>1. Establishes school structures and processes that ensure stability and drive high academic achievement and strong character development</b>				
<p>A. Establishes and enforces standard school operating procedures and routines.</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of current structures and processes to determine operational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Enlists the staff in the design of procedures and routines to maximize physical safety and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures operational plans and procedures are aligned to school vision and goals.</li> <li>• Confronts and resolves operational problems in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies potential problems and opportunities and proactively strategizes, confronts, and resolves operational challenges to ensure efficient execution of operational procedures.</li> </ul>
<p>B. Ensures that the school is in compliance with federal, district, state, and Edison requirements and regulations, as stipulated in the school's management agreement.</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the federal, state, district, and Edison legal requirements and expectations.</li> <li>• Ensures appropriate staff members are apprised of requirements.</li> <li>• Works with staff toward achieving full compliance with state, district, and Edison requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly conducts school-wide safety drills and compliance audits.</li> <li>• Creates time for staff discussions related to requirements.</li> <li>• Ensures compliance requirements are monitored.</li> <li>• Reports physical plant concerns to the appropriate official.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently conducts school-wide safety drills and compliance audits that meet state and local standards.</li> <li>• Reports physical plant concerns to the appropriate official and ensures appropriate follow-through.</li> <li>• Ensures compliance requirements are monitored and adjusted to ensure best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Invites external expertise to conduct periodic internal reviews to ensure compliance with federal, state, district, and Edison requirements; and responds to findings.</li> </ul>
<p>C. Creates and maintains a safe and orderly environment for teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Ensures all staff and students are trained in school procedures and safety rules.</li> <li>• Monitors safety rules and procedures to ensure staff and student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures staff shares with students the rationale for procedures and safety rules.</li> <li>• Provides intermittent practice sessions to maintain awareness and compliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently maintains a safe and inviting learning environment by monitoring adherence to procedures and safety rules and adjusting same as necessary.</li> <li>• Promotes integration of safety protocol with the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates the integration of safety, core values, and curriculum into daily instruction.</li> </ul>

## EdisonLearning Leadership Rubric

IV. SITE MANAGER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
D. Maintains full school enrollment through effective recruitment and retention programs.	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the student enrollment expectation.</li>   <li>• Demonstrates knowledge of the recruitment process and timeline.</li>   <li>• Maintains a waiting list of potential recruits.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthens relationships among teachers, students, and families in an effort to retain current students and attract new enrollees.</li>   <li>• Encourages staff and students to participate in student recruitment.</li>   <li>• Actively recruits new students through an ongoing outreach effort in collaboration with Edison staff.</li>   <li>• Uses Harris Survey data to promote school.</li> </ul>	<ul style="list-style-type: none"> <li>• Retains current students by strengthening relationships among teachers, students, families, and communities.</li>   <li>• Provides opportunities for staff and students to be Edison advocates and recruiters.</li>   <li>• Uses Harris Survey data to promote school and to inform continuous improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures instructional program produces high levels of student and parent satisfaction as measured by the Harris Surveys.</li>   <li>• Serves as a model for recruitment and retention of students throughout the Edison system.</li> </ul>
<b>2. Allocates, manages, and finds resources that support school programs that drive high academic achievement and strong character development</b>				
A. Ensures that teachers have the necessary resources to do their jobs.	<ul style="list-style-type: none"> <li>• Identifies and demonstrates an understanding of the resources needed for quality instructional delivery.</li>   <li>• Establishes procedures for resource procurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all staff members have the resources needed for quality instructional delivery.</li>   <li>• Enlists teams to assist in the inventory, organization, and storage of books, materials, supplies and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all staff have the resources need for quality instructional delivery and maximizes the use of materials.</li>   <li>• Implement procedures to ensure the resource inventory is monitored, updated, and replenished.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses technology to improve resource management efficiency and effectiveness.</li>   <li>• Anticipates future needs.</li> </ul>
B. Accurately and persuasively represents the identified needs of the school to superiors (Edison Corporate, board, district) in a timely and ongoing manner.	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the resources available from each superior.</li>   <li>• Demonstrates knowledge of the contact information for each superior.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a list of needs and communicates those needs to the appropriate superior.</li>   <li>• Provides compelling information as to the benefit of the need.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and justifies in a timely manner school plant, equipment, safety, and support system needs to appropriate superior.</li> </ul>	<ul style="list-style-type: none"> <li>• Alerts superiors to developing needs and potential changes.</li>   <li>• Includes recurring requests when developing the budget.</li> </ul>

## EdisonLearning Leadership Rubric

IV. SITE MANAGER <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
C. Oversees the management of the budget to ensure that resources are allocated to drive academic achievement.	<ul style="list-style-type: none"> <li>Communicates and demonstrates that student achievement is the primary driver of budgetary expenditures.</li> </ul>	<ul style="list-style-type: none"> <li>Increases staff awareness of the link between student success, the student achievement plan, and budget management.</li> </ul>	<ul style="list-style-type: none"> <li>Manages fiscal resources responsibly, efficiently, and effectively.</li> <li>Operates within the budget.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a cumulative list to inform future budget development.</li> </ul>
D. Maximizes school revenue through the pursuit of all possible revenue streams, including per pupil revenue and grants.	<ul style="list-style-type: none"> <li>Demonstrates link between student enrollment and revenue.</li> <li>Explores opportunities for increased revenue.</li> </ul>	<ul style="list-style-type: none"> <li>Aligns financial resources to the school vision and goals.</li> <li>Increases staff awareness of the link between student success, retention, and revenue.</li> </ul>	<ul style="list-style-type: none"> <li>Actively pursues and secures revenue, human resources, and in-kind opportunities to enhance the educational program.</li> </ul>	<ul style="list-style-type: none"> <li>Cultivates outreach opportunities to secure additional material and human resources that yield positive results for the school.</li> </ul>

## EdisonLearning Leadership Rubric

V. EDISON EXECUTIVE				
	Initial	Developing	Proficient	Exemplary
<b>1. Executes the Edison School Design and advances the corporate vision of providing a world-class education to all students</b>				
<p>A. Ensures faithful implementation of Edison School Design; collaborates with Edison Corporate for localization and variations on the design.</p>	<ul style="list-style-type: none"> <li>• Articulates and demonstrates knowledge of the Edison School Design.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and implements the Edison School Design.</li> <li>• Modifies the Edison School Design only after receiving approval from superiors and collaborating with Edison Corporate.</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns functions, structures, and processes to ensure the Edison School Design is consistently implemented.</li> <li>• Promotes staff ownership of the Edison School Design.</li> </ul>	<ul style="list-style-type: none"> <li>• Enlists staff in the review of the Edison School Design implementation.</li> <li>• Identifies implementation strengths and improvement needs.</li> <li>• Ensures collective action to address needs.</li> </ul>
<p>B. Openly agrees with and faithfully pursues Edison Corporate goals and objectives — academic, financial, and operational.</p>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Edison Corporate goals and objectives.</li> <li>• Articulates and shares Edison Corporate goals and objectives with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a shared understanding of Edison corporate goals and objectives.</li> <li>• Pursues corporate goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilizes staff to pursue corporate goals and objectives relentlessly.</li> <li>• Promotes staff ownership of corporate goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrates accomplishments related to corporate goals and objectives.</li> <li>• Identifies and implements ways to improve academic, financial, and operational performance.</li> <li>• Clearly communicates site-based needs to Edison Corporate in a solution-focused manner.</li> </ul>
<p>C. Works collaboratively with Edison field and HR personnel; participates in Edison training and events.</p>	<ul style="list-style-type: none"> <li>• Builds relationships with Edison corporate staff.</li> <li>• Attends Edison training and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and appreciates the roles and responsibilities of Edison corporate staff.</li> <li>• Initiates contact through the appropriate channels with Edison Corporate as needs arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with Edison corporate staff as a team member.</li> <li>• Fosters openness in addressing strengths and concerns with Edison corporate staff.</li> <li>• Builds relationships between staff and Edison Corporate.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters unity among school staff and Edison corporate staff.</li> <li>• Contributes to Edison trainings and events by serving in an advisory or presenter role.</li> </ul>

## EdisonLearning Leadership Rubric

V. EDISON EXECUTIVE <i>(cont.)</i>				
	Initial	Developing	Proficient	Exemplary
<b>2. Serves as a positive, proactive representative of Edison Schools to the school and community</b>				
A. Accurately and persuasively represents the programs, policies and mandates of Edison to staff to achieve buy-in.	<ul style="list-style-type: none"> <li>• Articulates Edison programs, policies and mandates.</li> <li>• Demonstrate an understanding of local system policies and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding and support for Edison programs, policies and mandates.</li> <li>• Communicates the expected implementation of Edison policies and mandates.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures Edison programs, policies and mandates are consistently implemented.</li> <li>• Addresses any needed exceptions with Edison Corporate.</li> </ul>	<ul style="list-style-type: none"> <li>• Enlists staff in the review of Edison programs, policies and mandates.</li> <li>• Elevates suggested upgrades in programs, policies and mandates to Edison Corporate.</li> </ul>
B. Balances the requirements of Edison Schools and the local system.	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the expectations of Edison and the local system.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a shared understanding of the requirements of both Edison and the local system and establishes expectations in line with these requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an appreciation for the demands of both Edison Schools and the local system and translates appreciation into action involving all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilizes staff, students, and community to meet the demands of both Edison and the local system.</li> </ul>
C. Acts as an Edison Schools advocate and spokesperson to the community	<ul style="list-style-type: none"> <li>• Works to position Edison Schools favorably within the local system and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes on opportunities to advocate for Edison Schools.</li> <li>• Stresses to staff the importance of serving as an advocate within the community for their Edison School.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates opportunities to advocate for Edison within the community.</li> <li>• Fosters collective ownership of the advocacy role among staff, students, and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as an advocate for their Edison School and Edison Schools, Inc. to local, state, and national audiences.</li> </ul>



## FY10 PRINCIPAL DEVELOPMENT GOALS & QUARTERLY REVIEW

Every EdisonLearning principal should have 1 – 3 professional development goals each year. Professional development goals are based on the principal’s annual review, as well as feedback received from other areas such as the Harris Survey, the VAL-ED assessment, and the prior year’s development results. The objective is to identify key areas where additional growth, knowledge or skills are needed.

Please list in the spaces below at least **three** key areas where additional growth, knowledge or skills are needed. In the Goals & Action Plan section, please choose 1 – 3 identified areas, establish development goals and create a detailed action plan that addresses how the principal will meet each goal.

Development Needs
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

**FY10 PRINCIPAL DEVELOPMENT GOALS  
& QUARTERLY REVIEW**

**Goals and Action Plan**

<b>Development Goal</b>	<b>Specific improvement actions (WHO will do WHAT)</b>	<b>Time frame (by WHEN)</b>

# FY10 PRINCIPAL DEVELOPMENT GOALS & QUARTERLY REVIEW

**Quarterly Review:**

Each quarter, the principal and VPES should discuss the principal’s progress against the goals, write comments to capture progress, concerns and changes, and sign the form to indicate the conversation has taken place.

Quarterly Review Date:	Comments:	Signed:
By October 31, 2009		Principal: _____  VPES: _____
By January 31, 2010		Principal: _____  VPES: _____
By March 30, 2010		Principal: _____  VPES: _____
By May 31, 2010		Principal: _____  VPES: _____



## FY10 PRINCIPAL PERFORMANCE GOALS & QUARTERLY REVIEW

Every EdisonLearning principal should have 3 – 5 performance goals each school year. Performance goals should focus on specific, measurable job-related tasks that the principal is expected to accomplish during the course of the year. Goals will ensure that the principal and VPES are in agreement with what the principal needs to accomplish, and will help keep the principal focused on priorities. Goals should align with school’s goals as developed in the Student Achievement Plan or School Improvement Plan, and should be related to one of the 5 Leadership Roles identified in the Leadership Rubric. The goals should be SMART - Specific, Measurable, Attainable, Relevant and Time bound. Goals should be written in a way that during a quarterly or end of year review, they can be easily assessed in terms of whether they have been achieved.

### Leadership Roles

Instructional Leader	Organizational Leader	Culture Builder	Site Manager	EdisonLearning Executive
<ol style="list-style-type: none"> <li>1. Promotes instructional excellence to ensure high academic achievement and strong character development</li> <li>2. Implements and monitors Edison curriculum, instruction, and assessment programs as the primary drivers of academic achievement and character development</li> </ol>	<ol style="list-style-type: none"> <li>1. Creates and promotes an inspired school vision directly linked to high academic achievement and strong character development</li> <li>2. Creates and maintains systems and processes that support the school vision and goals</li> <li>3. Practices and promotes interpersonal awareness and sensitivity to strengthen school vision and goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Creates a learning environment that fosters a culture of high academic achievement and strong character development</li> <li>2. Instills among staff a sense of mission and professionalism linked to high standards of academic achievement and character development</li> <li>3. Creates a culture of celebration and accountability linked to high student academic achievement and character development</li> <li>4. Creates a culture of inclusion among all stakeholders to foster a shared commitment to the school vision and goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Establishes school structures and processes that ensure stability and drive high academic achievement and strong character development</li> <li>2. Allocates, manages, and finds resources that support school programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Executes the EdisonLearning School Design and advances the corporate vision of providing a world-class education to all students</li> <li>2. Serves as a positive, proactive representative of EdisonLearning to the school and community</li> </ol>

## FY10 PRINCIPAL PERFORMANCE GOALS & QUARTERLY REVIEW

### Goals

Principal Performance Goal	School Goal	Leadership Role
		Select Role from dropdown list
		Select Role from dropdown list
		Select Role from dropdown list
		Select Role from dropdown list
		Select Role from dropdown list

## FY10 PRINCIPAL PERFORMANCE GOALS & QUARTERLY REVIEW

### Quarterly Review

Quarterly Review Date:	Comments:	Signed:
By October 31, 2009		Principal: _____  VPES: _____
By January 31, 2010		Principal: _____  VPES: _____
By March 31, 2010		Principal: _____  VPES: _____
End of Year Review – May 2010		