

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

Issue Date: June 14, 2013 RFP# DOE-LASTP-2013-04
Title: Low Achieving Schools Turnaround Partners
Commodity Code: 92471 - School Operation and Management Services
Issuing Agency: Commonwealth of Virginia
Department of Education
101 North 14th Street, 21st Floor
Richmond, Virginia 23219
Using Entity And Location: Virginia Public School Divisions and Other State or Local Public Educational Bodies Requiring Such Services
Initial Period of Contract: October 1, 2013 - September 30, 2016 (Renewable)

Sealed proposals will be received in the Procurement Office until 2 p.m., August 15, 2013 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.

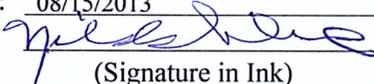
All inquiries, questions, and requests for information should be directed via e-mail to ann.sells@doe.virginia.gov or by phone at 804-225-2067.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF ANN SELLS (See Section IX, 3. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name and Address of Firm:

American Institutes for Research
1000 Thomas Jefferson St NW
Washington, DC

Date: 08/15/2013
By: 
(Signature in Ink)

Zip Code: 20007

Name: Nilva Da Silva

eVA Vendor ID or DUNS #: E2287/ 041733197

(Please Print)

Fax Number: (202) 403-5020

Title: Contracts Officer

E-mail Address: ndasilva@air.org

Telephone Number: (202) 403-5086

PREPROPOSAL CONFERENCE: An optional pre-proposal conference will be held on, July 09, 2013, at 10:00 a.m. in the Jefferson B Conference Room on the 22nd floor of the Monroe Building, 101 North 14th Street, Richmond, Virginia 23219. (Reference: Section VII herein.) If special ADA accommodations are needed, please contact Ann Sells via email: ann.sells@doe.virginia.gov or by telephone at 804-225-2067.

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



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120
RICHMOND, VA 23218-2120

July 10, 2013

ADDENDUM NO.1 TO ALL OFFERORS

Reference – Request for Proposal: RFP #DOE-LASTP-2013-04
 Commodity Code: 92471 – Low Achieving Schools Turnaround Partners
 Dated: June 14, 2013
 For Delivery To: Department of Education
 Offer Due: Until 2:00 PM, August 15, 2013
 Pre-proposal Conference: 10:00 a.m., July 09, 2013

The above is hereby changed to read:

1. Reference page 8 and 9, RFP Section IV. B. 5, 7 and 8 - Specific Proposal Instructions: Add as last sentence to first paragraph for each of the referenced sections:

Include in the original proposal only (do not include in proposal copies).

2. Reference Page 8, RFP Section IV. B.5 – Specific Proposal Instructions: Add as last sentence to last paragraph for the referenced section:

Include in the original proposal only (do not include in proposal copies).

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Sincerely,

Ann Sells, CPBB, VCO
Associate Director of Procurement
804-225-2067

American Institutes for Research

Name of Firm

Signature /Title *Contracts Officer*

08/15/2013

Date



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120
RICHMOND, VA 23218-2120

August 12, 2013

ADDENDUM NO. 2 TO ALL OFFERORS

Reference – Request for Proposal: RFP #DOE-LASTP-2013-04
Commodity Code: 92471 – Low Achieving Schools Turnaround Partners
Dated: June 14, 2013
For Delivery To: Department of Education
Offer Due: Until 2:00 PM, August 15, 2013
Pre-proposal Conference: 10:00 a.m., July 09, 2013

The above is hereby changed to read:

1. Reference RFP Table of Contents (page 2) XII, Attachments - Attachment D – “Small Business Participation Form” is hereby deleted from the Table of Contents.
2. Reference RFP Section IV, B, 7, Specific Proposal Instructions (page 8 and 9), - Paragraph #7 is deleted in its entirety.
3. Reference RFP Section V. A. Evaluation Criteria (page 9) – Delete item #7 Criteria “Small Business Subcontracting Plan” from both tables, “LTP Excluding Mangement” Option and “LTP Full Management” Option.
4. Reference RFP Section VI D, Reporting and Delivery Instructions (page 11) – Paragraph D, “Small Business Subcontracting Plan,” is deleted in its entirety.
5. Reference RFP Section IX, Special Terms and Conditions, paragraph #7 (page 20) – Paragraph #7, “Small Business Subcontracting And Evidence of Compliance” is deleted in its entirety.
6. Reference RFP Attachment D, Small Business Subcontracting Plan (page 28) – Delete Attachment D, “Small Business Subcontracting Plan,” in its entirety.
7. Reference RFT Section IX, Special Terms and Conditions (page 18) – Add the following Special Terms and Conditions as #12 and #13:

12. **OWNERSHIP OF INTELLECTUAL PROPERTY:** All copyright and patent rights to all papers, reports, forms, materials, creations, or inventions created or developed in the performance of this contract ("the Intellectual Property") shall become the sole property of the Virginia Department of Education. The contractor hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the contractor may have or obtain, without further consideration, free from any claim, lien for balance due, or rights of retention thereto on the part of the contractor. The parties do not intend for and the contractor shall not be deemed to be a joint author or inventor of the Intellectual Property. Upon request, the contractor shall promptly provide any further acknowledgment or assignment in a tangible form satisfactory to the Virginia Department of Education to evidence the Virginia Department of Education's sole ownership of the Intellectual Property.
13. **SUBCONTRACTS:** No portion of the work shall be subcontracted without prior written consent of the Virginia Department of Education. In the event that the contractor subcontracts any part of the work specified herein, the contractor shall include the "OWNERSHIP OF INTELLECTUAL PROPERTY" language above in the contract(s) with the subcontractor(s), shall remain fully liable and responsible for the work to be done by its subcontractor(s), and shall assure compliance with all requirements of the contract.

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

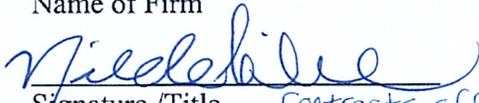
Sincerely,



Ann Sells, CPPB, VCO
Associate Director of Procurement
804-225-2067

American Institutes for Research

Name of Firm


Signature / Title *Contracts Officer*

8/13/2013

Date

ATTACHMENT A

LTP Option(s) and School Level(s) Covered by Offeror's Proposal

Offeror's Proposal must include at least one or more of the following option/school level combinations:

1. "LTP Excluding Management" Option for Elementary Schools
2. "LTP Excluding Management" Option for Middle Schools
3. "LTP Excluding Management" Option for High Schools
4. "LTP Full Management" Option for Elementary Schools
5. "LTP Full Management" Option for Middle Schools
6. "LTP Full Management" Option for High Schools

Offeror must indicate the option/school level combination(s) addressed by the offeror's proposal by entering "x" in the appropriate cells in the table below.

Offeror Name: _____American Institutes for Research_____

	Elementary School – high grade 5	Middle School – high grade 8	High School – high grade 12
"LTP Excluding Management" Option	X	X	X
"LTP Full Management" Option			

Low-Achieving Schools Turnaround Partners

August 15, 2013



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Experience (Section IV.B.3.a)

Experience in providing the same or similar services contemplated herein.

American Institutes for Research (AIR) is uniquely qualified to provide lead turnaround partner services for low-achieving schools in the state of Virginia. Our strength lies in a combination of factors that, collectively, provide us with the experience and resources to increase student achievement in persistently low-achieving schools, particularly those schools in economically disadvantaged communities.

In the next section, we will discuss each of the following factors and how they contribute to our experience and capabilities in providing school improvement services:

- Experience as a lead partner across the country
- Framework and research-based methodology for dramatic school improvement
- Theory of action
- Uniquely qualified staff
- Extensive resource base and capacity

Experience as a Lead Turnaround Partner

Since the inception of the School Improvement Grants (SIG) program under No Child Left Behind (NCLB), AIR has led turnaround work in several states, including Illinois, Indiana, Michigan, Ohio, Massachusetts, New York, and Virginia. We have learned, through this work, that the vision and strategy must include not only a strong research-based framework for turnaround but also close attention to change management, roles, and responsibilities and a focus on building strong, trusting relationships. Our vision is a close partnership with the district and school, in which we work together, over time, to build successful systems, structures, and capacity for sustained improvement. We begin with a needs sensing and planning process, which results in the overall school-specific plan, and then we embark on the implementation path with our clients.

Our team utilizes research and evaluation, direct professional services, and policy knowledge to create change at every level of the education system: classroom, school, district, state, and national. We are known nationally for our leadership in afterschool services, literacy, district and school improvement, and educator effectiveness. Through our collaborative partnerships and strategic alliances, we have access to a large network that creates a capability for added value and efficiency and allows AIR to be flexible and adaptable to meet client demands. We listen to each client's unique needs and then apply the best research, state-of-the-art tools, and direct experiences to guide teachers, administrators, and leaders in making choices that make education better. We strive to identify the right partners for each client, including local agencies that foster an environment of sustainable change.

At AIR, we work with each district and school to customize our support to meet the specific context. Although it is critical that each area of the turnaround framework is addressed, we recognize that varied levels of support may be needed.

Using our Achievement Path™ framework (see Appendix G), we will work each Virginia school with to improve school performance over the course of the three to five years through the following critical mechanisms:

- A core **district and school leadership team** established immediately that is coached and trained to sustain the interventions
- Implementation of an **instructional coaching model** focused on increased engagement, relevance, and rigor in the classroom
- Development, alignment, and integration of **curricular and instructional tools and processes** to support improved instruction and high achievement, including **professional learning communities, professional development, and classroom supports**
- Implementation of **diagnostic tools** that serve as the foundation to engage staff and tailor interventions, along with tools that can be used for ongoing **progress monitoring**
- An overlay of **tools and expert coaching** in the areas of communications, family and community engagement, and school climate and culture to support the work

Most recently, in the state of Virginia, we have experienced success in using these levers to impact student outcomes. We will describe this in greater detail in the Experience section.

Our Framework

From our research and practice, we have identified six critical implementation elements for successful turnaround of secondary schools. Although a variety of strategies are used to achieve success in these areas, the core focus areas are consistent through all our turnaround schools. These elements align closely with the seven turnaround principles, as described in the Statement of Needs (see Section III of RFP#DOE-LASTP-2013-04 and Appendix J).

Table 1. Alignment of Implementation Elements and Turnaround Principles

AIR Implementation Element	Turnaround Principles
Leadership that drives change	Provide strong leadership
Educator effectiveness	Ensure teachers are effective and teacher collaboration
Coherent instructional guidance system	Strengthen instruction and curriculum
Comprehensive diagnostics	Data-driven instruction
Student-centered climate and family and community engagement	Family and community engagement, improved environment, and additional time for learning

Each of these elements is discussed in greater detail below. In addition, the research basis for each element is provided in Appendix I - Research Basis for Methodology.

Leadership That Drives Change

The actions of the district and school leadership, staff, and teachers determine the quality of students’ school experiences and the effectiveness of the education they receive. AIR focuses on

building the capacity of administrators and teachers, supporting them with high-quality tools and resources, improving working conditions, and building a climate and culture that lead to sustained improvement.

Educator Effectiveness

The strongest leverage point in any system's change lies with the people who make up that system. At the same time, people's resistance to change is often a significant obstacle to implementation and sustaining change initiatives. For these reasons, the AIR model for school turnaround and transformation focuses heavily on building the collective capacity of school leaders and teachers to improve instruction and student learning. Through the precise use of student data, frequent and highly embedded leadership and instructional coaching, and an emphasis on collaborative peer support and accountability, school leaders and teachers will be able to improve instruction and learning while positively affecting the school climate and working conditions.

Coherent Instructional Guidance System

AIR believes that a well-integrated system of curriculum, instruction, and assessment is necessary for improving student achievement. For this reason, when asked to conduct curriculum audits for schools and districts, our approach is to evaluate the written, tested, *and* taught curriculum. To help us in this type of study, we have designed a researched-based framework that synthesizes the most current and rigorous research on the integration of curriculum, instruction, and assessment. Our turnaround and transformation model works to ensure not only the alignment of these critical supports to student learning but also their integration into teacher practice.

Comprehensive Diagnostics

A collection of diagnostic tools—to create a well-aligned improvement plan at the beginning of the process and to monitor the effectiveness of each strategy throughout the process in order to modify or change courses—is essential for effective and sustained improvement. AIR uses tools to monitor benchmarks and document the progress of the turnaround and transformation plans. Monitoring the leading and lagging indicators outlined in the SIG as well as regular and systematic review of school and classroom data provide the basis for ensuring that the initiative stays on course.

Student-Centered Climate

The typical conversation regarding a climate of high expectations centers on expectations of student achievement and engagement. Although this is critical to school success, the teacher and school leader are the two most influential aspects of student achievement. High expectations for teachers and quality enactment of school turnaround strategies are just beginning steps in creating a climate and culture of high expectations. The AIR turnaround model requires a great deal of collaboration among teachers and school leadership. Through this collaboration, collective accountability for student success is emphasized by the public sharing of student achievement results on benchmark and formative assessments and by peer observations of classroom instructional practices

Family and Community Engagement

We know that effective family engagement is a cornerstone of a positive environment (Christenson & Sheridan, 2001; Henderson & Berla, 1994). Our extensive work with schools in promoting successful family and community engagement has been to provide tools and strategies that help build support and create better modes of communication and buy-in to the vision of a successful school. In doing so, however, it is critical to determine the areas in which parents and the community feel a school needs to work on improvement. When the attitudes and awareness are understood, AIR can assist the school with determining appropriate strategies that help build a more positive relationship.

Effective Implementation

We understand that the quality of implementation is critical. In Appendix F, we discuss the indicators and characteristics of successful implementation across each of these elements. As we discuss each element, we provide a comparison of what represents an effective versus a mediocre implementation.

Theory of Action for School Turnaround

Before undertaking current turnaround efforts, numerous schools undertook comprehensive efforts to reform the organization and improve student outcomes. Studies of successful reform and improvement models point to the significance of the sound implementation of new practices and programs. Implementation is a process, not an event. Research suggests that full implementation can take several years. Our proposed solution spans three school years (three cycles, each starting in summer and concluding at the end of the school year). We recognize, however, that achieving higher levels of implementation that lead to sustained improvement may require additional support. Our ultimate aim is to assist in building the capacity of a school's leaders and institutionalizing practices that will outlive our direct support. One way we do this is by focusing on the implementation of strategies defined in school and district improvement plans, including school improvement plans, positive behavior interventions and supports, and response to intervention.

This aspect of implementation is important to consider throughout each stage to ensure the long-term survival of the program or the practices. A myriad of potential changes in staff, leadership, and funding streams or shifting priorities and politics can derail implementation efforts. School leaders, staff, and stakeholders will want to maintain an awareness of potential changes and their subsequent impact on implementation and sustainability.

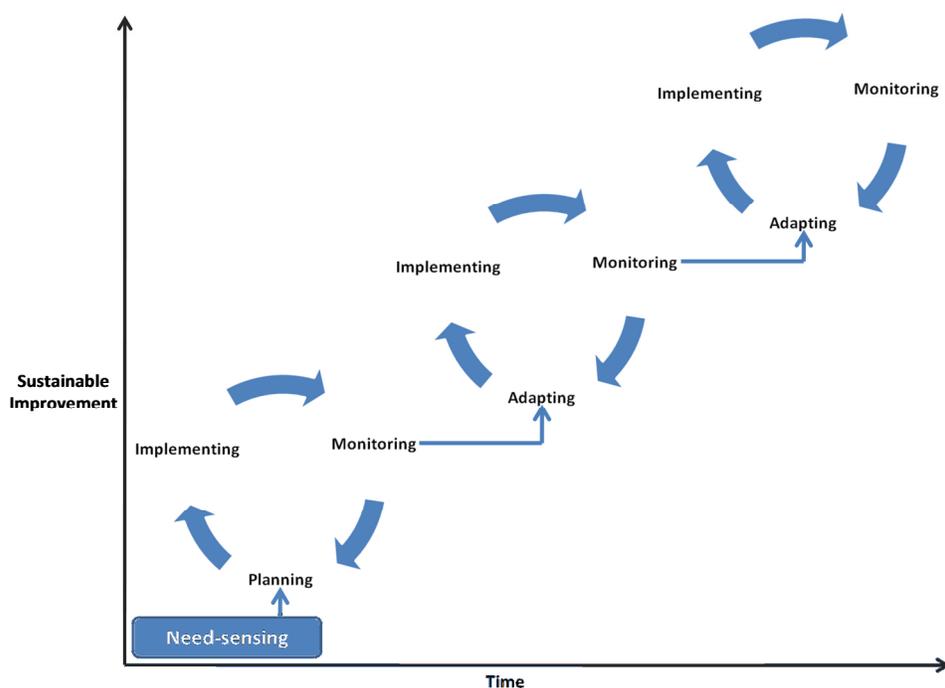
Emerging research on school turnaround efforts suggests that schools succeeding in achieving dramatic improvement of student outcomes are more effective at integrating a concise set of initiatives, in contrast with nonimproving schools that struggle to find cohesion among a great (often overwhelming) number of improvement initiatives. Research also points to the need for alignment among district and school improvement priorities (Desimone, Porter, Garet, Yoon, & Birman, 2002). We believe that initiative overload dilutes focus and energy, and so we support a phased approach to implementing new initiatives. We promote depth of implementation over breadth of scope for turnaround schools, focusing first on establishing foundational practices for improving student outcomes. Our proposed solution engages turnaround leaders in assessing the

scope and the alignment of school improvement plans and developing a counseled, thoughtful approach to implementation.

We believe that each school ecosystem has a unique set of conditions and needs. In this regard, we provide a comprehensive, customized approach in determining the level of support, staff required, and additional resources required to meet those school-specific needs. This process, highlighted in the following text, begins with a comprehensive needs assessment that provides the information and context for our approach. This needs assessment process is discussed in greater detail in Appendix K-Needs Assessment Process

Beginning with a needs-sensing process focused on assessing a school’s strengths in organizational effectiveness, instruction, and leadership, the theory of action for the AIR turnaround and transformation model follows a process of continuous, sustainable improvement over time, as shown in Figure 2.

Figure 2. Theory of Action



Planning

During the planning phase, school leadership teams and AIR consultants will identify key initiatives and progress-monitoring indicators. These indicators will be used to monitor implementation and guide the direction throughout the turnaround and transformation process.

Implementing

The implementation phase includes training for teachers and school leadership teams; the institution of the school leadership team with processes and structures for teacher collaboration, assessment, and curriculum support; and the additional supports for family and community engagement.

Although represented as a distinct phase, implementation of the model and planning are in conjunction with progress monitoring by the school leadership team and consultants from AIR.

Monitoring

AIR has deep knowledge and expertise in program evaluation processes and educational research. This expertise will inform the development of a performance management plan with specific indicators of student success, improvements in school climate, and teacher effectiveness. Regular and frequent timelines for the monitoring of these indicators by teachers, school leaders, and AIR consultants will be outlined and included in progress-monitoring updates to the state of Virginia.

Adapting

Through disciplined and precise progress monitoring of implementation, strategic and effective adjustments to turnaround and transformation initiatives can be made to meet the needs of students, teachers, leaders, and the context of the school setting. Sustained improvement over time, however, requires course adjustments to maintain a focus on improvement to student achievement. Dramatic improvement of student learning requires swift, rapid-fire experimentation and decisive action (Hassel & Hassel, 2009). The process of monitoring progress and responding to results will be a frequent focus of the school leadership team and AIR.

Accountability, responsibility, and monitoring are critical components of ensuring that reform efforts move forward. They also are mechanisms for identifying barriers and challenges in order to meet them head on or make necessary course adjustments. Measurable indicators for success are defined, benchmarks are delineated, and data are collected and used to routinely gauge progress. AIR will assist the members of the school leadership team in building their knowledge about and capacity to use data for driving decisions and monitoring their work. As lead partner, we will work with the school leadership team to hold periodic monitoring meetings at least every quarter. A SIG committee of a large stakeholder group—to include the principal, assistant principal, teacher leaders, district representation, union representatives, parents, and other community members—will be encouraged to meet at least every quarter to review and evaluate progress on each SIG goal, action step, and measurable outcome to provide expert recommendations on adjustments per their roles.

Uniquely Qualified Staff

AIR has offices around the country, employing more than 1,700 people. Our national headquarters is in Washington, D.C. Our D.C. staff comprises experienced classroom teachers; award-winning principals; and highly credentialed researchers, evaluators, and policymakers. Several members of our District and School Improvement team are located in our D.C. offices, including Catherine Barbour, our Senior Turnaround Practice lead, a former principal who turned around urban, suburban, and rural schools in Virginia.

Barbour is a graduate of the Darden-Curry School at the University of Virginia, where she earned her master's degree in elementary administration. She leads an experienced team of educators who have extensive experience in the state of Virginia and possess a statewide network that can be tapped to leverage successful strategies that other successful Virginia schools have employed. Many of our staff have been successful turnaround principals in Virginia. Their

profiles and experience will be demonstrated in greater detail later in this proposal (see Qualifications and Experience of Key Staff (Section IV.B.3.c).

Extensive Resource Base

The District and School Improvement team at AIR benefits by being a part of one of the largest not-for-profit behavioral and social science research organizations in the world—AIR has an extensive network of experts and supporting partners with whom we engage in research, policy, and direct projects in the field. Rather than bringing a defined set of partners to the table up front, we work with our clients to assess the needs and to collaboratively select the best-match partners. In some cases, this involves bringing external national experts to our clients.

We also have created a suite of tools, including our recently developed Implementation Continuum for School Turnaround, to accelerate the school improvement process.

AIR draws its experience from operating many federally and state funded centers charged with making research relevant to improving educational outcomes for all students, including students with disabilities. The following are examples, which include both recent and current centers, illustrate the range of resources for our consultations and professional development services related to special education:

- **Access Center: Improving Outcomes for All Students K–8 Center for Implementing Technology in Education** supports state and local educators to integrate instructional technology for all students to achieve high educational standards
- **National Center on Intensive Interventions** provides technical assistance that builds state and district capacity to train interventionists to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K–12
- **Elementary and Middle Schools Technical Assistance Center** helped local districts build their capacity to use research-based practices to improve outcomes for students with disabilities
- **National Center on Response to Intervention** provides technical assistance to build the capacity of states to assist districts in implementing and evaluating proven models for response to intervention
- **National Center on Student Progress Monitoring** provided technical assistance to states and districts and disseminated information about K–5 progress-monitoring practices proven to work
- **National Center on Technology Innovation** helps researchers, developers, manufacturers, and publishers create innovative technology products for students with special needs
- **National High School Center** identifies effective programs and tools, offers user-friendly products, and provides high-quality assistance on school completion and dropout prevention.

Through a combination of our extensive experience, our approach and methodology, and experienced staff familiar with Virginia education systems, we believe AIR is the lead partner of choice in support of Virginia’s low-achieving schools.

We provide a list of relevant examples of “Same or Similar Service” in Appendix H – Examples of Past Performance.

Verifiable Data of Past Effectiveness (Section IV.B.3.b)

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

As a Lead Partner

Additional outcome data are represented in Table 2 at the end of this section.

Jefferson-Houston K–8 Transformation, Alexandria City Public Schools, Alexandria, Virginia 1/2013–current

Since January 2013, AIR has provided lead partner support for Jefferson-Houston K–8, a priority SIG school located in Alexandria, Virginia. The support will focus on developing mathematics content knowledge and teaching mastery for Grades K–8 through coaching, professional development, leadership coaching, and implementing effective data systems.

At Jefferson-Houston, the school turnaround is gaining momentum. After a long history of struggle and failing test scores, Jefferson Houston posted 21 percent gains in mathematics and 20 percent gains in science in 2012–13.

The difference, Principal Rosalyn Rice-Harris said, is continuous improvement and transparency. Every week, she and her two coaches, in partnership with AIR, worked to quantify their impact, scaffolding high-leverage mathematics strategies for teachers to use in their classrooms and connecting implementation data to increases in student proficiency on common assessments. “Showing data on a constant basis inclined teachers to do more and get more involved in coaching.”

Eager to learn from others, teachers at Jefferson-Houston frequently used iPads to record a colleague's practice, seeing for themselves how to implement an effective mathematics strategy and planning with their coach to better meet the needs in their own classrooms. According to one teacher, “Coaches are an amazing part of our collaboration and teaching experience.” In time, promising practices were encouraged in all content areas. Building a culture of trust and demonstrating her commitment to deepening the understanding of all learners, young and old, meant Principal Rice-Harris worked alongside her teachers and engaged with her school leadership team in weekly problem solving. “We believe everyone wants to do well,” she told her teachers and staff. “Our job is to help you.” “Coaching,” she added, “leaves you with a sense of accomplishment for refining your craft and gives you a wealth of knowledge to share with others.”

Hazelwood Middle School Turnaround Hazelwood (Missouri) School District 5/16/2010–6/1/2013

AIR has supported the Hazelwood School District in its turnaround and transformation planning since May 2010. The work started with AIR leading the needs assessment and planning process for the Hazelwood East Middle School SIG grant and has grown to our districtwide support for turnaround and transformation, including the development of a new districtwide teacher evaluation system.

In addition, we are serving as the lead partner for Hazelwood East Middle School in the 2010–2013 implementation of its turnaround intervention model. The support provided includes leadership coaching; the implementation of professional learning communities; and implementation of the school’s full SIG turnaround, including interventions related to parent and community involvement, data use, literacy curriculum, literacy instruction, and literacy assessment. Documented achievement results include the following:

- Hazelwood East Middle School improved from being one of the lowest performing schools in Missouri. At the end of the first year of working with AIR to implement the turnaround school improvement model, student achievement increased substantially (see Table 2).
- After the 2010–11 school year, student mathematics scores on the monthly district assessment rose from the lowest of the district’s six middle schools to the best, with students scoring an average of 76 percent in Grade 6.

Romulus Middle School Transformation Romulus (Michigan) School District 8/30/2010–8/31/2013

Romulus Middle School in Michigan has received national attention from the U.S. Department of Education and the National Education Association for its turnaround effort, and our team has been instrumental in managing the provider relationships. A key part of the Romulus turnaround plan was extensive staff development. In our capacity as lead transformation partner, we developed structured collaborative partnerships with several vendors, including Pearson Learning, Wayne RESA Mathematics Institute, WestED, and the International Center for Leadership in Education. We created a collaborative service delivery strategy, outlining individual and collective roles, responsibilities, and processes for developing and implementing Romulus Middle School’s new English language arts, mathematics, and professional learning community school improvement initiatives.

At Romulus Middle School, the data indicated that school discipline referrals were growing progressively early in the school year. After dissecting the data further during a data check-in meeting, the team found that the rate of discipline referrals was higher in classrooms with substitute teachers than in classrooms with assigned teachers. The greater use of classroom substitutes was due to the high number of pull-out professional development programs, which were part of the turnaround plan.

By using this data and a check-in meeting, a series of short- and long-term strategies was put in place. One short-term strategy was to provide classroom management training to a group of substitutes who would serve in the classrooms during these pull-out professional development activities. Another strategy was to readjust some professional development opportunities from pull-out sessions to either afterschool or Saturday sessions, whenever possible. The use of substitutes was not the only cause of overall discipline issues, and discipline continued to be an issue that needed more discussion and longer term planning. However, the check-in meetings allowed the staff to see that some discipline issues were caused by the amount of professional development being conducted on a daily basis during instructional time. With AIR’s assistance, Romulus developed a schoolwide positive behavior support initiative during the spring and summer that was implemented with fidelity the following fall. School data indicate a significant decrease in disruptive behavior and office discipline referrals. In fact, between 2009 and 2013

classroom based disciplinary referrals dropped from over 2200 incidents (in 2009) to 787 (in 2013). In addition, between school year 2011/2012 and 2012/2013, Tiers 2 referrals dropped 48% and Tier 3 referrals were down 27%.

Eisenhower High School Transformation Decatur (Illinois) Public Schools 8/2011–current

AIR serves as the lead partner for the transformation of Eisenhower High School in Decatur, as awarded under Section 1003(g) of the SIG guidelines. In both schools, with full-time, on-site support, we are a direct partner in the improvement strategies of the transformation plan—specifically, developing leadership capacity at the district and school levels, promoting professional learning communities, overseeing instructional coaching, implementing the Common Core State Standards, implementing an early warning system (EWS), reforming the teacher evaluation process and tools to include student growth, and monitoring progress indicators at the school and individual student levels.

Eisenhower High School serves 1,000 students in the Decatur Public School District. Graduation rates hover near 80 percent, but significant achievement gaps exist between white students (roughly 45 percent of the student body) and African American students (47 percent). A recipient of federal school improvement funds, Eisenhower launched instructional coaching midyear in 2011–12.

Trained by AIR, four content area coaches supported Eisenhower core teachers, asking targeted questions and guiding teachers to better understand what works and why. “Getting feedback on my teaching on a regular basis is very helpful to me,” noted one teacher. “My coach has a wealth of knowledge in content and delivery of content...that I have begun to rely on.”

In 2012–13, Eisenhower coaches logged close to 1,400 unique coaching interactions using the AIR Coaching Tracking Tool, which is designed to gather data and inform coaching decisions. All four coaches maintained a relentless focus on three teaching standards: instructional learning formats, productivity, and engagement.

Comparing CLASS-S observation data from September 2011 (precoaching) to observation data from March 2013, the greatest instructional gains observed across Eisenhower classrooms included the following:

- Articulating clear and consistent learning targets
- Using a variety of modalities to present information
- Increasing opportunities for student autonomy and leadership
- Facilitating meaningful peer interactions related to learning content
- Reducing transitions and implementing effective routines

**Lanphier High School Transformation
Springfield (Illinois) Public Schools
7/1/2011–6/30/2012**

AIR served as the lead partner for the transformation of Lanphier High School in Springfield. Emerging indicators of success at Lanphier High School, from the first six months of operation, include the following:

- Freshman academies have been developed and are being implemented.
- A new benchmark assessment system has been implemented to track student progress.
- Professional learning communities are meeting weekly and are being trained in effective collaboration and data use.

**East St. Louis School Transformation (2012–2013)
East St Louis , IL**

AIR serves as a lead partner or support partner in the implementation of their SIG transformation and turnaround efforts. Implementation and capacity-building support includes a combination of many of the following focus areas: providing leadership coaching, implementing professional learning communities, establishing school data systems and monitoring protocols, designing an extended learning program, designing teacher compensation systems, supporting positive behavioral supports, coordinating alignment efforts with Common Core State Standards, and implementing instructional improvement interventions. This was a highly collaborative approach in partnering with school leadership to assess, prioritize, and implement current and proposed school improvement priorities around six main areas: Leadership that Drives Change, Educator Effectiveness, Comprehensive Diagnostics, Coherent Instructional Guidance System, Student Centered Climate, and Family/Community Engagement. [Representative outcome data is presented in Table 2.](#)

Table 2. Lead Partner Outcomes

Client	Years	Results
Jefferson-Houston K-8, Alexandria, Virginia	1/1/2013–current	After only seven months of intense instructional, leadership, and strategic support, mathematics proficiency has shown significant improvement. The composite percentage (Grades 2–8) of students that performed grade-level proficient, or higher, increased from 20 percent to 55 percent.
Hazelwood East Middle School, Hazelwood, Missouri	8/16/2010–6/1/2013	For our first year of work, district benchmark assessment data indicated a 22 percent average increase in the number of Grade 6 students meeting or exceeding state standards in mathematics. After starting the year as the lowest performing middle school in the district, Hazelwood East Middle School ended the year outperforming the other five middle schools in the district, as determined by district benchmark assessments. For the second year, Scholastic Reading Inventory results indicate significant improvement in reading lexile levels, from 47 percent of students reading on grade level in August 2011 to 67 percent of students reading on grade level in May 2012.
Romulus Middle School, Romulus, Michigan	8/30/2010–8/31/2013	District benchmark assessment data indicated higher percentages (11 percent to 22 percent) of students in Grades 6–8 meeting or exceeding state standards in reading and mathematics. Tier 2 Office referrals are down 48% and Tier 3 referrals are down 27% ,as are out-of-school suspensions.
Eisenhower High School, Decatur, Illinois	8/2011–current	Freshman Cohort: Freshman–Senior Mathematics Intervention Program Of the 14 freshman students receiving mathematics intervention from an upper-class student, 12 are now passing mathematics with a 65 or higher; this is an increase of 74 percent. Approximately 81 percent of ninth graders are on track to transition to the 10th grade; the figures were 68 percent in 2011 and 75 percent in 2012. Improvement of Instruction The percentage of ninth graders scoring at or above proficiency standards on the Discovery Education Assessment increased by 15 percent in English from Test A to Test B and increased by 14 percent in reading from Test A to Test B. The percentage of 10th graders scoring at or above proficiency standards on the Discovery Education Assessment increased by 20 percent in English from Test A to Test B and increased by 9 percent in reading from Test A to Test B.
Lanphier High School, Springfield, Illinois	7/1/2011–6/30/2012	Prairie State Achievement Examination scores increased approximately 10 percent from 2011 to 2012, which was the highest in the state of Illinois.
East St. Louis High School, East St. Louis, Illinois	6/18/2012–6/30/2013	Ninth-grade students increased in all four areas of Northwest Evaluation Association (NWEA) mathematics assessments from fall to winter 2013. Tenth-grade students increased in three of four areas on NWEA mathematics assessments from fall to winter 2013.

Curriculum Audit and Alignment

Decatur School District Mathematics Common Core State Standards Alignment Decatur (Illinois) School District 61 2010–current

The Decatur Public School District, serving approximately 9,000 students, is working with AIR to develop a K–12 curriculum framework for mathematics. A needs-assessment was completed that focused on instructional practice and support for teachers, a gap analysis of vertical alignment, and an assessment of alignment between taught curricular content with the current Illinois State Standards and with Common Core State Standards. AIR provided professional development on how to create meaningful curriculum maps that contain mathematics practices, materials, core skills to be learned, progressions in strands, lessons incorporating Promethean boards, and local assessments. During the 2011–12 school year, teachers in kindergarten through second grade began piloting the use of the maps, and curriculum maps in Grades 3–12 are being finished. AIR is providing monthly professional development for the teachers piloting the curriculum maps.

Oswego Lesson Study Project 2009–10 Oswego (Illinois) School District 308

AIR provided training in the theory and practices of the Lesson Study approach to teacher teams from four middle schools and two high schools in the Oswego School District (district student enrollment: approximately 17,000 students). During quarterly training sessions, the Lesson Study teams conducted action research on student learning throughout the year. Several of the schools redesigned curricular expectations on the basis of this action research. The final phase of the project included training of the teacher teams to become Lesson Study facilitators for new teams in their home schools. Participants went on to lead other Lesson Study teams in their respective schools. They reported improved understanding of students' conceptual development of targeted concepts and skills, improved curriculum and instructional strategies in relationship to those skills, and improved outcomes for students.

District Audit of Written, Taught, and Tested Curriculum New York State Education Department 2005–2011

Since the beginning of the 2005–06 school year, AIR has conducted comprehensive audits of the written, taught, and tested English language arts and mathematics curricula in 32 New York districts that had failed to meet adequate yearly progress (AYP). With each district, a four-step process was followed: planning, data collection, co-interpretationSM of the findings, and action planning based on key findings and auditor recommendations. Staff members employed a variety of data collection methods to reveal a complete picture of what was being taught, how it was being taught, and where it matched state curriculum standards. An alignment study of each district's written curriculum was conducted against the state content standards. The unique approach to interpretation involved engaging districts in the process and led to ownership of the key findings by district staff. Districts received final reports with research-based recommendations, based on the co-interpretationSM of key findings. Although this project was not exclusively focused on **instructional coaching, instructional leadership, or professional learning communities**, these strategies were incorporated into the recommendations for districts

as appropriate. We also have learned extensively from our work in these districts and have used this learning to support our schools and design school improvement solutions for them.

In total, our audits have reached more than 630,000 students in kindergarten through Grade 12 in urban, suburban, and rural school districts in New York City and upstate New York. Of the 32 districts in corrective action under NCLB that were audited, 13 are in good standing. Good standing means that these districts have met AYP requirements for two consecutive years across all subgroups.

Data Driven Instruction

National Center on Response to Intervention (NCRTI) Office of Special Education Programs, U.S. Department of Education 2007–current

Since 2007, NCRTI has provided technical assistance to build the capacity of states to assist districts in implementing and evaluating proven models of response to intervention. We have supported state and local educators in learning how to develop a delivery system with multiple tiers of instruction for reading and mathematics and then coordinate that system within a data-based framework for monitoring student progress and determining which students need more intensive or individualized instruction. Through this work, NCRTI has identified essential components of tiered instruction based on its synthesis of relevant research and has developed tools and approaches that help states, districts, and schools build and assess their capacity to implement tiered academic instruction with fidelity. The intensive technical assistance supports provided through NCRTI, including customized training, assistance with developing guidance documents, and on-site and distance supports allowed more than a dozen states to build their capacity to effectively implement multitiered, data-driven instructional programs. NCRTI's website (www.rti4success.org) has more than 1,500 evidence-based resources, including archived training modules, webinars, and a database on state response to intervention policies.

Qualifications and Experience of Key Staff (Section IV.B.3.c)

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.

AIR is a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education. Staff members have the capacity to design and conduct rigorous and relevant education research and evaluations; develop and deliver tools, services, and resources targeted to schools, school districts, and communities; and analyze and synthesize education policy trends and practices. AIR’s education mission is to help practitioners and policymakers at all levels improve teaching and learning, with a special emphasis on the disadvantaged. This mission is a focus when hiring our expert and experienced staff; for that reason, most are well equipped to work with students, staff, and other stakeholders in **high-poverty, high-minority secondary schools**.

Our expertise includes district and school improvement; educator effectiveness; expanded learning; special education; and science, technology, engineering, and mathematics but extends beyond K–12 education. We also have deep knowledge of early childhood development, college and career readiness, higher education, organizational effectiveness, school finance policy, and workforce development. Our Workforce program’s adult learning work focuses on the needs of English learners, adults seeking to enhance their literacy skills, and adult students who attend community colleges and alternative learning environments. The following staff biographies demonstrate our expertise in high-quality services that specifically address a school’s and district’s readiness to learn, teach, and act.

For lead partner work, we build teams of AIR staff and consultants (if needed) to meet the expertise required for the district and school. Each team includes a senior AIR project manager who works with the district and school team throughout the entire process. In addition, curriculum and instructional specialists, human capital experts, and parent and community experts are brought into the turnaround effort at various levels of intensity. All are part of the initial needs assessment and planning. We also have an extensive network of partners and consultants who can be engaged, as appropriate.

To ensure quality throughout the organization, AIR employs sophisticated project management, fiscal, human resource, and knowledge management systems. We use these internal controls to measure our ability to meet our clients’ needs on time, on target, and on budget. The AIR leadership team ensures that the work of the organization is aligned with the articulated mission, values, and strategies; that business practices are legally sound and defensible; that the organization remains client focused; and that all its work meets the highest standards. In addition, AIR is governed by a board of directors composed of nationally recognized education and business leaders, and the board reviews the organization’s internal quality measures annually.

Finally, we understand that contextual experience is important. Our current team of on-site experts all have experience in the state of Virginia—many of them being former turnaround and transformation principals in both urban and rural communities across the state.

Team Members and Qualifications

AIR seeks to base its matching of team members to schools on best fit. Therefore, the following AIR staff members are representative of our staff's experience in conducting similar projects and their previous experience working with low-performing schools. Full staff résumés can be found in Appendix A.

Leadership Coaching and On-Site Coaches

All our leadership coaches have a proven track record of turning around low-performing schools.

Catherine Barbour is a senior consultant for school turnaround on the Education team at AIR. She leads project teams in the design and development of products and services to support states, districts, and schools in their improvement efforts, specifically in the area of school turnaround and transformation. Barbour has led project teams to design and develop school improvement plans for five school districts in Illinois and Missouri, which resulted in submitting awarded applications. Barbour provides consulting to states, districts, and schools in designing, implementing, and evaluating school reform initiatives, which may include district- and school-level leadership training to lead turnaround, developing implementation monitoring indicators and tools, and building systems for sustaining reform initiatives. Previously, Barbour was an independent consultant working with schools and districts to provide training and support in the implementation of professional learning communities, school improvement leadership coaching for principals and school teams, and curriculum development. She has led three successful school turnarounds as a principal, each respectively in an urban, rural, and suburban school district. Barbour's focus is on schools, districts, and states to implement successful turnaround and transformation services. Barbour received her master's degree in elementary administration at The College of William and Mary. Barbour is a credentialed School Turnaround Leader, earning her certificate from the Darden/Curry Partnership for Leaders in Education.

Donna Warthan, Ed. D., is a senior turnaround consultant on the Education team at AIR. She has more than 25 years of experience working in the state of Virginia. During this time, Dr. Warthan has served as a classroom teacher, instructional specialist, and school principal in Hampton and Norfolk, Virginia. She has led successful school turnaround in Hampton. Dr. Warthan received her doctorate in educational leadership and policy study from Virginia Polytechnic Institute and State University and her master's degree in educational administration from The College of William and Mary.

Ursula Hill, Ed.D., is a senior consultant for school turnaround on the Education team at AIR. She has more than 22 years of experience in public education as a special educator and school administrator, with substantial knowledge and experience working with Title I schools and transformation initiatives. As a senior turnaround consultant, Dr. Hill serves as the AIR on-site coordinator supporting improvement efforts in Alexandria, Virginia. She is also on the project team supporting Buffalo Public Schools, as a leadership coach assigned to schools receiving federal school improvement funds. Dr. Hill aids school leadership teams in analyzing student performance data and in aligning teaching practices to improve instructional delivery, conducts instructional rounds, and engages in differentiated leadership coaching with school principals. She provides professional development and frequent progress monitoring on school turnaround initiatives. Dr. Hill received her undergraduate degree in special education from Virginia Union

University, a master's degree in elementary administration and supervision from the University of Virginia, and her doctorate of education degree from The George Washington University.

Melissa Irby Marshall is a senior turnaround consultant for AIR. She is a credentialed Turnaround Principal from the University of Virginia (2006). She brings to the team more than 21 years of education experience in the Commonwealth. Originally from Richmond, she has worked in schools across the country, as a principal and educator in the areas of leadership coaching and development, curriculum design and alignment, data-driven instruction, alternative education, instructional coaching, progress monitoring, and program evaluation.

Loretta Blanks is a senior consultant to AIR. She has more than 40 years of experience in education as a teacher, administrator, principal, and consultant across the country. With a master's degree in education from The College of William and Mary, she has strong ties to the state of Virginia and has extensive experience, having supported schools across the state. She is an expert in using data to inform, develop, and monitor school improvement plans and initiatives. She currently provides leadership coaching and data use support to Alexandria City Public Schools in Virginia and to Buffalo Public Schools and Utica Public Schools in New York.

Content Experts

AIR has a broad array of content experts from which we can draw. In addition, we bring staff from our partner organization Strategic Learning Initiatives to support the instructional improvements in the building.

Mathematics Experts and Coaches

Aaron R. Butler, Ph.D., is a senior consultant for school turnaround at AIR. He has more than 13 years of experience in public education spanning rural, suburban, and urban districts. His current work at AIR includes managing the overall project and budget for two federal SIG projects, along with providing turnaround leadership coaching for school districts in Missouri and Illinois. Prior to joining AIR, Dr. Butler served as a turnaround administrator, director of federal programs, and director of professional development. He has extensive experience with curriculum mapping, district improvement planning and budgeting, and developing progress monitoring systems. He has presented at national- and state-level conferences on effective methods of developing school- and district-level leadership capacity and has conducted a statewide research study in Missouri on the relationship between district resource allocation patterns and student achievement. Dr. Butler earned his bachelor's degree in secondary education, with an emphasis in physics and mathematics, from the University of Evansville and his doctorate in educational leadership and policy studies from the University of Missouri–St. Louis.

Steve Leinwand is a principal research analyst at AIR and has more than 30 years of leadership positions in mathematics education. He currently serves as mathematics expert on a wide range of AIR projects that evaluate programs, develop assessments, and provide technical assistance. Leinwand's work at AIR has included developing specifications and an algebraic reasoning item pool for the National Center for Education Statistics High School Longitudinal Study; serving as implementation task leader for the Institute of Education Sciences (IES) Mathematics Professional Development Impact Study; coauthoring *What the United States Can Learn From Singapore's World-Class Mathematics System (and What Singapore Can Learn From the United*

States); and coauthoring a comparison of the 2007 Grade 3 assessments administered in Hong Kong and in Massachusetts. In addition, Leinwand has provided school- and district-level support and technical assistance for the General Electric Foundation Developing Futures in Education project and the Microsoft Math Partnership. As a member of AIR's assessment program, Leinwand has overseen the development of multiple-choice and constructed response items for AIR's contracts with Ohio, Hawaii, Delaware, and South Carolina. His books *Sensible Mathematics: A Guide for School Leaders* and *Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement* were published by Heinemann in 2000 and 2009 respectively. Leinwand currently is working with Alexandria Public Schools for mathematics instructional coaching and support.

Kirk Walters, Ph.D., is a senior research analyst at AIR. Dr. Walters has held leadership roles in a number of studies related to mathematics professional development and mathematics teaching and learning—including evaluations of online mathematics programs, teacher quality, and evaluation design. He is co-principal investigator of the Assessing the Efficacy of Online Credit Recovery for At-Risk Ninth Graders Study, a randomized controlled trial, funded by IES, examining the impact of offering online Algebra I as a credit recovery mechanism for at-risk ninth graders. Dr. Walters is also the deputy director of the IES-funded Pathways to Math Achievement Study, a large, experimental trial of online Algebra I. He recently directed the evaluation of the Accelerated Algebra Project, a program designed to boost student achievement through professional development and an online curriculum. In all of these projects, he contributed substantively to the design and analysis of the classroom observation instruments and the training of observers—the Accelerated Algebra Project utilized observers with mathematics expertise and focused on the quality of mathematics instruction. Dr. Walters was also responsible for managing the two professional development providers who developed interventions for the Middle School Mathematics Professional Development Impact Study. The providers' programs focused on the teaching and learning of rational numbers in the middle grades. Dr. Walters's dissertation included the development of interview protocols and an observation instrument targeted to assessing teachers' understanding of rational number content in the context of teaching. Before entering graduate school, Dr. Walters taught middle and high school mathematics, was a department chair, and developed and delivered mathematics professional development. He currently is working with Alexandria Public Schools for mathematics instructional coaching and support.

English Language Arts and Literacy Experts and Coaches

Kavatus Newell, Ph.D., is a senior turnaround consultant with AIR in literacy. She also is an instructor of literacy education at Mary Washington University in Virginia. Dr. Newell earned her doctorate in reading instruction and has been teaching practitioners for more than ten years. Her achievements include numerous publications and presentations on literacy instruction and literacy practices. She also has taught at both the middle school and high school levels. Most recently, Dr. Newell has been working with Hazelwood East Middle School in Hazelwood, Missouri, to align curricular and instructional practices to the Common Core.

W. Christine Rauscher, Ph.D., is a senior technical assistance consultant on the District and School Improvement team at AIR. Her work focuses on developing services to address the literacy needs of all students and providing professional development to educators to enhance the literacy achievement of students. Most recently, Dr. Rauscher led the curriculum audits of 17

New York City elementary schools identified for performance in English language arts, including developing a project-specific elementary literacy instruction observation protocol. Prior to joining AIR, Dr. Rauscher had more than 20 years of executive school leadership experience as an associate superintendent. She was a consultant in the Teaching and Learning Services Bureau of the Iowa Department of Education and president of the Iowa Reading Council, a state affiliate of the International Reading Association. Dr. Rauscher earned a doctorate in literacy education and educational leadership from the University of Iowa and has taught graduate-level courses focusing on effective literacy instruction as an adjunct faculty member at several universities. In addition, Dr. Rauscher participated at the national level on the development of the literacy portions of the Common Core.

English Language Learners and Special Education Experts

Diane August, Ph.D., is a managing director at AIR and is responsible for directing the English language learner (ELL) work for the Education program. Her area of expertise is the development of science and literacy in second language learners in Grades PK–12. Currently, she is assisting several states and districts in implementing the Common Core State Standards for ELLs. Prior to her position at AIR, Dr. August was a senior research scientist at the Center for Applied Linguistics, where she was the principal investigator for a ten-year National Institute of Child Health and Human Development program project that investigated the development of literacy in ELLs and was the co-principal investigator at the IES-funded National Research and Development Center for English Language Learners. At that center, she implemented four successful year-long science interventions and one summer school intervention designed to improve science and academic language outcomes in ELLs. In addition, she was co-principal investigator on two IES-funded studies; the first study focused on developing a comprehension assessment for ELLs, and the second study focused on implementing and evaluating bilingual and English-as-a-second-language programs for ELLs. Dr. August also has served as staff director for the National Literacy Panel on Language Minority Children and Youth. She has been a senior program officer at the National Academy of Sciences, where she was study director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. Dr. August has worked as a teacher, school administrator, legislative assistant, grant officer for the Carnegie Corporation, and director of education for the Children’s Defense Fund. In 1981, she received her doctorate in education from Stanford University and, in 1982, completed a postdoctoral fellowship in psychology, also at Stanford. She has published widely in journals and books.

Patricia García-Arena, Ph.D., is a senior researcher at AIR. Dr. García-Arena has more than a decade of experience in child development and education. Her research experiences and interests have always included ELLs and their families, concentrating on such topics as childhood bilingualism, language development, cross-cultural child development studies, emergent literacy practices, language socialization, assessment development, and the educational attainment of minority students. Along with extensive research experience, Dr. García-Arena has also applied her research knowledge in the form of technical assistance to school districts in several states. Prior to her position at AIR, Dr. Garcia-Arena was an ELL assessment development associate at the University of Chicago, where she developed an English-Spanish, bilingual formative assessment to measure prekindergarteners’ literacy skills. She also served as a research associate at the Erikson Institute, where she managed the Dual Language Learner Project, which surveyed

all of the services available to prekindergarteners in Chicago Public Schools. Dr. García-Arena received her doctorate in psychological studies in education, with an emphasis in child and adolescent development, from Stanford University. Before pursuing her doctoral studies, she earned a master's degree from Harvard University in human development and psychology and a bachelor's degree in child development and psychology from Tufts University.

Carla Hulce is a senior consultant on school turnaround at AIR. She works with schools, districts, and states to implement successful turnaround and transformation services. As part of this work, she provides guidance on the design, implementation, and evaluation of school reform initiatives and designs and facilitates technical assistance and professional development sessions. Prior to joining AIR, Hulce served as associate director of the Small Schools Workshop, working on small school and smaller learning community initiatives in large urban, suburban, and rural school districts, such as Chicago; Dallas; Houston; and Oshkosh, Wisconsin. While at the Chicago High School Redesign Initiative, she provided leadership coaching to seven of the 23 new small high school principals. She has more than 15 years of experience providing schools and districts with expertise in the design of specialized learning environments aimed at improving the academic achievement of gifted students and students with learning disabilities. Hulce earned a master's in education, with a focus on instructional leadership, from the University of Illinois–Chicago.

Culture and Climate Expert

Robert Mayo, Ph.D., is a senior turnaround consultant at AIR and is experienced in designing the systems that increase the site-level accountability of school leaders, encourage learning-centered family involvement, improve the delivery of support services to students, and allow school and district leaders to better understand their data and improve their decision making. Dr. Mayo provides targeted technical assistance to the schools and districts working with AIR and manages AIR's field-based turnaround and school improvement teams. As a performance officer with the D.C. Public Charter School Board, Dr. Mayo was responsible for performance management; regulatory compliance monitoring; and charter renewal, closure, and initial authorization processes. He also previously served as an administrator, guidance counselor, and teacher within highly regarded traditional public, private, and public charter schools throughout the District of Columbia. He earned his master's degree in guidance and counseling from Bowie State University and his doctorate in educational administration from Boston College's Lynch School of Education.

Technical Assistance, Data Collection, and Analysis

Traci Maday-Karageorge is a technical assistance consultant at AIR. Currently, her work focuses on school and district improvement work, with an emphasis on secondary schools. She facilitates group processes in schools and districts to analyze data and secure consensus for improvement initiatives. She serves as a team lead and qualitative data collector for curriculum audit work in New York City. She is a trainer for the Surveys of Enacted Curriculum and a certified affiliate trainer for the Classroom Assessment Scoring System (CLASS™). Previously, she worked as a high school teacher for a charter school implementing the Coalition of Essential Schools reform model and the Understanding by Design curriculum development model. She has expertise in culturally responsive educational practices for Native American learners and served for several years as the assistant director of the Center for Native American Studies at Northern

Michigan. Maday-Karageorge earned a bachelor's degree in secondary education from Northern Michigan University and is a candidate for Virginia state licensure in Administration and Supervision PK-12.

Approach to Meeting Mandatory Requirements (Section IV.B.3.d)

Needs	Pages
1. Provide Strong Leadership	22-26
1.1 Review Performance of Current Principal	22-24,
1.2 Replace Principal or Demonstrate Track Record	22-24,
1.3 Provide Principal with Operational Flexibility	24-26
2. Ensure Teachers Effectiveness	26 -34
2.1 Review Quality of All Staff	26-29
2.2 Prevent Transfer of Ineffective Teachers	28
2.3 Provide PD Based on Teacher Evaluation	29-34
2.4 Work with School Division to Recruit/ Recommend Teachers with Proven Track Record	28
2.5 Recommend Restructuring of Teacher and Leader Contracts	28
3. Redesign School Day/Week/Year to Include Additional Learning Time	34 -37
4. Strengthen School's Instructional Program	37-41
4.1 Ensure that Program is Research Based, Rigorous and Aligned with State Standards	37-39
4.2 Provide Comprehensive, Coherent, Manageable and Integrated Programs	40-41
4.3 Recommend Which Programs to Continue and Which Programs to Replace	40-41
4.4 Recommend Alignment of Curriculum/Instruction/Assessment/PD	38-40
5. Use Data to Guide Instruction and for Continuous Improvement	41-44
6. Establish Environment that Addresses Student Social/Emotional Health and Safety	44-47
7. Provide Ongoing Opportunities for Family and Community Engagement	47-51

As highlighted in the RFP Statement of Needs, the Commonwealth has identified seven “turnaround principles that are critical in improving the academic achievement of students in persistently low-achieving schools.” AIR’s research-based framework for school improvement, as described in the Experience section (Section IV.B.3.a) and in Appendix F (Implementation Elements) incorporates six key implementation elements addressed in our school improvement methodology. Our elements align very closely with the Commonwealth’s turnaround principles.

(1.1; 1.2) Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort

Principal Performance

AIR welcomes the opportunity to proactively engage districts in the review and selection of principals with demonstrated competencies to lead school turnaround. AIR can offer two approaches to reviewing and selecting principals: discrete district-level training in turnaround competencies and interview techniques or a more comprehensive service designed to impact

district systems and practices. The typical point of engagement for AIR in turnaround and transformation schools has been after principal selection and assignment decisions have been made by the district, and we are well-equipped to address the challenges inherent in these situations. The following sections detail the two approaches to reviewing principal performance and our approach to growing leadership capacity in schools.

District Training on Turnaround Competencies

The research conducted on turnaround competencies by Public Impact is the foundation for this training. Using the guide, *Turnaround Competencies for Leaders* (2008) and the corresponding *Selection Toolkit* (2008), AIR can provide a training for Human Resources personnel and other key decision makers. The daylong training provides participants with: (a) an understanding of the research-based turnaround competencies and the role of the competencies in supporting dramatic school improvement; (b) practice with behavior event interviews designed to elicit a potential candidate's suitability to successfully lead school turnaround; and (c) a plan for applying the newly acquired understanding and knowledge to the review, recruitment, selection, and hiring of principals.

(1.1; 1.2) Continued

Quality School Leadership Identification

School principals are essential in creating conditions for improved teaching and learning, and selecting a high-quality principal is an important step in improving teacher working conditions and instructional quality. The Quality School Leadership Identification (QSL-ID) process provides comprehensive guidance to schools and complex areas in recruiting and selecting new school principals.

QSL-ID is a standards-driven and research-based hiring procedure intended to supplement or supplant current school principal hiring procedures. The procedure aids school and complex personnel in selecting highly qualified new principals who also are a good match for school culture and leadership needs. QSL-ID addresses the following:

- Preparation of school principal hiring materials
- Development of a school principal recruitment strategy
- Establishment and training of a local hiring committee
- Screening applicants
- Facilitating candidate interviews and other data-gathering activities
- Final candidate selection
- Planning for school leadership succession

QSL-ID consists of the following components:

- **Facilitator's Guide.** The facilitator's guide offers a step-by-step process for hiring a new school principal. The hiring process is research based in that it draws extensively from business and education research literature on effective executive and administrator hiring practices.

- **Candidate Evaluation Instruments.** The candidate evaluation instruments provide a systematic approach to collecting and weighing information about each candidate, a bank of interview questions, and a screening checklist. Construct and content validation procedures were conducted to ensure candidate evaluations reflect professional standards and best practices for instructional leadership.
- **Hiring Tools.** An interview question bank, teacher observation task, data analysis task, and other hiring tools were developed to gather evidence about candidate qualifications to lead organizations and instruction. The interview question bank was developed through: (a) a review of executive and school administrator screening protocols and (b) expert panel review.
- **Research-Based and Standards-Driven Rubrics.** QSL-ID directs hiring committees to evaluate candidate credentials against a set of rubrics. Rubrics chart candidate strengths and weaknesses, and these ratings provide baseline data for future goal setting and professional development planning. QSL-ID designers created a set of evaluation rubrics that align with the National Policy Board for Educational Administration's Interstate School Leaders Licensure Consortium 2008 principal professional standards and are informed by an extensive literature review on instructional leadership practice. Hiring committees use the rubrics when evaluating applicant information.

(1.3) (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget

Growing Leadership Capacity

Although the principal is possibly the most significant influence on all aspects of the turnaround and transformation process, a single person cannot effectively create the kind of change required in consistently underperforming schools (Fullan, 2006; Herman et al., 2008). The identification and development of a highly effective school leadership team is required to implement, monitor, and sustain turnaround strategies with both intensity and focus on student learning. The establishment of a school leadership team composed of roles such as principal, assistant principal, instructional coaches, family and social services, teacher leaders, and other specialized roles will be a key initial step. The coaching and development of this team will constitute a significant focus for turnaround implementation support.

AIR will provide professional development, modeling, and coaching for the school leadership team. We also will assist the school principal in effective team building, action planning, standards-based instruction, using data to drive rigorous student instruction, building a professional learning community, and working with parents and the community to create shared responsibility for school and student success. These professional development sessions will be designed to meet the needs of the participating schools and principals. In addition, coaching and tools on other aspects of the turnaround will be provided on an as-needed basis by designated coaches from AIR, additional external providers, and partners. Our approach typically includes the following:

- Quarterly full-day professional development sessions with the school leadership team
- Individual monthly coaching sessions with each member of the school leadership team

Table 3 is an example of a professional development and coaching plan developed for one of our turnaround schools.

Table 3. Sample Leadership Coaching and Training Schedule

Timeframe	Event
June 2013	<p>Inaugural Summer Kickoff (4 days)</p> <ul style="list-style-type: none"> • Focus: Turnaround and transformation leadership competencies; effective planning, implementation, and monitoring for effectiveness; unpacking SIG; fostering a learning network • Complete 30-60-90 day implementation plan and quick win • Translate the implementation plan into the project implementation tool for ongoing monitoring • Map the professional development foci and supports for the school year • Develop a comprehensive strategic communication plan for internal and external stakeholders regarding SIG initiatives
September, 2013	<p>First On-Site Coaching Visit (1 full day)</p> <ul style="list-style-type: none"> • Focus: Implementation of quick wins and 30-day plan • Leadership team—protocols; communication with other school teams; roles and responsibilities for administrators, staff, and facilitators for monitoring student needs and progress schoolwide
October, 2013	<p>First Quarterly Turnaround Leadership Academy (1 day)</p> <ul style="list-style-type: none"> • Focus: Support principal communicating and establishing instructional expectations, processes, and tools that will ensure teacher use of data to plan instruction and principal use of data to inform decision making
November, 2013	<p>Second On-Site Coaching Visit (1 full day)</p>
December, 2013	<p>Second Quarterly Turnaround Leadership Academy (1–2 days) (one day for leadership team; schools will be divided into two cohorts and attend a one-day reality check)</p> <ul style="list-style-type: none"> • Focus: Reality check for SIG implementation progress
January, 2014	<p>Third On-Site Coaching Visit (1 full day)</p>
February, 2014	<p>Third Quarterly Turnaround Leadership Academy (1 day)</p>
March, 2014	<p>Fourth On-Site Coaching Visit (1 full or half day, as determined by coach and support staff)</p>
April, 2014	<p>Fifth On-Site Coaching Visit (1 full or half day, as determined by coach and support staff)</p>
May, 2014	<p>Sixth On-Site Coaching Visit (1 full or half day, as determined by coach and support staff)</p>
June/July, 2014	<p>Second Annual Summer Leadership Academy (4 days) (leadership team)</p> <ul style="list-style-type: none"> • Focus: Sharing successes and lessons learned, inducting new leaders and team members, revising and updating SIG plans

Turnaround Leadership Academies. Participants will review research on turnaround leadership competencies, identify and monitor personal and professional goals, be inspired by successful school turnaround stories, identify emerging and ongoing needs related to effectively

monitoring the implementation and outcomes of programs and initiatives, and discuss characteristics of effective teaching and learning. These academies will be highly interactive, and all participants will leave with goals and plans that can be implemented during the upcoming school year.

Professional Development Workshops and Webinars. These workshops and webinars will be focused on turnaround leadership competencies and will include featured speakers who are knowledgeable in the latest research or implementation practices in school turnaround. These workshops may be held outside of the district and may include school leaders from other schools.

School-Based Coaching Sessions. These needs-based sessions will be focused on assisting administrators meet their personal and professional goals in alignment with the goals of the school and the turnaround leadership competencies. These sessions may include but will not be limited to individual meetings, shadowing, co-observations of teachers, problem-solving sessions, and small-group sessions.

(1.3 Continued)

Operational Flexibility

AIR has a wealth of expertise and experience in the area of performance management, managing educator talent, and the challenges of intense impactful school turnaround or transformation. This capability provides a deep bench of experts and source of best practices to help a school recommend the necessary but difficult changes to the school policies and contracts that need to occur. AIR staff has worked with union and nonunion districts and schools to implement memoranda of understanding (MOUs) that have, in turn, helped make the drastic changes needed for impactful improvement. AIR currently is working in two districts in Illinois to help assess and adapt current evaluation systems. This work has included staff facilitating the Appraisal Action Committee through a development process that led to changes being made in the teacher contract. AIR staff have provided key facilitation, expert recommendations, and evaluation tool support to help the committee make recommendations for the necessary changes.

(2.1) Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort

Teacher Effectiveness

AIR has a thorough background in teacher and leader effectiveness as the lead partner in the Center on Great Teachers and Leaders and previously with the National Comprehensive Center for Teacher Quality. With this national center, AIR provides content-specific knowledge and resources to all 50 states and serves as a national resource on effective policies and practices to strengthen teacher and principal quality. Building upon this expertise, AIR has developed several specific tools and processes for supporting the human capital strategies of turnaround schools, as follows:

- Reforming district recruiting, hiring, and retention policies and practices for teachers

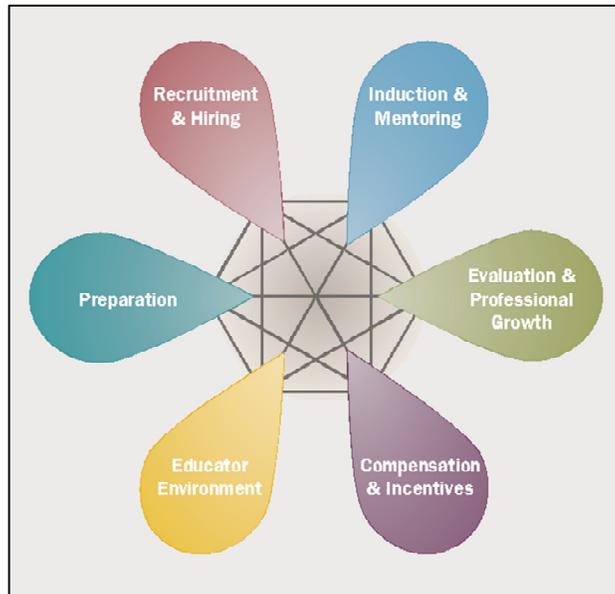
- Establishing a meaningful performance evaluation system
- Developing the talents of school leaders and teachers

Managing Educator Talent

METworks is a solutions-based approach to support schools in making changes in response to critical issues that impact teacher and leader effectiveness across the entire continuum of the educator's career: preparation, recruitment, hiring, induction, professional development, working conditions, compensation and incentives, and performance management. AIR can help client schools and complex areas develop a performance management system that connects local management and development practices with districtwide policies.

The METworks Framework is a research-based framework that is unique in its comprehensiveness and its inclusion of strategies and a rationale for each component and subcomponent. Based on an extensive review of the literature on educator quality, the framework is organized around the educator career continuum (see Figure 1). The METworks Framework identifies the building blocks responsible for attracting and retaining the most effective teachers and leaders: preparation, recruitment, hiring, induction, professional development, compensation and incentives, working conditions, and performance management.

Figure 1. Elements of an Educator Talent Management System



METworks materials and processes provide schools and complex areas with a coherent, action-oriented, collaborative approach to focusing on these building blocks systemically, resolving educator talent management concerns, and addressing areas of weakness. We know that educators are a school's most valuable asset, and we work with the school to do the following:

- Analyze and assess current practices that contribute to and influence teacher effectiveness
- Reengineer current practices to more effectively manage and develop educator talent
- Establish a comprehensive approach to incorporating the eight building blocks of a healthy education system in the school and complex

Our METworks Framework describes the research undergirding the building blocks of educator effectiveness. The METworks assessment tools allow us to collect school and complex data and compare how current policies and practices align with the framework. The assessment tools pinpoint where educator talent policies and practices are working in concert to make a constructive difference and where current practices are ineffective and must be strengthened. Together with staff, teachers, and administrators, we collectively determine the next steps to ensure and harness the talent of a school's educators. We provide hands-on assistance to support implementation of effective educator talent management policies and practices.

The work to align policy and practice for educator effectiveness begins with a thorough process, during which data are examined, findings are generated, and action steps are defined. Implementation of action plans and strategies is supported over the course of the school year. We have learned, from experience, that changes to practice and sound implementation of new systems often require ongoing support in the second year of implementation. This additional year of support can help to ensure that systemic changes continue to take hold with the necessary fidelity for success.

(2.2; 2.4) Ensure that teachers are effective and able to improve instruction by: (2) preventing ineffective teachers from transferring to these schools; (4) working with the school division or other state or local public educational body to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement

AIR has a wealth of expertise and experience in the area of managing educator talent and the challenges of intense impactful school turnaround or transformation. This capability provides a deep bench of experts and source of best practices to help a school recommend the necessary but difficult changes to the school policies and contracts that need to occur, including the following:

- Recruitment policies of the district (both within and outside of the district)
- Recommendation of effective teachers within the district for work in the turnaround school
- Revision of transfer policies within the district

These changes will align with the research base and best practices in the AIR METworks Framework, described in the previous section.

(2.5) Ensure that teachers are effective and able to improve instruction by: (5) recommending necessary restructuring of teacher and leader contracts;

AIR staff have worked with union and nonunion districts and schools to implement MOUs that have, in turn, helped make the drastic changes needed for impactful improvement. These have included an MOU for changes related to teacher hiring, placement, and performance management.

(2.1) Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;

AIR will work with districts and teachers unions to modify the existing employee selection and assignment process to align it with the school's interventions. This includes considering the capacity of existing staff to participate in the turnaround of the school. To help with this, AIR has developed an Employee Selection Process Guide, which includes a process and rubric for:

- Phone screening
- Administrative interviews
- Panel interviews
- Scoring a demonstration lesson

By using a standardized process and scoring rubric, school administrators will ensure that teachers and other school staff are interviewed consistently and with a focus on the knowledge and dispositions required to engage in the work of school turnaround.

With regard to teacher performance, AIR will work with the school leaders and instructional coaches to support them in their observation and evaluation practices (see Performance Management Advantage section in this document). AIR coaches will visit classrooms with school leaders and coaches to build capacity of the school staff to both support and evaluate teachers. AIR typically does not directly contribute to teacher evaluations.

(2.3) Ensure that teachers are effective and able to improve instruction by: 3) providing job-embedded, ongoing professional development based on the teacher evaluation and support systems and tied to teacher and student needs;

Teacher Professional Development

Just as a single leader cannot provide the force and energy needed for school turnaround and transformation, neither can the work of single classrooms or single teachers change the direction of an entire school. School turnaround and transformation requires the collective improvement of all teachers and classrooms to significantly improve student achievement (Herman et al., 2008). While simultaneously working to improve the practice of individual teachers and classrooms, AIR proposes a strategy focused on building the collective capacity of teams of teachers and groups of classrooms through providing “at-elbow,” job-embedded support for instructional improvement as well as frequent and regular collaborative review of student progress and instructional planning.

Our approach to developing teachers is fourfold:

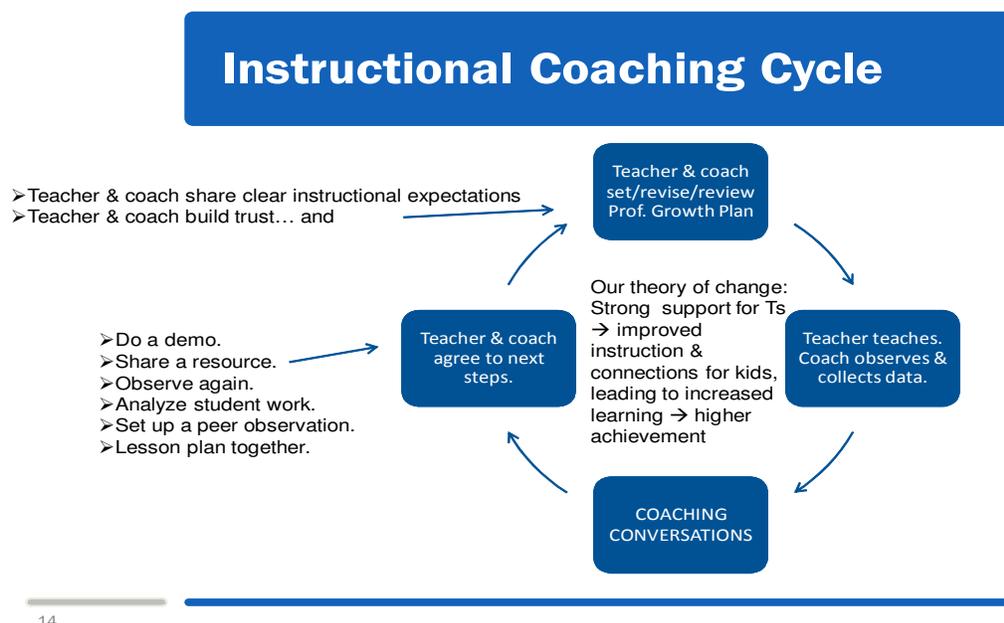
- Classroom-based **instructional coaching** from teachers with demonstrated effectiveness and content expertise to support individual teachers in improving their practice
- School-based **professional learning communities** to build a learning-focused school environment where collaboration supports improving practice
- An **instructional leadership team** to guide, monitor, and support instructional learning across classrooms and the school community as a whole
- Targeted and/or whole-school **workshops and/or courses** in identified areas

Instructional Coaching

As any classroom teacher can attest, teaching is often a solitary and isolating profession. Traditionally, professional development for teachers has been limited to training sessions, with little support for actual implementation and almost no feedback on practice. AIR’s focus on classroom-based instructional coaching seeks to provide the most job-embedded form of professional development possible by placing the support directly in the classroom, with teachers’ actual students, and by focusing on their specific curriculum and instructional needs.

The Instructional Coaching Cycle (see Figure 2) outlines the process for improving instructional practice and student learning. This cycle will be guided by the Individual Professional Development Plans created by teachers and by the Danielson Framework for Teaching (Danielson, 2007), specifically Domains 2 and 3 (Classroom Environment and Instruction).

Figure 2. Instructional Coaching Cycle



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To support the instructional coaching work, AIR has developed an online Coaching Tracking Tool. The tool helps districts, schools, and coaches consistently collect data and manage and organize their school-level coaching program. Coaches complete coaching reports that collect in-depth information about how the coaches are spending time (i.e., one-on-one coaching, lesson planning, demo lessons) and organizing improvement efforts with teachers and groups of teachers. The Danielson Framework is loaded directly into the tool to allow the coach and the teacher to make direct connections to expectations for professional practice. After coaches enter information about their coaching activities through the online tool, school and district leaders can analyze results through two types of data summaries. The School Coaching Summary reports information about how coaching time is being spent in the school, and the Teacher Activity Summary reports information about the coaching that a particular teacher or group of teachers has been receiving. These data can directly inform a teacher’s Individual Professional Development

Plan and data discussions by the principal and school leadership team. AIR provides distance training on the tool's use and how it fits into the process or model that already may be in place.

(2.3Continued)

Professional Learning Communities

Professional learning communities are the foundation of our instructional supports. Training for the effective facilitation of professional learning communities is coupled with targeted professional development in the necessary content (e.g., mathematics and literacy) and instructional strategies. In turn, implementation of the content and instructional practices is supported through professional learning communities. Under the guidance of the turnaround consultant and the school leaders, teams of teachers will meet multiple times a week (daily, if the school context requires) to accomplish a structured set of objectives:

- Review of formative assessment data on key learning targets (Herman et al., 2008)
- Planning for classroom instructional interventions based on summative and formative assessment data as well as peer observations of student learning (Herman et al., 2008)
- Discussion and support planning for specific student needs in such areas as social-emotional well-being, language proficiency, and learning exceptionality
- Identification and implementation of key family and community communication and support actions

Through collaboratively reviewing formative and summative assessment data, planning for instruction, working to meet the social and emotional needs of students, and coordinating communication with families and the larger school community, teachers will be engaged in a process of building collective capacity in each of these areas. In turn, peer accountability and support will provide the drivers for the transformation of the school culture and the development of a critical mass of energy focused on student learning.

Instructional Leadership Team

The third layer of job-embedded support for improving teacher instructional practice is an Instructional Leadership Team (ILT) that comprises the instructional coaches, professional learning community facilitators, school administrators, and district staff as needed. Beginning the last afternoon of the Instructional Coaches Summer Learning Academy, the ILT will focus on building schoolwide instructional leadership through setting priorities for professional learning, supporting teacher leaders and the coaching process, monitoring effectiveness, and implementing data-based instructional decisions.

Workshops and Courses

The last mechanism we employ to support teacher professional development is workshops and courses. Although coaching and professional learning communities should provide much of the support needed, teachers sometimes require additional support in content, strategies, or serving specific populations. In some schools, we offer workshops monthly on topics based on the findings from classroom observations. In other schools, we have a specific focus on literacy with all English language arts teachers participating in a series of literacy workshops. What is most

critical is that the workshops or courses are aligned to the plan and that the coaching activities support the learnings.

(2.3 continued)

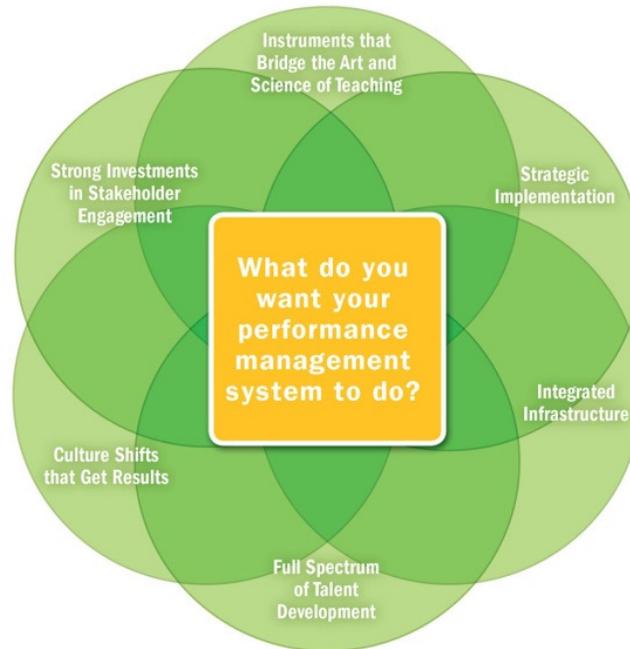
Teacher Evaluation

The tools in AIR's Performance Management Advantage service line can help districts revise or realign their teacher evaluation systems and, consequently, the effectiveness of the teaching, leading, and learning in the district. AIR's many years of experience working with schools and districts have convinced us that an approach that focuses on the following core elements is the one that produces concrete and lasting results in revising teacher and leader evaluation systems (Displayed in Figure 3):

- **Strong Investments in Stakeholder Engagement.** AIR believes that educators' attitudes toward evaluation change from "have to" to "want to" when they are engaged in the process and see that it clearly improves the results they get and contributes to their professional growth. Educators and others within the district and the wider community become committed as active participants under this approach through comprehensive communication plans and frequent opportunities to provide input.
- **Instruments That Bridge the Art and Science of Teaching.** The instruments for assessing teaching and leading must differentiate multiple performance levels and serve both formative and summative purposes. AIR will work with districts to review existing instruments for their effectiveness on these measures and help develop cutting-edge evaluation instruments. The new instruments will provide explicit, useful feedback for educators that facilitate their goal setting and reinforce professional teaching practices that are critical to the success of their students and the system.
- **Culture Shifts That Get Results.** AIR's thorough review of a district's entire performance management system signals to stakeholders that it is not business as usual anymore. This approach supports the change process by making sure that the goals, vision, and purposes of the appraisal system are well understood and supported from the board room to the classroom, lending credibility to the system and creating a learning environment that is driven by student performance data.
- **Strategic Implementation.** A system is only as strong as the people operating it, and AIR will make sure that district staff are well equipped to conduct smart evaluations. A proactive and interactive training for evaluators ensures that the system is enacted as designed. AIR's strategic and systematic process for evaluator selection is based on well-researched criteria and real-world experience. Combined with dedicated use of time and rigorous analysis of data, the resulting system is trusted, fair, and accurate.
- **Integrated Infrastructure.** Precisely targeted data inform teachers and school leaders of their strength and weaknesses and also inform professional development. AIR's Performance Management Advantage supports an innovative data and technology infrastructure with feedback loops to periodically assess the district's performance management as a whole, guide decisions from the classroom to the system level, and ensure that district goals are achieved.

- **Full Spectrum of Talent Development.** In this approach, AIR’s research-based evaluation tools and protocols work in step with the integrated human resource functions, informing and focusing coaching, leadership opportunities, and other incentives; hiring, assignment, and promotion policies and practices; and school climate—all in support of a growth-oriented learning environment.

Figure 3. Elements of a Performance Management System



AIR will work with districts and schools to improve their performance management system during implementation through the following critical steps:

- **Prepare and Engage Leadership and Stakeholders.** We begin by assessing a district’s performance management strengths and weaknesses and priority areas for reform through our Educator Talent Management Assessment, meanwhile working with districts to identify a performance management steering committee and to define educator effectiveness.
- **Develop and Share Vision and Plans.** We help districts to develop a **comprehensive plan for an evaluation system** that actively engages teachers and leaders, identifies which data are relevant, and decides how ongoing improvement will be achieved.
- **Select and Customize Tools, Training, and Infrastructure.** We work with districts to **develop appropriate performance appraisal tools**—including rating scales, protocols, and rubrics—and processes for seeing them successfully implemented. This includes facilitating the systems and tools necessary to make decisions about including student growth as a part of teacher evaluation.
- **Launch and Implement Appraisal Systems and Support.** Together with the district, we **launch the new performance appraisal system**, providing relevant training, troubleshooting, and gathering feedback.

- **Assess and Advance Practices and Progress.** We view the launch as the start, not the end, of our work together and support districts while they **determine next steps for improvement**, sustainability, capacity building, and communication of impact and success.
- **Integrate Talent Management Systems.** We help districts to **integrate evaluation with other key components** of educator talent management—professional development, school climate, and compensation—by connecting the work with the Educator Talent Management Assessment.

(3) Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;

Additional Time for Student Learning and Teacher Collaboration

Our approach is to help our schools and districts find the best solution for their context and maximize the time for improved student learning.

Research by Marzano (2003) estimates that students have approximately 1,008 instructional hours during the course of a school year, assuming a school calendar of 180 days and approximately 5.6 hours per day, devoted to instruction in all academic areas. For students who are well below grade level and in schools with poor student performance, additional time in the school day is needed to close achievement gaps and is a requirement of the school transformation model.

We have worked with schools to extend learning time through a variety of mechanisms, including the following:

- Extending the school day
- Extending the school year by adding days to the beginning and/or end of the year
- Restructuring the schedule to allow for additional English language arts or mathematics instruction through a block schedule approach
- Adding intervention time for students who need additional time on English language arts and/or mathematics in lieu of other subjects
- Adding before or after school sessions and/or Saturday school for students who are not on track
- Partnering with community-based organizations for academic support for students
- Adding required summer school

The best approach for a school or district depends on variety of factors. We know that outside forces such as teacher contracts, buses, and community concerns all factor into the choices made. That said, an additional one hour of time per school day would add 180 instructional hours or 30 instructional days to the school year. This strategy would significantly increase time for core academic subjects, targeted academic intervention for students, and enrichment. Although the AIR school turnaround model does not require the addition of daily instructional time, the needs of students in chronically underperforming schools likely require the expansion of learning opportunities and more access to academic remediation and enrichment through the expansion of the school day or the implementation of high-quality afterschool programs or both. We assist our

schools with finding solutions to expanding learning opportunities through extending the school day or year; creating flexible schedules for students and teachers; involving community partners in providing learning opportunities; and programming for before, after, and summer school. Developing Parental Support for Additional Learning Time

Requiring commitment from parents first includes gaining support and buy-in from them as stakeholders in the school.. Next, it includes sharing with them the critical impact that instructional time now will have on their students' long-term success. AIR has experience in gaining parental commitment through communication channels and inclusion at various points in the data collection process. Including the parent's voice and ensuring various methods of two-way communication can help develop the community feel of a school. When that is achieved, parents feel more pride in their school and may be more willing to be flexible regarding afterschool support.

Some ideas for garnering parent commitment include the following:

- **Communication and Quick Wins.** According to the IES Practice Guide *Turning Around Chronically Low-Performing Schools*, it is critical that the district leadership, along with the school leadership team, signal the need for dramatic change (Herman et al., 2008). This phase includes changing leadership practices, changing curricular or instructional practices, changes to the building or schedule, parent outreach strategies, and or other quick wins. AIR works with the district and school leadership team to put this process in place and identify quick wins with the community.
- **Stakeholder Group.** AIR will help put in place or help facilitate an existing SIG committee of a large stakeholder group that includes the principal, assistant principal, teacher leaders, district representation, union representatives, parents, and other community members. The critical beginning of this process is the needs assessment and the initial engagement of this stakeholder group. The group members will be encouraged to meet at least every quarter to review and evaluate progress on each SIG goal, action step, and measurable outcome to provide expert recommendations on adjustments per their role. Through this engagement, AIR has been able to positively effect change with our district and school partners.
- **Family Nights.** Based on information gathered through home visits, the parent coordinator, and needs assessments and focus groups, a series of family nights will be developed to meet the needs expressed. These events may start out as simple as a Game Night, during which dinner is provided and families come to the school to play games with their children, or events may address a critical need expressed by families, such as health care or immigration status. During any parent component of the program, child care is provided. The key factors to successful family nights are that they meet parents' expressed needs and are positive, engaging, and interactive. These activities build trust and can set the cornerstone for developing stronger family engagement. Eventually, more content-driven activities, such as family literacy and mathematics and positive parenting strategies, can be developed and implemented.
- **Family Resource Room.** Another avenue to build relationships with families and make them feel more welcome within the school environment is through the development of a family resource room within the school. A room in the building should be dedicated to creating a warm, comfortable space where families can gather to meet, have coffee, review parenting resources, and begin to feel part of the school. In the short term, it helps alleviate the "us-

versus-them” attitude predominant in low-performing schools. In highly functioning schools, the family resource room can become the centerpiece of the school. AIR staff will provide resources and guidance on simple and effective ways that such a space can help foster family trust.

(3 Continued)

In our work developing *Beyond the Bell*[®]: *A Toolkit for Creating Effective Afterschool Programs*, we designed several surveys to help schools gauge climate, parent and student needs and interests, and staff interests. We have helped schools determine whether the use of surveys is effective or whether a series of focus groups might be a better tool to facilitate deeper discussions of school climate and student and family needs. Our work over the years providing technical assistance to schools has taught us that staff, parents, and students often view surveys as “tests” and try to provide answers they think the administration wants to hear rather than a true reflection of their interests and concerns. Our staff have worked closely with school staff to examine data to create key questions that engender critical discussion points in focus groups. For example, in a high school environment, we considered attendance patterns, dropout rates, school and community violence data, employment, demographics, and mobility rates to get a stronger picture of the community the school served and the needs the school felt it was capable of addressing. From there, we were able to hone in on critical questions to ask staff, parents, and the students to determine additional opportunities that might build a stronger sense of community and caring. In alignment with the community schools model, providing for critical needs of students and their families (health and safety, in particular) helps build a stronger, less mobile community.

We have a long history of working with clients to assess needs and implement improvements for positive change. The impact and support of the community will be an integral aspect of any school turnaround initiative. Our experience has taught us that this, in large part, is a trust-building process. And although trust cannot be built overnight, showing a commitment to and engagement with the families and the community on a regular basis encourages trust from the early stages of the turnaround process.

Developing Support for Additional Time for Instruction, Collaboration, and Professional Development

AIR has a wealth of expertise and experience in the area of performance management, managing educator talent, and the staffing challenges of intense, impactful school turnaround or transformation. This capability provides a deep bench of experts and source of best practices to support a school in garnering commitment from the staff for the necessary but difficult changes to the school policies and programs that need to occur for turnaround and transformation. AIR staff has worked collaboratively with teachers and district leaders to implement MOUs and other agreements with staff, which has helped gain commitment from teachers and other school staff. AIR staff has provided key facilitation and expert recommendations to ensure our partner schools have adequate commitment and resources to implement the necessary school improvement changes.

What follows is an example of a collaborative approach led by AIR that solved a sensitive and difficult situation with a turnaround school.

(3 Continued)

Cahokia Unit School District (CUSD) 187 in Cahokia, Illinois, was in a desperate situation and reached out to AIR for support. A bond referendum to repair crumbling Cahokia High School had just failed. District administrators and the teachers union approached each other warily, their relationship still strained after a contentious 2009 strike. Teaching practices reflected the isolation of the community, with educators relying on outdated strategies to teach students. Applying for the 2010 federal SIG 1003(g) funding provided an opportunity for CUSD 187 to overhaul the practices at Cahokia High School, a Tier II school that had never met AYP. But district and school administrators did not have the relationships in place to meet the minimum requirements of the Illinois SIG application. Administrators and union officials were struggling to establish agreements to expand student learning time and implement an evaluation system for teachers and principals that incorporates student growth and teacher performance—two requirements needed for the SIG application process in Illinois.

AIR led the needs assessment and school improvement team responsible for submitting CUSD 187's SIG application. Our staff worked to build trust and collaboration between district and school administrators, the local teachers union, and state union representatives. Our staff connected local representatives with leadership training opportunities and other resources from the American Federation of Teachers to enhance their participation in the SIG planning.

As a result of these efforts, CUSD 187 and union officials worked together effectively to create a SIG transformation plan to improve teaching and learning for Cahokia's 1,000 high school students. AIR introduced the structure, protocols, and process for district administrators and union officials to move beyond their rocky relationship and find common ground.

(4) Strengthen the school's instructional program based on student needs by (1) ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards; (2) providing comprehensive, coherent, manageable and integrated instructional and support programs; (3) recommending which existing programs are to be continued and which programs are to be eliminated; and (4) consistent with the state Standards of Learning (SOL), recommending 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.

School Instructional Program

The following sections address the curriculum, instruction, and assessment activities at the school. AIR does not mandate or prescribe a specific curriculum. However, we do work diligently with the school to ensure that a comprehensive, coherent, and aligned curriculum is in place and that teachers have the tools they need to implement the curriculum with fidelity.

(4.1) . Strengthen the school's instructional program based on student needs by (1) ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards;

AIR believes that a well-integrated system of curriculum, instruction, and assessment is necessary for improving student achievement. Our turnaround and transformation model works to ensure not only the alignment of these critical supports to student learning but also their integration in teacher practice. AIR believes in Universal Design for Learning (UDL), a process for: (1) considering the needs of *all* students in the classroom—including those with exceptionalities, linguistic diversities, and varied learning styles; and (2) designing curriculum, instruction, and evaluation with sufficient flexibility so that each student benefits (Hitchcock, Meyer, Rose, & Jackson, 2002).

UDL is a research-based framework for designing curricula—that is, educational goals, methods, materials, and assessments—that enable all individuals to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously providing rich supports for learning and reducing barriers to the curriculum while maintaining high achievement standards for all students (National Center on Universal Design for Learning, 2011a). From prekindergarten to high school, classrooms usually contain learners with diverse abilities and backgrounds, including students with physical, sensory, and learning disabilities; students with differing cultural and linguistic backgrounds; students with varied preferences and motivations for learning; students who are unusually gifted; and many others.

UDL supports teachers' efforts to meet the challenge of diversity by providing flexible instructional materials, techniques, and strategies that help teachers differentiate instruction to meet these varied needs. It does this by providing options for the following (National Center on Universal Design for Learning, 2011b):

- Presenting information and content in different ways (the *what* of learning)
- Differentiating the ways that students can express what they know (the *how* of learning)
- Stimulating interest and motivation for learning (the *why* of learning)

(4.1 continued; 4.4) . Strengthen the school's instructional program based on student needs by; (4) consistent with the state Standards of Learning (SOL), recommending 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.

Aligned Curriculum

Research suggests that the effects of a well-aligned curriculum can “cancel out” more traditional indicators of student achievement such as socioeconomic status, gender, race, and teacher effect (Mitchell, 1998; Wishnick, 1989). A well-aligned curriculum can help level the playing field. AIR has strong experience in helping schools and districts assess the alignment of their written, taught, and tested curriculum to state standards. We also have experience facilitating the development of curriculum guidance at the district level, through such tools as pacing guides, curriculum mapping, and model lessons. The results of the readiness assessment will guide AIR in assisting schools and districts to determine the degree to which the curriculum guidance for teachers needs to be enhanced and more fully articulated.

AIR does not promote specific curriculum materials. In the event that the school needs assessment determines that the school's current curriculum materials are lacking, we will assist the school with the identification of high-quality curriculum materials and in the alignment of those materials in a high-quality curriculum approach. Having a well-aligned curriculum with quality instructional materials is only one aspect of providing guidance to teachers on what students should know and be able to do. The implementation of the curriculum and the monitoring of student progress, through a well-designed assessment system, also are needed to improve student learning.

With our previous work in the state of Virginia, AIR is familiar with the state Standards of Learning (SOLs) and will ensure that any curriculum and assessments developed align with the appropriate SOLs.

In a UDL curriculum, teachers provide materials in a flexible format, supporting transformation between media and multiple representations of content to support all students' learning. The critical content at the center of a curriculum—the facts, concepts, information, principles, and relationships that are to be learned—must be rendered in some medium. No single medium (e.g., text, voice, images) is accessible to all students. The UDL curriculum offers built-in *alternate* or *multiple* representations (National Center on Universal Design for Learning, 2011a).

Typical activities in which AIR engages include the following:

- Reviewing and or creating state standards-aligned curriculum frameworks for core subject areas
- Identifying appropriate materials and strategies needed to bridge students from current achievement levels to grade level
- Working with teachers to teach, assess, and modify instruction based on student performance on specific learning objectives

(4.4 continued)

Balanced Assessment

Assessments monitor the progress of student learning. Systemic quarterly benchmark assessments should be aligned to state assessments and the learning progressions outlined in the school curriculum (Wishnick, 1989). These assessment tools allow administrators and teachers to monitor student progress and track the effectiveness of programs. They are not enough, however, to ensure the learning development of students. The high-quality formative assessments that are used in the classroom and embedded in the curriculum drive the improvement of student learning.

The AIR model for school turnaround and transformation devotes significant time and support to teachers in developing and monitoring formative assessments of student learning that are aligned to benchmark and state assessments. A key objective of the professional development and regular teacher collaboration time is the development of high-quality formative assessments. Formative assessments provide a mechanism for teacher reflection on instructional quality and a link to added supports and interventions for students. A common lament in school improvement discussions is the lack of skill that teachers have in using data to inform their instruction. AIR

seeks to improve this situation in our turnaround and transformation schools by supporting teachers in the development and use of daily and weekly formative assessment skills and tools.

Assessments that are universally designed are designed from the beginning and are continually refined to allow participation of the widest possible range of students, resulting in more valid inferences about performance. These assessments are based on the premise that each child in school is a part of the population to be tested and that test results should not be influenced by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

Typical AIR activities include the following:

- Supporting the selection, use, and analysis of benchmark assessments and data
- Supporting the development of classroom formative assessment practices

(4.2) . Strengthen the school’s instructional program based on student needs by (2) providing comprehensive, coherent, manageable and integrated instructional and support programs; (4.3) Recommend Which Programs to Continue and Which Programs to Replace

High-Quality Instruction

The IES Practice Guide *Turning Around Chronically Low-Performing Schools* recommends a consistent focus on improving instruction (Herman et al., 2008). We know there are excellent teachers in every school. The AIR turnaround and transformation model has, at its core, the expansion of excellent teaching in all classrooms in its schools. The classroom is where the most fundamental and critical interactions occur to drive student learning. Too often, these critical moments are happening behind closed doors. AIR’s approach to improving student learning is through opening these doors and spreading good teaching practice throughout the school building.

Professional development on instructional techniques has been a hallmark of school improvement efforts for decades. Where these efforts often fall short is the relegating of teachers to implementing such techniques in isolation or without thoughtful and intentional connections to curriculum and assessments. We will provide training for teachers on instructional techniques to enhance student learning and engagement. Our turnaround and transformation model, however, supports the enhancement of these instruction techniques through the regular collaboration of teachers in lesson planning, formative assessment design, and designing instructional interventions for students in need of extra support. We support teacher implementation through job-embedded professional development supports, such as a turnaround coordinator to provide coaching, modeling, and support in the classroom, as well as a process of regular and frequent peer observations (Center for Comprehensive School Reform and Improvement, 2006). This two-pronged approach to opening classroom doors allows good teaching to escape the confines of the classroom and build the critical mass of highly effective teachers required for school turnaround and transformation.

Good pedagogy is at the core of a good curriculum. The value of instructional design is in elevating the probability that any one child, and every single child, will learn what is critical to the curriculum. Rather than offering content unsupported and leaving students' success to happenstance, privilege, or random discovery, we teach what is important, and we teach it by adopting the most effective methods so that all children will learn. In a UDL classroom, you can support those multiple pathways by presenting concepts in multiple ways, offering students multiple means of expressing their knowledge, and providing a variety of options to support each student's engagement with learning. When you practice UDL, you assume that each student needs his or her own "size" and provide options, scaffolds, and further opportunities for in-depth learning as a matter of course (Hitchcock et al., 2002).

Typical AIR activities include the following:

- Instructional coaching
- Professional learning communities
- Workshops and courses

These strategies are discussed more completely in the professional development section (2.3).

AIR, through its rigorous review process will identify: 1) which programs are having the greatest positive impact on student outcomes and, 2) which programs are ineffective. We will make recommendations to the ILT based on these findings.

(5) Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and providing ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student

As a lead partner, AIR will provide the tools and coaching needed to effectively monitor progress at the school and district levels. Turnaround requires processes and tools for continuous monitoring of a predetermined set of indicators to be able to quickly assess and modify courses of action to meet the goals of the school improvement plan. First, AIR will work with the local education agency to determine which initiatives have been implemented as outlined in its existing school improvement plan, the level of implementation, and effectiveness. We also will provide coaching for the leadership team in key areas related to monitoring. Second, regarding student achievement, attendance, and discipline, AIR recommends and supports the implementation of an EWS. Third, AIR will support the implementation of response to intervention, which will provide data to guide instruction. Finally, AIR proposes periodic data review with a larger set of stakeholders.

Expert Leadership Coaching

Expert leadership coaching will guide the school principal and leadership team on the following key activities:

- Identifying and implementing a quick-win strategy

- Identifying key data elements for monitoring both growth (student achievement, leading indicators) and implementation fidelity (how well the school or complex is implementing the plan)
- Aligning various implementation strategies and plans toward common goals
- Establishing collection, review, and dissemination processes of monitoring data at the school, complex area, and community levels
- Convening the school leadership team (and other vendors, as applicable) to review data and develop 30- or 60-day action plans to make necessary adjustments to implementation of the school improvement plan

Early Warning Systems

In addition to collecting data on the implementation, tracking student data such as achievement, attendance, and discipline is critical. Having a system to use these data to target interventions for students also is critical.

AIR has provided a wide range of technical assistance activities to local, state, and federal stakeholders within the field of dropout prevention and recovery. Implementing EWSs was a central part of AIR's National High School Center (NHSC). In Virginia, NHSC worked closely with the state department of education to create a customized Virginia EWS tool and supporting handbook for schools, with information about interventions corresponding with specific risk factors for dropping out. As part of REL Appalachia, AIR is developing and delivering training workshops to school staff to support the Southern Virginia College and Career Readiness Alliance by improving use of the Virginia Early Warning System (VEWS) tool, developed by the NHSC for the Virginia Department of Education, and VEWS data to help schools to increase the number of students who graduate and ultimately meet statewide graduation benchmarks.

(5 Continued)

Response to Intervention

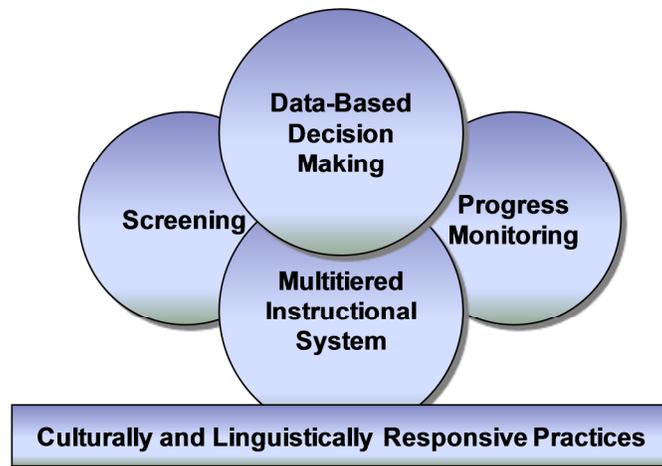
All across the country, local school districts, including especially those committed to effective school improvement, are increasingly viewing data-driven, multitiered instruction as part of a research-based framework to turn around schools. When teachers analyze ongoing student progress monitoring data (Deno, 1985) to decide how to employ tiers of increasingly intensive instruction for students who require greater attention to their academic needs (Vaughn, Denton, & Fletcher, 2010), they increase the likelihood that more students will be instructionally responsive and fewer will be so-called "instructional casualties" (Fuchs, Fuchs, & Compton, 2012). Furthermore, there is a growing body of evidence that teachers' use of data-driven, multitiered instruction with fidelity not only improves performance among all students but also increases learning and achievement among special student populations, including those who receive free or reduced-price lunch (Rolfhus et al., 2012), English language learners (Ortiz, Wilkinson, Robertson-Courtney, & Kushner, 2006), and students with disabilities (Al Otaiba & Fuchs, 2006).

AIR will support the data-driven decision making in the classroom through the implementation of response to intervention. Two hallmarks distinguish our approach to effective school

improvement and high student achievement. First, our technical assistance will feature a framework for data-driven, multitiered instruction that is grounded in rigorous research. AIR's National Center on Response to Intervention (2010) has synthesized available research and identified five essential components of a research-based framework for data-driven multitiered instruction. The five essential components (see Figure 4) are data-based decision making that employs screening data and progress monitoring data within a multitiered instructional system that includes culturally and linguistically responsive practices to connect minority students to the predominant school culture. Teachers' use of data-driven multitiered instruction with fidelity has been shown to have positive impacts in improving instruction for all students as well as preventing future academic difficulties in reading and mathematics. AIR's technical assistance will be informed by cutting-edge research on multitiered instruction. We will work closely with district and school leaders to translate this research into improved academic instruction by teachers that increases learning and achievement among students.

(5 Continued)

Figure 4. Essential Components of Multitiered Instruction



A second hallmark of AIR's support will be our commitment to building the capacity of school staff to implement a research-based framework for data-driven, multitiered instruction and sustain its implementation with fidelity over time. Toward that end, AIR staff will support instructional coaches in their conversations with teachers to sustain their implementation of standards-aligned response to intervention.

Periodic Reviews With Larger Stakeholder Group

In addition to the coaching and data collection components discussed previously, we work with the district periodically to examine the extent to which the district and its schools are making progress, based on the indicators defined by the school improvement plans. This process typically includes consideration of the following:

- To what extent are improvement initiatives being implemented with fidelity, as defined by designed plans and the expected timeline?

- To what extent are the planned initiatives effective?
- To what extent does implementation of programs or practices result in progress on both proximal and distal outcomes for students?

This review is done midyear at a “reality check” meeting and at the end of each year for an annual review. The reality check is a facilitated process of reflecting on the school improvement plan goals and objectives as they relate to relevant, up-to-date school data. The intent is to have an honest conversation about current practice; identify obstacles to implementation; gauge effectiveness and examine emerging results, to the extent possible; and then plan actionable steps for leaders to take in the next 30 days to deepen the implementation of new practices. The reality check is also an opportunity for AIR staff to model monitoring processes and behaviors. The event may be the first opportunity that participants have been afforded to practice monitoring. It is very likely that this type of monitoring represents a paradigm shift for all involved. As such, AIR facilitators will be prepared to act as both facilitators of the process and leadership coaches who help participants understand the role of ongoing monitoring beyond the life of the school improvement process as well as the skills, practices, and structures needed to support such monitoring throughout the school improvement experience.

Whether districts or schools hire us to support progress monitoring or conduct a formal evaluation, we leave them better prepared to consider formative and summative data and monitor results. We can help establish the processes and select the right tools so that the district builds formative data review into its regular routine. After a district experiences the process, we gradually release our support until the district is comfortable sustaining the changes on its own.

(6) Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs;

School Environment

In many communities, the school serves as a center of the students’ lives. For nine months of the year or more, it is where the students spend many of their waking hours. The school provides structure, role models, opportunities, and many other hallmarks of how to be successful in the world. Although a school can articulate a mission of “all students succeeding” or “lifelong learners,” without buy-in from the staff, families, students, or the community, these phrases remain merely words and not a mission that every stakeholder is committed to pursuing. Therefore, features of the turnaround process for understanding where those stakeholders are and what specific strategies a school needs to pursue in order to improve attitude and culture are critical elements to school improvement.

From the beginning of the planning process throughout the implementation of the intervention plan and strategies, a school mission of high expectations for students will be a constant guidepost. The leadership team will have as a key strategy the articulation of high expectations for students and staff through active engagement and monitoring of intervention strategies, assessments of student progress, and visible actions of accountability. In *Leading Change*, Kotter (1996) describes the importance of articulating a vision of the future picture as a key element in creating transformative change. Through constant communication, careful strategy alignment,

and “walking the walk” of accountability, school leaders will model the vision and mission of the school for teachers, parents, staff, and students. In turn, they will ask the entire school faculty to do the same through active agreement and participation in the turnaround strategies and process.

In our work with the development of community schools and community learning centers, AIR has facilitated building a strong and supportive school culture. Along with regular and frequent work with grade- and department-level teams, AIR will meet regularly and frequently with the school leadership team to provide technical assistance and coaching. The focus of this coaching will be building the school leadership team’s capacity to initiate, monitor, and evaluate turnaround strategies. Student achievement and engagement data, classroom observations, and frequent communication with teachers will become structured tools for the articulation of the school’s vision, mission, and strategies for turnaround.

(6 Continued)

Discipline and Engagement

A research summary from the Center for Social and Emotional Education (Cohen, 2009, pp. 1–2) describes school climate as follows:

Safe, caring, participatory and responsive school climate tends to foster great attachment to school as well as providing the optional foundation for social, emotional and academic learning (Blum et al., 2002; Osterman, 2000). One of the fundamentally important dimensions of school climate is relational and how “connected” people feel to one another in school. There is a growing body of research that suggests that connectedness is a powerful predictor of adolescent health and academic outcomes (McNeely et al., 2002; Whitlock, 2006) and violence prevention (Karcher, 2002a; Karcher, 2002b) and as a protective factor in risky sexual, violence, and drug use behaviors (Catalano et al., 2002; Kirby, 2001).

Creating a safe yet caring school often means schools must walk something of a tightrope. It is imperative that schools address both issues well and review them often to ensure that the school is a haven for the students, a positive working environment for staff, and a welcoming place for families. AIR staff members have developed these critical skills through our technical assistance experience with the Chicago Community Schools Initiative. We have assisted schools as they have walked through the implementation or revision of their school safety plan.

Through the needs assessment and implementation, we will address several areas related to safety. As necessary, local law enforcement, school staff, students, and community youth support providers will be asked to participate in the development of strategies for creating a safe and positive school climate. The following are elements to consider:

- **Safe Passage.** How do students arrive at or return home from school? Are there barriers? Are there gang routes or patterns that must be addressed? Implementing a review plan with local law enforcement is often a way that schools can ensure that they are addressing safe-passage issues outside the block or immediate school location. This is also an issue to consider for an expanded day.

- **Safety Within the School.** Entry into the school needs to be assessed—including vendor deliveries and particularly alternative entries. The frequency with which entryways are checked for accessibility needs to be reviewed. If there are security cameras, how often are they checked for workability, or are tapes reviewed?
- **Bullying and Other In-School Intimidation Features.** Is there a solid and consistent way that bullying and intimidation are dealt with? What are the consequences for the reporter of such behavior? Schools need to undertake a review of their policies with a key stakeholder group to ensure that issues they think might be addressed are neither going unchecked nor—even worse—providing negative consequences for victims.
- **Consistent Behavior Management Systems.** One strategy might be the development and implementation of a positive behavioral interventions and support (PBIS) approach. Positive behavioral interventions, used correctly by teachers, administrators, and parents, encourage or strengthen desirable behavior and reduce inappropriate behavior (Sugai & Horner, 2010). Whether PBIS or another behavioral management system, a school needs to clearly address the ladder of intervention it will use and communicate that information regularly and often to anyone who comes into contact with the students—during school, before or after school or extracurricular activities, and with parents. Behavioral management is best implemented when it is consistently applied, but often schools look only to their immediate staff. Peer mediation and peace skills programs also engender a better sense of safety and community among students (and staff), regardless of age.
- **Discipline and Suspension Issues.** Also of critical importance to the safety and climate issue is whether students who are removed from day-to-day contact with other students are provided with an alternative structure that will continue to give them an educational experience. Some of the schools we have worked with provide intensive tutoring programs for students who have been removed from the school-day environment to keep them on track in their classes and to give them additional assistance (rather than a deficit that often creates the environment for discipline issues).

AIR can help schools look at the policies and procedures they have implemented with their leadership group, determine where changes need to be implemented, and help track how those changes are being completed. If a school safety team needs to be implemented, we can assist the school with its planning and facilitation.

Close Student–Adult Relationships

Discussions of classroom management often center on student behavior and the teacher’s ability to control student disruptive behavior in order to deliver instructional content. In many low-performing schools, conversation about the relationship between students and teachers centers on this issue of management. AIR consultants work to change this conversation to one of student engagement in rigorous, relevant, and motivating learning opportunities. Disruptive classroom behavior is often a result of student disengagement (Easton, 2008; Ginsberg & Wlodkowski, 2000). “Intervention research has demonstrated that classroom management can be dramatically improved by giving teachers concrete strategies for engaging and disciplining students and by administration supporting use of these strategies throughout the school” (Blum, McNeely, & Rinehart, 2002, p. 8). Through collaborative lesson planning, teachers will be asked to develop lessons and assessments that are more relevant and engaging to students, while at the same time

meeting state and local standards. The peer classroom observation process will allow teachers to monitor student engagement, learn new techniques to engage students in dynamic and generative work, and develop classroom management strategies focused on increasing student learning rather than controlling student behavior. Student engagement will be a key indicator of school-turnaround monitoring by the school leadership team.

“Research evidence supports the importance of relationships within schools. Strong relationships with both adults [Tucker et al., 2002] and peers [Perdue, Manzeske, & Estell, 2009] function as strong predictors of student engagement. These connections are also critical for success in school through academic achievement, persistence and graduation, and school connectedness [Blum, 2005; Klem & Connell, 2004; Morse, Anderson, Christenson, & Lehr, 2004]” (Yazzie-Mintz, 2010, p. 10). This is especially important because “students who are alienated and disengaged from school are much more likely to drop out” (Hammond, Linton, Smink, & Drew, 2007, p. 12). A key strategy for identifying students at risk of dropping out is the implementation of an EWS. AIR houses the National High School Center, which designed an EWS tool that enables schools and districts to identify students who may be at risk of dropping out of high school. The tool includes the capability to customize the tool settings, modify indicator thresholds, integrate pre-high-school indicators, import student-level data, assign interventions to students, and produce student- and school-level summary reports (Therriault, Heppen, O’Cummings, Freyer, & Johnson, 2010). This EWS tool allows school leaders and teachers not only to identify students who are at risk of dropping out but also to identify interventions to support these students. Although these supports often are academic, our schools also have implemented social-emotional supports to promote more positive interactions with adults, focus on student strengths and engagement needs, and identify other supports specific to individual student need. Through a standard tool and process, our partner schools have the ability to monitor students’ responses to interventions.

Along with the other climate and culture strategies described in this section, AIR has the capacity to support teachers in developing culturally responsive teaching strategies as part of our collaborative learning team approach that helps teachers build relationships with students and families in a way that supports rigorous and relevant teaching and learning. Our schools also have implemented new structures such as smaller learning communities, freshmen academies, advisories, and mentoring programs to provide structures that promote positive learning climates and relationships between students and adults. AIR assists our schools in identifying the strategies that best align with their student needs, designing a plan for support, implementing the plan, and evaluating the effectiveness of these strategies.

(7) Provide ongoing opportunities for family and community engagement

We know that effective family engagement is a cornerstone of a positive environment. Greater parental involvement leads to higher levels of student achievement and improved student behavior, irrespective of such factors as socioeconomic status and ethnic background. We work with schools to promote successful family and community engagement and provide schools with tools and strategies that help build support and create better modes of communication and buy-in to the vision of a successful school. This work includes conducting focus groups to gather perceptual data from the parent and community to help inform the school improvement planning and communication process. AIR can assist the school with determining appropriate strategies

that help build a more positive relationship with parents and the community. We have found that imbuing the leadership structure with a firm intention to build a partnership with parents leads to a much more viable vision and mission.

Building Community Partnerships

Forging strategic community partnerships contributes to awareness and support for the activities and learning taking place in the school and oftentimes leads to changed perceptions of the school from one of despair to one of success. AIR will work with the school to explore opportunities to collaborate with local and regional social support organizations, agencies, and businesses to develop strategic partnerships. These partnerships promote the sharing of helpful information and resources with students and families, which can promote an additional support system for the success of a school's improvement efforts. Community groups, cultural organizations, volunteer

(7 Continued)

organizations, businesses, senior groups, and religious organizations can provide cultural, recreational, and extracurricular opportunities to enrich children's lives and contribute to building a connection between the student and the broader school community.

Establishing community partnerships also can help schools address family concerns. Often, the living conditions of families are so severe that they must be addressed before parents have the time or energy to devote to school concerns. Community organizations can provide afterschool programs, assistance with homework, and parenting education programs. Partnerships with community agencies can make health and social services, such as medical care and counseling, available to students and families, thus strengthening the bond between school and community.

As determined by the results of a needs assessment and/or an analysis of available historical data, AIR will work with the school leadership team to identify the best strategies for engaging and supporting families and establishing community partnerships. Such structures and strategies include school partnership councils, parent and family support workshops, and community support coordinators. Research has shown that high-quality parent, family, and community support initiatives are based on a comprehensive plan inclusive of community engagement, outreach, parent education, and business and community partnerships. All components must be well articulated, efficiently administered, and reviewed regularly for effectiveness and updating.

Our widely used product *Beyond the Bell®: A Toolkit for Creating Effective Afterschool Programs* (3rd ed.), provides districts and schools with guidance and tools based on best practices and research that help them boost family involvement, collaboration, and community building. The family-involvement tools show schools how to determine and encourage different levels of family involvement, communicate with families, and better gauge and address why some families do not participate in involvement activities. The collaboration and community-building tools provide direction on identifying and enlisting the services of appropriate partners and matching programmatic needs with potential assets. Together, these tools and others have proven valuable to districts and schools working to build capacity in these areas.

AIR's recently developed Implementation Continuum for School Turnaround and Transformation identifies several characteristics of high-quality family and community

engagement plans. AIR will assist school and district leaders to develop needs-based plans grounded in these engagement components based on best practices and research.

Parent and Family Engagement Components

- Building the capacity of families to support education in the home and ensuring that strategies to do so are well defined and regularly reviewed for effectiveness
- Establishing and maintaining regular meaningful, ongoing, two-way communication that is connected to academics and is regularly reviewed for effectiveness
- Ensuring that culturally and linguistically appropriate communication occurs regularly, is connected to academics, and is regularly reviewed for effectiveness
- Ensuring that all stakeholders share responsibility for and support each other in building the capacity of families to support education in the home and regularly communicate
- Addressing the learning needs of staff, leaders, and families related to capacity building through appropriate, ongoing learning experiences and meaningful, two-way, culturally and linguistically appropriate communications
- Establishing mechanisms for leaders and staff to regularly collaborate to share responsibility for capacity building and meaningful, two-way, culturally and linguistically appropriate communications with families
- Ensuring that data are collected and used to provide feedback and determine effectiveness about initiatives and programs to build capacity and engage in meaningful, two-way, culturally and linguistically appropriate communications with families

Our work at the national, state, and district levels has helped schools build stronger and more vibrant partnerships with community organizations. At the national level, we have worked closely with the U.S. Department of Education on the expansion and development of the 21st Century Community Learning Centers (21st CCLC) program to bring stronger community organization awareness of the availability of this federal funding source and the opportunities to partner with schools and districts. At the state level, our work with the Illinois State Board of Education implementing the 21st CCLC program has focused on raising awareness of funds, building stronger and more sustainable partnerships, and involving key stakeholders to bring a rich breadth of community partners and stakeholders to help leverage resources already available in communities to schools and to build a stronger coalition of support for schools.

We have worked closely at the local level with Chicago Public Schools as it has developed its Community Schools Initiative (CSI) during the past nine years. The CSI model is based on creating holistic support for students and their families in close partnership with schools—offering health services, expanded learning, and afterschool opportunities as well as providing a resource coordinator to help manage and strengthen the variety of partnerships with schools. We have been the lead professional development provider for CSI, providing training and technical assistance on building stronger partnership coalitions to provide a greater variety of activities for students and their families, establishing and nurturing stakeholder and partner oversight communities, and creating stronger community support for school improvement efforts. The goal of this work has been to broaden the lens of partnership and engagement with key stakeholders, whether they are parents and families or family-serving organizations, youth-serving

organizations, local community development organizations, community agencies, law and health organizations, or arts groups, to name a few.

We have a long history of working with clients to assess needs and implement improvements for positive change. The impact and support of the community will be an integral aspect of any school turnaround initiative. Our experience has taught us that this, in large part, is a trust-building process. And although trust cannot be built overnight, showing a commitment to and engagement with the families and the community on a regular basis encourages trust from the early stages of the turnaround process.

To facilitate the continued involvement of parents and community stakeholders, we propose several structures and strategies to support high-quality community and parent engagement.

(7 Continued)

School Community Council

The School Community Council will meet on a quarterly basis throughout the turnaround or transformation process to review progress on school-based and community-based goals and strategies. This council also will provide a forum for school leadership and teachers to communicate high expectations for student achievement and behavior as well as gather support for improvement efforts. A key aspect of these quarterly meetings is the dissemination of information regarding curriculum, assessment, and student expectations for learning. The primary duty of the council will be to guide and support the development and implementation of activities and resources to facilitate positive community and parent engagement in the school.

Family Support Coordinator

We recommend that as part of the turnaround or transformation process, the district/school hire a full-time, noncertified position of family support coordinator. This person will help to facilitate the School Community Council, connect with civic and business groups as well as parents, and coordinate the implementation of workshops for parents and local agencies to help support turnaround strategies and communicate a culture of high expectations for students. We have learned that with long-term sustainability in mind, it is preferable to make the coordinator position a paid position. In the past, some of the program coordinator duties have been added to the existing duties of a school staff member. When parent advocates, community representatives, or teacher aides have been assigned these responsibilities, we have found that it can be difficult to integrate these new duties into their already cramped work schedules. Ideally, this person will be a member of and have strong ties to both the community and the school. AIR will assist the school leadership team in the selection and training of the family support coordinator.

Home Visits and Positive Contacts

During the first half of the school year, school administrative and teaching staff will visit families of students to discuss their needs, learn more about students' home environments, and make a positive connection. AIR will provide guidance on how to make an effective home visit, and more importantly, how to use the data gathered from the visits to help inform the engagement activities that are developed. In addition, the teaching staff will engage in outreach efforts to the students' families through direct phone conversations, wherein they will introduce themselves, let the families know about positive contributions their child has made in class, and

provide outreach to address any concerns or issues the family might have. Again, the data gathered from these calls will be strategically analyzed toward development of an engagement plan for families.

Family Nights

Based on information gathered through home visits, family support coordinator, and needs assessments and focus groups, a series of family nights will be developed to meet the needs expressed. These events may start out as simple as a Game Night during which dinner is provided and families come to the school to play games with their children, or events may address a critical need expressed by families, such as health care or immigration status. During any parent component of the program, child care is provided. The key factors to successful family nights are that they meet parents' expressed needs and are positive, engaging, and interactive. These activities build trust and can set the cornerstone for developing stronger family engagement. Eventually, more content-driven activities, such as family literacy and mathematics and positive parenting strategies, can be developed and implemented.

(7 Continued)

Family Resource Room

Another avenue to build relationships with families and make them feel more welcome within the school environment is through the development of a family resource room within the school. A room in the building should be dedicated to creating a warm, comfortable space where families can gather to meet, have coffee, review parenting resources, and begin to feel part of the school. In the short term, it helps alleviate the “us-versus-them” attitude predominant in low-performing schools. In highly functioning schools, the family resource room can become the centerpiece of the school. AIR staff will provide resources and guidance on simple and effective ways that such a space can help foster family trust.

Leveraging Resources

Often, low-performing schools offer a variety of programming for students, families, and the community, but these efforts can be disconnected and disjointed (and thus sparsely attended). In addition, other community agencies may offer social services and health programming that also are underrepresented. AIR will work with school and community leadership to conduct a thorough and complete review of the activities and services available in the school and community, and develop strategies to better communicate the opportunities already available to families and other community members. This communication can help build trust and provide an opportunity for the school to be seen as a true community resource.

Employing an Integrated Effort

Although we recognize the importance of demonstrating specific competencies related to school supports, we would be remiss not to mention the importance of integration and alignment of activities.

Emerging research on school turnaround efforts suggests that schools succeeding in achieving dramatic improvement of student outcomes are more effective at integrating a concise set of initiatives, in contrast with nonimproving schools that struggle to find cohesion among a myriad (and often overwhelming number) of improvement initiatives (AIR, in press). Research also points to the need for alignment among district and school improvement priorities (Desimone et al., 2002; Steiner, 2004). We believe that initiative overload dilutes focus and energy, and so we support a phased approach to implementing new initiatives. We promote depth of implementation over breadth of scope for turnaround schools, focusing first on establishing foundational practices for improving student outcomes. Our proposed solution engages turnaround leaders in assessing the scope and the alignment of school improvement plans and developing a counseled, thoughtful approach to implementation.

Accountability, responsibility, and monitoring are essential to ensuring the progress of the reform efforts. There must be strong mechanisms for identifying barriers and challenges so that they can be met head-on and necessary course adjustments can be made. In our work, we define measurable indicators for success, delineate benchmarks, and collect and routinely use data to gauge progress. We support school leadership teams to build their knowledge about and capacity to use data for driving decisions and monitoring their work. These indicators will be used to measure not only the progress of the school but also the success of AIR.

What follows is an example of an integrated approach used by AIR at a turnaround school in Romulus, Michigan.

The leadership of Romulus Middle School in Romulus, Michigan, understood the school's potential. Before the Obama administration established the SIG program, school leaders had sought outside funding to implement a tutoring program and increase community involvement in the school. School administrators also implemented the Romulus Way, a schoolwide effort to create a college-going culture by focusing on respect, responsibility, and resourcefulness.

With more than 60 percent of Romulus Middle School students meeting or exceeding state standards in reading and mathematics, school staff members were surprised to find the school on Michigan's Persistently Lowest Achieving list and, as a result, eligible for SIG funding. School administrators decided to apply for SIG funding to intensify the school's efforts to improve instruction and to build a structure to foster greater teacher leadership and collaboration. In 2010, Romulus Middle School was awarded one of Michigan's largest SIG grants, \$5.3 million over three years. The school then needed a partner capable of coordinating all the complex moving parts—including organizing a variety of external providers, each responsible for a specific activity in the school's improvement plan. The school's administrators hired AIR to be that partner.

"AIR is helping us refine our activities," said Jason Salhaney, principal of Romulus Middle School. "Our school team had the plan and the vision. We know what we wanted things to look like. AIR came in to help us prioritize and implement the pieces and target the areas of support." AIR staff members are using data to advance the school's ambitious plans. They are coaching school staff in collecting and analyzing data to determine how initiatives are being implemented and whether those initiatives are successful and to focus interventions where they are needed most. Principal Salhaney is clear that he did not want a provider to come in and take over the school's decision making. "Once you establish a

vision, make sure your provider believes in that and helps you make it come alive. You want it to be your own school,” Salhaney said. “We want to build our capacity, and that’s what AIR helps us do.”

As in the previous example, AIR will coordinate services within the schools, ensuring alignment of strategies and programs—retaining those that are effective and eliminating those that are not. We are experienced at managing complex projects and operations with multiple stakeholders, priorities, and implementation barriers. We have federally approved approaches to accounting, budgeting, and financial management and are solidly positioned to fulfill operating and reporting requirements. For all our work, we will develop appropriate outcome measures and ensure that they are achieved.

Finally, although it may be easy to demonstrate short-term gains in low-performing schools, our commitment is to both short-term and long-term sustained improvement. The longer term efforts are more difficult to sustain and require cultural shifts and deep respect of context and place.

We will work diligently with districts and schools to ensure that they have access to best practices and the supports needed within and outside the building to achieve long-term success.

B. The Contractor may manage schools. A local school division or other state or local public educational body may require the services of an LTP who provides full management services for one or more persistently low-achieving Virginia public schools (the “LTP Full Management” Option). Contractors selected to manage a school under the authority of the local school division or other state or local public educational body shall:

1. Lead the reform effort and be given increased ability to act and the authority to make choices.
2. Develop and recommend a budget to the local school division or other state and local public education body based on available per student amounts of local, basic Standards of Quality (SOQ), school improvement, appropriated Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.
3. Work with the school division or other state and local public educational bodies to seek outside funding from the greater community (business, private foundations, federal, and state sources) to support the reform effort.

AIR is NOT selecting this option.

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Appendixes

Appendix A.

Résumés

Catherine Barbour

Education

M.Ed. 1993 The College of William and Mary, Elementary Administration
B.A. 1987 Christopher Newport University, Elementary Education

Professional Credentials and Certifications

Credential in School Turnaround Leadership, University of Virginia 2006

Present Position

Senior Consultant School Turnaround, American Institutes for Research 2011 – Present
Work with schools, districts and states to implement successful turnaround and transformation services. Lead project teams in the design and development of products and services to support states, districts, and schools in their improvement efforts, specifically in the area of school turnaround and transformation. Provide consulting to states, districts, and schools in designing, implementing, and evaluating school reform initiatives.

Professional Experience

Senior Consultant School Turnaround, Learning Point Associates 2010
Learning Point Associates merged with American Institutes for Research August 1, 2010

See similar responsibilities above as continued within new organizational structure.

Project Leader, Missouri Department of Elementary and Secondary Education, Missouri Needs Assessment and Grant Application Technical Assistance, May 2010 – July 2010

Missouri Department of Elementary and Secondary Education identified schools that met the criteria of the lowest 5% performing in the state to apply for 1003g School Improvement Funds. DESE provided funding to schools to conduct a comprehensive needs assessment and technical support for writing the grant application. As a Project Leader responsibilities included managing a team to conduct and coordinate the various aspects of the needs assessment for the school, organizing key stakeholder groups within the district, conducting co-interpretation process, and technical assistance for grant writing. Hazelwood East Middle School was awarded the second largest grant in the state for a total of 5.3 million dollars.

School Turnaround Coaching, Hazelwood School District, East Middle School, 2010– 2013

Consultation provides Principal Coaching, School Leadership Team coaching, analysis of school data and advisement to School Leadership Team on next steps, support in

establishing and facilitating school organizational structure, leadership meetings, data team meetings, and other school support committees as outlined in School Improvement Grant, and support in Curriculum Revision, Mapping and Pacing guide development.

Project Leader, Hazelwood School District, SIG Support Grant Application Writing and Technical Assistance, November 2011 – December 2011

Hazelwood School District identified three schools that were in the lowest 5% performing in the state to apply for 1003g School Improvement Funds. The school district provided support to school teams to conduct a needs assessment and technical support for writing the grant application. As a Project Leader responsibilities included managing a team to conduct and coordinate the various aspects of the needs assessment for the schools, organizing key stakeholder groups within the district, providing training to school teams on action planning and the grant writing process, and providing technical assistance for grant writing. Hazelwood School District was awarded funding for each school that applied and for the district.

Project Leader, East St Louis School District, SIG Support Grant Application Writing and Technical Assistance, May 2012

Illinois State Board of Education identified high schools that were in the lowest 5% performing in the state to apply for 1003g School Improvement Funds. The East St Louis Public School District provided support to a high school team to conduct a needs assessment and technical support for writing the grant application. As a Project Leader responsibilities included managing a team to conduct and coordinate the various aspects of the needs assessment for the schools, organizing key stakeholder groups within the district, providing training to school teams on action planning and the grant writing process, and providing technical assistance for grant writing. East St Louis School District was awarded funding and the grant application was recognized as being an exemplar for other districts applying for SIG funds.

Project Leader, Buffalo Public Schools, School Leadership Academy, July 2012 – August 2012

Project leader responsibilities included developing and providing and training for the development of a focused and functional leadership team in five schools elementary, middle, and high school including defining clear roles, accountabilities, and tools for success through training and leadership coaching. Building leadership teams were trained in creating and monitoring implementation plans for school improvement or turnaround initiatives (depending on current status), executing and documenting quick wins at the school level, developing a communication plan for effective engagement with stakeholders, and determining mid- year course corrections.

Project Leader, Utica Turnaround Leadership Training and Coaching, August 2012 – present

Project leader responsibilities included leading an AIR team to develop and provide training and support for the Utica School District team to identify clear roles, accountabilities, and tools for success. District leaders' understanding of leadership skills and competencies were strengthened in order to drive school improvement for all schools

and particularly for those schools identified as needing improvement. Finally, district level staff training was developed and provided enhancing proficiency and skill in monitoring the implementation of turnaround and improvement strategies and student outcomes.

At the **school level**, AIR supported the development of a focused and functional leadership team in thirteen schools elementary, middle, and high including defining clear roles, accountabilities, and tools for success through training and leadership coaching. Building leadership teams were trained in creating and monitoring implementation plans for school improvement or turnaround initiatives (depending on current status), executing and documenting quick wins at the school level, developing a communication plan for effective engagement with stakeholders, and in determining mid- year course corrections.

Project Leader, East St Louis High School Transformation Lead Partner, July 2012 - present

AIR a serves as a lead partner supporting the implementation of SIG transformation. As a project leader responsibilities include implementation and capacity-building support for the following focus areas: providing leadership coaching, implementing professional learning communities, establishing school data systems and monitoring protocols, designing an extended learning program, coordinating the design of a teacher evaluation system, supporting positive behavioral supports, coordinating alignment efforts with Common Core State Standards, implementing instructional improvement interventions, convening monthly district SIG monitoring meetings, and supervising the AIR on site coordinator.

Project Leader, Jefferson Houston k-8 School Transformation Lead Partner, Alexandria City Public Schools, January 2013 - present

AIR a serves as a lead partner supporting the implementation of SIG transformation. As a project leader responsibilities include implementation and capacity-building support for the following focus areas: providing leadership and instructional coach coaching, coordinating AIR content experts to provide professional development to include coaching teachers, establishing school data systems and monitoring protocols, implementing instructional improvement interventions, convening monthly district SIG monitoring meetings, and supervising the AIR on site coordinator.

TeachFirst, Seattle, Washington

Senior Consultant

2007-2010

Developed district specific implementation plans for TeachFirst professional learning communities model with metrics and outcome targets working with Central Office designated personnel. Delivered training sessions for all levels of implementation of TeachFirst PLC model to district school team. Partnered with Content Development Team to write training curriculum. Provided consulting services for 35 plus school teams to support implementation of Professional Learning Communities model, identify potential teacher leaders to form instructional leadership teams, identify and prioritize student learning needs based on analyzing student data, identify TeachFirst resources to enhance teacher professional development needs, and problem solve potential implementation issues. Conducted quarterly implementation progress analysis meetings

with school district implementation leaders.

School Turnaround, Rensselaerville, New York

Senior Consultant

2006-2007

Provided executive coaching to an elementary principal which resulted in FCAT student achievement scores in an elementary school in Polk County from an “F” school to an “A” school in addition to six other elementary principals. Managed three member Specialist team to serve large central Florida school district consisting of 11 elementary and three middle schools. Coordinated and hosted quarterly web conferences for participating principals from 4 different states. Conducted marketing campaign in Florida resulting in adding 16 schools to full program and 11 schools to readiness program. Trained school teams in effective turnaround school strategies Facilitated mid year and final assessment conferences for participating principals and school teams.

Berkeley Elementary, Spotsylvania, Virginia

2004-2006

Principal

Principal while participating in Virginia School Turnaround Specialist program created by Governor Mark Warner. Raised third grade reading scores in one year from 33% passing to 60% passing the Virginia Standards of Learning Assessment. Raised fifth grade math scores from a three year low of 45% passing to 72% passing the Virginia Standards of Learning Assessment. Earned full accreditation and met all NCLB requirements for two consecutive years.

Implemented portfolio based district Teacher Evaluation system with a focus on supporting teachers’ professional growth goals. Provided staff development to teachers on using data to make data informed instructional decisions, effective guided reading lessons, effective lesson planning, implementing classroom instructional strategies, and effective math lessons using manipulatives

Rawls Byrd Elementary, Williamsburg, Virginia

2003 – 2004

Principal

Closed significant achievement gap in reading and math between Caucasian and African American student in one year increasing African American students scores by at least 20 points on state reading test. Coordinated development of grade level curriculum mapping/pacing guide for all content areas. Aligned resources to provide additional intervention time for target students. Implemented Learning Communities to create culture of working and learning together across a large campus.

John Tyler Elementary, Hampton, Virginia

1999 – 2003

Principal

Turned school around in one year moving from school in improvement warning status to fully accredited meeting all state academic mandates. Maintained full accreditation and met all requirements for NCLB yearly. Cited as second most effective elementary school in Virginia for closing literacy readiness gap in Kindergarten students in one year based on Phonological Awareness Screening Scores. Aligned master schedule to provide teachers with daily common planning time to support implementation of Learning Communities along with job embedded staff development at least once weekly.

Conducted quarterly assessment sharing meetings to review each student's performance on benchmark tests, discuss methods and strategies for improving achievement, and develop school wide focus for upcoming nine weeks

Professional Activities

- One of 10 principals selected to participate in Virginia School Turnaround Specialist program meeting outcome targets each year to earn financial incentive
- Featured principal in School Turnaround Roundtable podcast #56 for PBS program Learning Matters – The Merrow Report
- Participated in the writing of the Berkeley Elementary Turnaround story which is a published case study used at the Darden School of Business, University of Virginia

Employment History

2011-Present	Senior Consultant School Turnaround, American Institutes for Research
2010	Senior Consultant School Turnaround, Learning Point Associates
2007–2010	Senior Consultant, Teachfirst
2006–2007	Senior Consultant, School Turnaround
2004–2006	Principal, Berkeley Elementary Spotsylvania County Public Schools
2003-2004	Principal, Rawls Byrd Elementary Williamsburg – James City County Schools
1999-2003	Principal, John Tyler Elementary School, Hampton City Schools

Professional Affiliations

National Association of Elementary Principals, 2010
 National Association of Secondary Principals, 2010
 Association for Supervision and Curriculum Development, 2010

Publications

Technical reports reviewed and contributed

Hassel, A., Hassel, B. & al. (2010). *School Restructuring: What Works When A Guide for Educational Leaders* (Third Edition). Naperville, Illinois: Learning Point Associates.

Hassel, B. & Steiner, L., (2010). *Guide to Working with External Partners Partnership to Improve Teaching and Learning* (Second Edition). Naperville, Illinois: Learning Point Associates

Professional Presentations

Barbour, C. (2010, October). “*Five Pillars of Implementing and Effective Instructional Coaching Model*” Ohio Race to the Top Conference hosted by the Ohio Department of Education.

Barbour, C. J. (2009, December). *Turning Around School Literacy: The Berkeley Elementary Story*” Presented at Leading for Literacy 2009 Administrators Institute hosted by Lesley University Center for Reading Recovery and Literacy Collaborative.

Donna Warthan

Education

Ed.D.	2011, Virginia Polytechnic Institute and State University, Educational Leadership and Policy Study
M.A. Ed.	1995, The College of William and Mary, Educational Administration
B.S.	1988, Longwood College, Elementary Education

Professional Credentials and Certifications

Virginia Certifications:	Division Superintendent License, 6/30/17 Postgraduate Professional, 6/30/17
	Endorsements: Administration and Supervision, PreK-12 Developmental Reading Early Education, NK-4

Present Position

Senior Turnaround Consultant, American Institutes for Research (AIR) (2013–Present)

Develops and implements instructional coaching services, tools, and resources.
Oversees and coaches site-based instructional coaches at the school and district level.
Assists clients in developing instructional coaching plans, processes, and monitoring tools.
Manages small projects or parts of larger projects (tasks, timelines, outputs, budgets, team members, scope).
Conducts professional development or technical assistance at state, district, and school levels customized to meet client needs.
Participates in state and national conversations on education topics, focusing on areas of expertise or related to contract/grant events.

Professional Experience

AIR On-site Coordinator, Norfolk Public Schools, (2013–Present)

Manage the analysis of data and presentation of progress of data-driven initiatives using IndiStar, PBIS, and other data to communicate progress to Principal, School Leadership Team and District Leadership Team.
With AIR project coordinator, set agenda for and co-lead School Leadership Team retreats throughout the school year.
Monitor monthly Coaching Tracking data with the coaches.
Coordinate and organize AIR Math and Reading Expects coaching and Professional Development support with the coaches and Principal.
Conduct classroom walkthroughs to collect evidence of implementation to identify areas of coaching and/or Professional Development support and share with School Leadership Team.

Employment History

- 2013–Present** Senior Turnaround Consultant, American Institutes for Research
1998-2013 Principal, Hampton City Schools
1996-1998 Instructional Specialist, Hampton City Schools
1988-1996 Teacher, Hampton City Schools

Professional Affiliations

- Association for Supervision and Curriculum Development
National Association of Elementary Principals
National Parent-Teacher Association

Professional Presentations

- Warthan, D. (2012, January). Collaborative Learning Teams: Improving Teaching and Learning. Presented at School Professional Development, Hampton City Schools, Hampton, VA
- Crum, K, R. Haynes & D. Warthan (2011, June). HCS Newest Schools. Presented to HCS School Board, Hampton City Schools, Hampton, VA.
- Haynes, R., P. Leary & D. Warthan (2009, February). *Hampton's PreK-8 Schools*. Presented to HCS School Board, Hampton City Schools, Hampton, VA.
- Hudson, M. & D. Warthan. (2008, June). *The Umbrella for Change: Building Professional Learning Communities to Increase Student Learning*. Presented at HCS Administrators Leadership Academy, Hampton City Schools, Hampton, VA.
- Ashby, C. & D. Warthan (2008, April). *The Power is in You!* Presented at the Annual meeting of the National Association of Elementary School Principals, Nashville, TN.
- Brown, P. & D. Warthan (2007, October). *Hampton's 11*. Presentation for the Virginia Department of Education Office of School Improvement, Richmond, VA.

Ursula Y. Hill

Education

Doctor of Education	2011, The George Washington University, District of Columbia Educational Administration and Policy Studies
Master of Education	1998, University of Virginia, Charlottesville, Virginia Education Administration and Supervision
Bachelor of Science	1990, Virginia Union University, Richmond, Virginia Special Education (Cum Laude)

Professional Credentials and Certifications

Virginia Certifications:	Division Superintendent License, 06/30/2017 Postgraduate Professional, 06/30/2017 Endorsements: Administration and Supervision, PreK-12 Intellectual Disabilities, K-12
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2nd Place Award, Mid-Atlantic Family Engagement Summit, 2013
 2012-1013 Title I Best Practices-Family Engagement, Hampton City Schools, 2012
 2011-2012 Title I Best Practices-Professional Learning Communities, Hampton City Schools, 2012
 Parent Involvement Principal of the Year, Hampton Council of PTAs, 2008

Present Position

Senior Turnaround Consultant, American Institutes for Research (AIR) (2013–Present)

Develops and implements instructional coaching services, tools, and resources. Oversees and coaches site-based instructional coaches at the school and district level. Assists clients in developing instructional coaching plans, processes, and monitoring tools. Manages small projects or parts of larger projects (tasks, timelines, outputs, budgets, team members, scope). Conducts professional development or technical assistance at state, district, and school levels customized to meet client needs. Participates in state and national conversations on education topics, focusing on areas of expertise or related to contract/grant events.

Professional Experience

AIR On-site Coordinator, Alexandria Public Schools, (2013–Present)

Manage the analysis of data and presentation of progress of data-driven initiatives using IndiStar, PBIS, and other data to communicate progress to Principal, School Leadership Team and district leadership team. With AIR project coordinator, set agenda for and co-

lead School Leadership Team retreats throughout the school year. Monitor monthly Coaching Tracking data with the coaches. Coordinate and organize AIR Math Experts coaching and Professional Development support with the coaches and Principal. Conduct classroom walkthroughs to collect evidence of implementation to identify areas of coaching and/or Professional Development support and share with School Leadership Team. Coordinate the development of a plan for Summer School support for math.

Employment History

2005–2013 Principal, Hampton City Schools
2000–2005 Assistant Principal, Hampton City Schools
1991–2000 Special Education Teacher, Hampton City Schools
1990–1991 Early Childhood Special Education Teacher, Isle of Wight County Public Schools

Professional Affiliations

National Association of Elementary School Principals
National Parent - Teachers Association

Professional Presentations

Hill, U. (2012, March). Understanding the New Teacher Evaluation System. Presented to teachers from three division schools, Hampton City Schools, Hampton, VA.

Hill, U. (August, 2009). School Improvement: Determining School Goals using the Center for Improvement and Innovation's Website/Database. Presented at Pre-service Week Activities, Hampton City Schools, Hampton, VA.

Hill, U. (October, 2008). Building Relationships at School: an Eye Opening Experience. Presented at staff meeting, Hampton City Schools, Hampton, VA.

Blowe, J. & U. Hill. (July, 2008). Building Leadership Capacity: Principal and Assistant Principal Relationship. Presented at HCS Administrators Leadership Academy, Hampton, VA.

Melissa Irby Marshall

Education

- M.Ed., 1994, Virginia Commonwealth University, Administration and Supervision
- B.S. 1987, Virginia Commonwealth University, Education
- B.A. 1982, Mary Washington College, History

Professional Credentials and Certifications

Turnaround Principal Credential, University of Virginia, 2006

Present Position

Senior Turnaround Consultant, American Institutes for Research (AIR) (2013 - Present)

Responsible for Leadership Coaching, and onsite support of School ILT in Virginia. Responsible for the coordination of activities between district leadership and school ILT in implementation of school improvement initiatives.

Professional Experience

Project Lead, School Improvement Grant (SIG) partnership in Providence Public Schools, Providence, RI, Detroit Public Schools, Detroit, MI, Teachscape, Inc. (2009-2013)

Implementation planning, instructional coaching, monitoring and evaluating progress, data analysis and instructional decision making for three schools in Providence and one high school in Detroit; leading teams of instructional coaches and leadership consultants in DPS cohort of five schools

Project Lead National Board Teacher Evaluation and Professional Growth, Maine, Teachscape, Inc (2009-2011)

Coordinate services of leadership and instructional providers; oversee progress and evaluation of training and coaching school administrators in use of teacher evaluation rubric. **Content development and delivery; professional development training, at-elbow leadership coaching; development of instructional leadership teams**

Leadership Coach, Richmond Public Schools, Henrico County Public Schools, Edison Learning, Richmond, VA (2009)

At elbow coaching with principals, other school administrators and teacher leaders. Instructional coaching in writing, reading and math proficiency/remediation planning and implementation.

Director, Training and Consulting, TeachFirst Inc. (2006-2009)

Prepare and oversee training, preparation and consulting for four Senior Consultants. Train and consult using TeachFirst model to integrate whole-school professional learning into the day-to-day practice of school in collaboration with school administrators, leadership teams, teachers in Virginia, West Virginia, South Carolina, California, Nevada

Senior Consultant, TeachFirst, Inc.,

Train and consult using TeachFirst model to integrate whole-school professional learning into the day-to-day practice of school in collaboration with school administrators, leadership teams, teachers in Virginia, West Virginia, South Carolina, California, Nevada

Director of Admissions and Public Relations Taipei American School, Taipei, Taiwan ROC(1995-2000)

Managed admissions program, process and enforced policies for pre-K-12 private American school. Supervised local and expatriate personnel in public relations, faculty culture & climate relations, newsletter and publication of school history. Liaised with local media for disaster and crisis operations. Served as School Board liaison for Advancement and Development.

Department Chair and Teacher, Language Arts & Social Studies, Middle School

Supervised 14 members of LA/SS Department to include budget, staff development, teacher evaluation. Taught 8th grade Language Arts & Social Studies with collaborative team including ESL students. Co-Chair WASC Accreditation, Instruction K-12.

Educational Specialist; Business Partnerships and Foundation, Henrico County Schools, Richmond, VA (1987-1994)

Initiated and maintained k-12 community and business partnerships. Liaised with school division advancement foundation.

Administrative Aide/Social Studies Teacher, Goodwin High School

Assistant principal's duties: discipline, fundraising oversight, assemblies.

Loretta W. Blanks
 214 West 12th St.
 Washington, NC 27889
 Loretta.Blanks@gmail.com
 252-947-7708

Education: The College of William and Mary, M.ED., school administration 1985
 East Carolina University, BS, elementary education, 1969
 Principals' Executive Program, UNC Chapel Hill, 1997

Experience:

Independent Consultant: American Institute for Research (Alexandria Va.; Utica, NY; Buffalo, NY)
 September 2012-Present

- Provide coaching to school leadership in the competencies and actions necessary for a successful school turnaround including: analysis and problem solving; driving for results; influencing inside and outside the school; frequent reporting of progress.
- Create a classroom walkthrough schedule and framework for school leadership.
- Align school resources to be focused on all students' learning including: the school instructional schedule; effective use of all school teaching staff; influencing the use of small group instruction for reteaching; assessing and refocusing programs used in the school.
- Provided frequent support to the school leadership through on site visits, phone conversations and emails.

Senior Turnaround Specialist: School Turnaround, Rensselaerville Inst. (Ohio and Hawaii)
 June, 2010-September 2012

- Created school/class databases and support staff in using databases that make student test data current, manageable, and useful for informing and improving instruction.
- Worked with principals to align school programs and focus time on creating successful classrooms by using walkthroughs to support improving teacher effectiveness.
- Provided training for school staff in using benchmark data information to inform instruction.
- Coached teacher teams in using benchmark results to inform instruction and planning instruction aligned with state standards.
- Hawaii Lead Specialist (2010-2011)
- Supported 3 other specialist working in Hawaii Schools.
- Provided in-services for Hawaii specialists and principals.

Coach: Evans Newton, Inc.

January, 2010-June 2010

- Coached teachers to improve effectiveness in delivering standards-based instruction.
- Assisted teachers in using data to inform instruction.
- Created standards-based lesson plans and assessments for elementary grade language arts instruction.

Senior Turnaround Specialist: School Turnaround, Rensselaerville Institute

June, 2006-May 2009

States: North Carolina, New York, Arkansas, Florida

- Created databases that make student test data manageable and useful.
- Worked with principals to align school programs and focus time on creating successful classrooms.
- Provided training for school staff in using benchmark data information to inform instruction.
- Provided training for school staff in reading and math based on school benchmark data.

Independent Consultant: Modern Red Schoolhouse

November 2002-October 2006

States: North Carolina, Ohio, Alabama, Arkansas, Texas, Michigan, Minnesota, Virginia

- Worked as a member of the “Literacy Now!” team training middle and high school teachers in teaching literacy skills across the curriculum using Sharon Faber’s book, How to Teach Reading When You’re Not a Reading Teacher.
- Worked with teachers in creating curriculum units that supported state curriculum standards.
- Trained teachers in differentiated instruction, creating standards-based assessments and rubrics and the change process.

Elementary School Administrator

January 1989-August 2002

States: North Carolina, Virginia

- Developed and implemented effective school improvement plans that resulted in increase in student proficiency in reading, math and writing, documented by end of grade benchmark testing.
- Increased parent participation in student learning.
- Worked with staff to create innovative programs in gifted instruction, special education and parent involvement.

Elementary School Teacher

March 1969-December 1988

States: North Carolina, Virginia

Aaron R. Butler

Education

Ph.D.	2006, University of Missouri-St. Louis, Educational Leadership & Policy Studies
M.S.	2001, Southwest Baptist University, Educational Administration
B.S.	1998, University of Evansville, Secondary Education

Credentials and Certifications

Principal Certification Grades 9–12, Missouri, 2004
Type 75 Administrative Certification, Illinois, 2006
Mathematics Teaching Certification Grades 9–12, Missouri, 1998
Initial Secondary Teaching Certification, Grades 6–12, Illinois, 2001

Present Position

Senior Consultant, American Institutes for Research (AIR) (2011–Present)

Provides coaching to district and school leadership teams as well as professional development for school administrators and teachers engaged in school turnaround and transformation. Leads, in collaboration with school principal and district leaders, school transformation and turnaround initiatives to meet the requirements of school improvement grant 1003G, including progress monitoring and reporting. Evaluates instructional programs and provides professional development and feedback to teachers especially in mathematics and science. Supports family and community engagement initiatives as outlined in district School Improvement Grant (SIG) plans.

Professional Experience

Eisenhower High School Improvement Grant, Decatur (IL) Public Schools, AIR (2011–Present)

Serves as the project coordinator for Lead Partner (AIR) as part of the Eisenhower High School Improvement Grant (SIG). Created an online SIG Project Monitoring Tool and works in partnership with district personnel, including the transformation officer, to ensure the school and district are meeting the requirements of the SIG. Conducts school leadership training academies for district and school administrators and teachers. Provides planning assistance and coaching for professional learning communities (PLCs) and early warning system initiatives. Provides quarterly progress reports to the superintendent and transformation officer.

East St. Louis High School Improvement Grant, East St. Louis (IL), AIR (2012 – Present)

Serves as the on-site coordinator for Lead Partner (AIR) as part of the East St. Louis High School Improvement Grant (SIG). Works in partnership with the building principal and district transformation officer to plan and provide instructional and leadership coaching to school leadership team. Provides planning assistance and coaching for

professional learning communities (PLCs) and early warning system initiatives. Provides weekly updates to the instructional leadership team and transformation officer. Provided planning and grant writing support for the high school that was subsequently awarded a School Improvement Grant in June 2012 while being recognized as a model grant application by the Illinois State Board of Education (ISBE) that was featured in a statewide webinar.

Hazelwood School Turnaround Leadership Cohort, Hazelwood (MO), AIR (2012-2013)

Plans and facilitates monthly professional development sessions for Hazelwood School District principals and leadership teams focused on turnaround leadership competencies and principles, classroom observations, progress monitoring, and effective leadership skills.

Lanphier High School Improvement Grant, Springfield (IL) Public Schools, AIR (2012)

Served as the on-site coordinator for Lead Partner (AIR) as part of the Lanphier High School Improvement Grant (SIG) that recorded academic gains for % Meets/Exceeds standards on the PSAE from 2011 to 2012 of 12% in Reading, 7% in Math, and 11% in Science. Worked in partnership with the district transformation officer and school learning specialist to plan and provide instructional and leadership coaching to school administrative team and teacher leaders. Created and monitored the use of an online SIG Project Monitoring Tool to ensure the school and district are meeting the timeline and requirements of the SIG. Provided weekly updates and quarterly progress reports to the instructional leadership team and transformation officer.

Hazelwood School Improvement Grant Writing, Hazelwood (MO) School District, AIR (2011)

Conducted a needs analysis and provided planning and grant writing support for two middle schools and one high school that were subsequently awarded School Improvement Grants in February 2012. Worked in partnership with district administration, school administration, and teaching staff to identify key areas of need, set measurable goals, and develop a plan that included clear expectations for implementation and ongoing monitoring.

Construction Careers High School Improvement Plan, CCC High School (MO) (2007–2011)

Led a highly successful school improvement project in an urban high school that resulted in significant student achievement improvements in core English, math, and science courses on Missouri End of Course (EOC) exams. Initial steps included a curriculum review and rewriting process at CCC based on a backward design model and curriculum mapping and later added skills mastery tracking in core courses. Managed a team of teacher leaders who planned and coordinated professional development and school improvement activities that were aligned with the goals of the school improvement plan. Created and managed budgets and completed all required reporting for federal title programs and School Improvement Grant.

- English scores improved from 14% Proficient in 2007 to 58% Proficient in 2011
- Math scores improved from 4% Proficient in 2007 to 54% Proficient in 2011
- Science scores improved from 0% Proficient in 2007 to 54% Proficient in 2011

Professional Learning Communities Planning Grant, Ferguson-Florissant School District (MO) (2006–2007)

Served as codirector of project to design and implement PLCs in the Ferguson-Florissant School District beginning in the 2007–2008 school year. Planned and facilitated workshops to introduce PLC concept to the board of education, district and school administration, and teaching staff including the development of the mission, vision, values, and goals for PLCs. Conducted research and collaborated with multiple district-wide stakeholders to design best practice models for implementation including revised master bell schedules to maximize the professional development needs of the PLC model.

Employment History

- 2011–Present** Senior Consultant for Turnaround, AIR
- 2007–2011** Vice Principal of Curriculum and Instruction & Director of Federal Programs, CCC High School
- 2003–2007** Mathematics Teacher, Department Chair, and Director of Professional Development, McCluer High School
- 2001–2003** Mathematics Teacher, Granite City High School
- 1998–2001** Mathematics and Science Teacher, Grandview R-2 High School

Professional Affiliations

National Association of Secondary School Principals (NASSP)
 American Educational Research Association (AERA)
 Association for Supervision and Curriculum Development (ASCD)

Professional Presentations and Research

- Butler, A. R. (2009, October). *Charting a new course: Curriculum improvement and professional development at CCC High School*. Presented at meeting of the Missouri Charter School Association, Columbia, MO.
- Butler, A. R. (2008, March). *Getting everybody on the bus: Curriculum development by design*. Presented at meeting of the Show Me Curriculum Administrators Association, Jefferson City, MO.
- Butler, A. R. (2007, October). *The effects of the Missouri school funding lawsuit on resource allocation patterns and student achievement*. Presented at meeting of the Mid-Western Educational Research Association, St. Louis, MO.
- Butler, A. R. (2006, November). *Using leadership capacity to develop effective professional development*. Presented at meeting of the Coalition of Essential Schools, Chicago, IL.

Steven Jay Leinwand

Education

- M.S. 1976, Central Connecticut State University, New Britain, CT (Educational Supervision and Administration)
- B.A. 1971, Wesleyan University, Middletown, CT (Economics)

Honors

ETA Distinguished Service Award, 1999 (awarded annually by the ETA Publishing Company “in recognition for outstanding dedication, leadership and vision in the pursuit of excellence in mathematics education.”)

The Associated Teachers of Mathematics in Connecticut (ATOMIC) Robert A. Rosenbaum Award “in recognition of leadership and significant contributions to the mathematics community,” 1998

Project to Increase Mastery of Mathematics and Science (PIMMS) Vanguard Fellow Book Award, 1989

Wesleyan Upward Bound Special Achievement Award (for teaching and advising), 1974

Present Position

Principal Research Analyst, American Institutes for Research (AIR), Washington, DC

Serves as mathematics expert on a wide range of AIR projects that evaluate programs, provide technical assistance, develop assessments, design standards and conduct international benchmarking.

Professional Experience

Program Improvement Technical Assistance and Evaluation, AIR (2008-present)

Provide a range of technical assistance and program evaluation services as part of the General Electric Foundation’s Developing Futures Program in Cincinnati, Atlanta, Louisville, Erie, and Stamford; the Microsoft Math Partnership in 8 Seattle region districts, and the Hazelwood (MO) East Middle School and the East St. Louis (IL) High School Turnaround/School Improvement Projects

Project Leader, NCES High School Longitudinal Study 2009, AIR (2007-)

Oversees the development of algebraic reasoning standards and pool of test items, field testing, and test form development for the mathematics content component of the study.

Intervention Team Leader, PD Math Impact Study, AIR (2005-Present)

Oversees the selection of PD providers, ensures the quality of the design, provision and revision of the professional development, including coaching, monitors the fidelity of implementation, and works closely with two vendors on all matters of implementation.

Project Director and Senior Mathematics Consultant, Singapore Math Project (2004–2005)

Coordinated the design, research, and publication of "What the United States Can Learn from Singapore's World-Class Mathematics System (and What Singapore Can Learn from the United States)" in conjunction with the U.S. Department of Education.

Director, Mathematics Assessment Item Development, AIR (2004–2007)

Coordinate and oversee development of multiple-choice and constructed response items for large-scale assessments in Ohio (grades 3–8), Hawaii (grades 3–8, 10), South Carolina (9–12 and alternative assessment) and New Mexico (alternative assessment) including the development and review of specifications, items, and test forms.

Principal Research Analyst, diverse projects, AIR (2003–Present)

Serve as member of the evaluation team for the evaluation of the Gates Foundation Small High School Initiative overseeing the scoring and analysis of teacher assignments and student work; Assisted with the evaluation of College Board "Springboard" mathematics materials and coordinated the development of standards, exemplars of student work and progress tests for the College Board; Coordinated the development (for the U.S. Department of Education) of an adult education mathematics curriculum standards database.

Project Director, NCTM/Duke Energy "Reflections" Professional Development Web site Project (2001–2002)

Responsible for overall conceptual development and creation of the site that is designed to support individual and collaborative reflection on teaching practice, available at www.nctm.org/reflections

Mathematics Consultant, Connecticut State Department of Education (1979–2002)

Responsible for the development and oversight of a broad statewide program of activities in K–12 mathematics education including the provision of technical assistance and professional development, the evaluation of programs, the assessment of student achievement and teacher competency, the dissemination of information, and the coordination of programs and activities that has resulted in consistently high NAEP mathematics scores.

Instructor, Project to Increase Mastery of Mathematics and Science (PIMMS) Middle School Fellowship Program Summer Institutes (1990–1994)

Responsible for overall design and instruction of two-summer, five-week intensive leadership development institute focusing on mathematical knowledge, curriculum and instructional practices.

Director, Connecticut Summer Mathematics Institute (1983–1986)

Responsible for hiring, recruitment, publicity and overall program for one-week intensive institutes for 100 teachers.

Mathematics Coordinator, part-time, Middletown, CT, Public Schools (1977–1978)**Instructor of Methods Course: The Teaching of Secondary Mathematics, Educational Studies Program, Wesleyan University (1973–1980)****Teacher of Mathematics, Middletown High School (including School-Within-a-School Program) (1971–1978)****Professional Affiliations**

National Council of Teachers of Mathematics
 Association for Supervision and Curriculum Development
 Association of State Supervisors of Mathematics
 National Council of Supervisors of Mathematics
 Phi Delta Kappa

Boards and Associations

1997–2000 Member, Board of Directors, National Council of Teachers of Mathematics
 1995–1997 President, National Council of Supervisors of Mathematics (NCSM)
 1989–1991 Member, Board of Directors, National Council of Supervisors of Mathematics
 1987–1990 Member, Mathematical Sciences Education Board, National Research Council
 1982–1986 Association of State Supervisors of Mathematics, Vice President (1984-86), Treasurer (1982-84)
 1976–1986 Executive Board, Association of Teachers of Mathematics in New England
 1974–2000 Executive Board, Associated Teachers of Mathematics in Connecticut

Selected Advisory and Steering Committees

2012– Member, PARCC Mathematics Advisory Working Group
 2007–2008 Member, NCSM PRIME Leadership Writing Team
 2005–2007 Member, NCTM Large-Scale Assessment Task Force
 2000–2001 Member, NCTM Reflections Project Advisory Committee
 Chair, NCTM Task Force to Launch the Professional Development Academy
 1999–2001 Academy
 1998–1999 Chair, NCTM Professional Development Academy Task Force
 1998–1999 Chair, GED Mathematics Advisory Committee
 Founding Member, CT Association for Mathematically Precocious Youth
 1998–2001 Co-Chair, US Department of Education Expert Panel on Mathematics and Science
 1997–2000 Member, 8th Grade National Voluntary Mathematics Exam Advisory Panel
 1997–1998 Panel

- Board Liaison, NCTM Professional Development and Status Advisory
1997–2000 Committee
- 1995–1998 Member, NCTM Assessment Addenda Task Force
- Member, Advisory Committee, NSF-funded Interactive Problem
1994–1996 Solving Project, Envision Interactive
- Member, National Advisory Committee, NSF-funded Math
1992–1997 Connections Project, CT Business and Industry Association
- Member, National Advisory Committee, Interactive Mathematics
1992–1997 Program, EQUALS, Berkeley, CA
- 1991–2000 Member, Mathematics Advisory Committee, New Standards Project
- Member, Resource Group for Goal 4 (Mathematics and Science),
1991–1997 National Education Goals Panel
- Co-Principal Investigator, Project CONNSTRUCT, Connecticut’s
1991–2001 NSF funded State Systemic Initiative Project
- Member, Advisory Committee, NSF-funded Connected Math project,
1991–1996 Michigan State University
- Member, Mathematics Advisory Committee, 1992 and 1996 National
1990–1993 Assessment of Educational Progress (NAEP)
- Member, Assessment Task Force, Project QUASAR, University of
1990–1993 Pittsburgh
- 1990–1991 Member, NCTM Ad Hoc Alternative Assessment Working Group
- Member, Standard Setting Process, National Assessment Governing
1990 Board
- Member, Advisory Board, California Mathematics Leadership Project,
1989–1991 Alameda County, CA
- Member, Steering Committee, NSF funded Leading Mathematics into
the 21st Century Leadership Project, Association of State Supervisors
1989–1990 of Mathematics
- Chair, Oversight Committee, NSF funded Resources for Mathematics
1989–1991 Reform project, EDC, Newton, MA
- Member, Advisory Committee, NSF funded Reckoning with
1987–1989 Mathematics project, Education Development Center
- Member, Advisory Committee, NSF funded Used Numbers project
1987–1989 Technical Education Resource Center/Lesley College
- Member, Curriculum Frameworks Task Force of the Mathematical
Sciences Education Board which wrote “Reshaping School
1986–1988 Mathematics”
- Member, Advisory Committee, Ford Foundation funded Middle
Grades Assessment of Mathematics project, Center for Early
1986–1990 Adolescence, University of North Carolina
- Member, Steering Committee, Council of Chief State School Officers
1984–1985 NSF funded Core Goals in Mathematics and Science project
- Member and Chairperson, NCTM Professional Development and
1982–1985 Status Advisory Committee
- Member, Assessment Task Force, Project QUASAR, University of
1993 Pittsburgh

- 1990–1991 Member, NCTM Ad Hoc Alternative Assessment Working Group
Member, Standard Setting Process, National Assessment Governing Board
- 1990 Board
- 1989–1991 Member, Advisory Board, California Mathematics Leadership Project, Alameda County, CA
- 1989–1990 Member, Steering Committee, NSF funded Leading Mathematics into the 21st Century Leadership Project, Association of State Supervisors of Mathematics
- 1989–1991 Chair, Oversight Committee, NSF funded Resources for Mathematics Reform project, EDC, Newton, MA
- 1987–1989 Member, Advisory Committee, NSF funded Reckoning with Mathematics project, Education Development Center
- 1987–1989 Member, Advisory Committee, NSF funded Used Numbers project Technical Education Resource Center/Lesley College
- 1986–1988 Member, Curriculum Frameworks Task Force of the Mathematical Sciences Education Board which wrote “Reshaping School Mathematics”
- 1986–1990 Member, Advisory Committee, Ford Foundation funded Middle Grades Assessment of Mathematics project, Center for Early Adolescence, University of North Carolina
- 1984–1985 Member, Steering Committee, Council of Chief State School Officers NSF funded Core Goals in Mathematics and Science project
- 1982–1985 Member and Chairperson, NCTM Professional Development and Status Advisory Committee

Consulting and Speaking

- ongoing** Conductor of over 600 workshops and other professional development programs for elementary and secondary teachers in CT and across the country
- ongoing** Keynote addresses at state and regional meetings and conferences in approximately 35 states
- ongoing** Consultant, numerous school districts and state departments of education on mathematics curriculum, assessment and professional development
- 1996–Present** Featured Workshop Leader, “Making Math Work for At-Risk and Hard to Reach Students,” Grades 4–8, Staff Development Resources, Torrance, CA
- 1992–1996** Featured Workshop Leader, “Real World Math Activities” Grades 4–8, The Education Center
- 1986–1987** Consultant/Reviewer, Educational Products Information Exchange (EPIE) Integrated Instructional Information Resource
- 1983–1990** Consultant/Reviewer, Agency for Instructional Technology
- 1981** Speaker, NCTM Annual Meetings and Regional Meetings
- 1977–2001** Speaker, Annual ATOMIC spring conferences

Other Professional Activities

- ongoing** Reviewer, Department of Education proposals, National Science Foundation proposals, Journal of Research in Mathematics Education
- 1991–1992** Co-Chair, Program Committee, National Council of Teachers of Mathematics Regional Meeting, Hartford, CT
- 1985–1986** Co-Chairperson, Program Committee, National Council of Teachers of Mathematics (NCTM) Hartford Regional Meeting
- 1985–1986** Coordinator, NCTM Elementary/Middle School Mathematics Leadership Development Seminars
- 1983–1984** Field Investigator, National Institute of Education’s “Search for Exemplary Mathematics Programs” project
- 1983** State Coordinator, National Selection Committee (1983, 1991), Honors Workshop Facilitator (1984), Presidential Awards for Excellence in Science and Mathematics Teaching program
- 1980–** Co-founder and member, Steering Committee, Project to Increase Mastery of Mathematics and Science (PIMMS)
- 1979–1980** Project Director, two NSF sponsored summer institutes, Wesleyan University
- 1978** Director, Middletown Mathematics Curriculum rewriting project
- 1978–1985** NCTM Government Relations Representative from CT

Other Education Related Activities

- 1997–Present** Project Leader, CT Dept. of Education/Hartford Public Schools Partnership for Reform
- 1994–1995** Staff and writing team member, CT Goals 2000 Advisory Committee
- 1993–1994** Staff, Teaching and Learning Work Group, Commission on Educational Excellence in Connecticut
- 1988** Staff, Connecticut Department of Education’s Committee to Study and Make Recommendations of the Establishment of a Professional Standards Board for Teachers
- 1986** Staff, Connecticut Department of Education’s Common Core of Learning Advisory Committee
- 1982–1986** Staff, Connecticut Department of Education’s Certification Advisory Council
- 1981–1982** Fellow, Institute for Educational Leadership’s Educational Policy Fellowship Program
- 1979** Team member, over 14 New England Association of Schools and Colleges accreditation visiting committees
- 1977–1978** Chairperson, Connecticut Department of Education’s Committee to Study and Make Recommendations on Proficiency Testing
- 1976–1977** Chairperson, Connecticut Department of Education’s Committee to Study and Make Recommendations on the Development of a High School Competency Based Certificate
- 1976–1977** Delegate, National Education Association, Representative Assembly
- 1977–1979** Member, Connecticut Education Association’s Commission on Instruction and Professional Development

1973–1977 President (1975–1977), Vice President (1974–1975), Negotiating Team (1973–1974), Middletown Education Association

Publications

Leinwand, S. (2012). *Sensible Math: A Guide for School Leaders in the Era of Common Core State Standards*. Portsmouth, NH: Heinemann.

Leinwand, S. (2009). *Accessible Math: Ten Instructional Shifts that Raise Student Achievement*. Portsmouth, NH: Heinemann.

Leinwand, S. (2009, January 7). “Moving Mathematics Out of Mediocrity”. *Education Week*.

Leinwand, S. and Alan Ginsburg. (2009). *Measuring Up: How the Highest Performing State (Massachusetts Compares to the Highest Performing Country (Hong Kong) in Grade 3 Mathematics*. Washington, DC: American Institutes for Research.

Leinwand, S. and Alan L. Ginsburg. (2007, November). *Learning from Singapore Math*. Educational Leadership. Alexandria, VA. Association of Supervision and Curriculum Development.

Member, Author Team. *Holt Algebra I, Geometry, and Algebra II*.(2007). Austin, TX.: Holt Rinehart, Winston.

Ginsburg, A., Leinwand, S. Anstrom, T. & Pollock, E. (2005, January). *What the United States can learn from Singapore's world-class mathematics system (and what Singapore can learn from the United States)*. Washington, DC: American Institutes for Research.
Available at
[http://www.air.org/news/documents/Singapore%20Report%20\(Bookmark%20Version\).pdf](http://www.air.org/news/documents/Singapore%20Report%20(Bookmark%20Version).pdf)

Leinwand, S. & Burrill, G. (Eds.). (2001). *Improving mathematics education: Resources for decision making*. Washington, DC: Mathematical Sciences Education Board, National Academy Press.

Various Connecticut State Board of Education publications (curriculum guides, frameworks, handbooks, sample items) found at www.state.ct.us/sde

Member, Author Team, *Scott Foresman Addison-Wesley Math* (Grades 3–5). (1997). Glenview, IL: Scott-Foresman.

Member, Author Team, *Scott Foresman Addison Wesley Middle School Math* (Grades 6–8). (1997). Glenview, IL: Scott-Foresman.

Leinwand, S. (1998, February). “Classroom Realities We Do Not Often Talk About”. *Mathematics Teaching in the Middle School*. Reston, VA: National Council of Teachers of Mathematics.

- Leinwand, S. (1994, September). "Four Teacher Friendly Postulates for Surviving in a Sea of Change," *Mathematics Teacher*. Reston, VA: National Council of Teachers of Mathematics. (Gold Award winner)
- Member, Author Team, *Mathematics in Action*, K–8. (1994, 1991). New York, NY: Macmillan/McGraw Hill School Publishing Co.
- Leinwand, S. (1994, May). "Personal, Professional and Collegial Leadership". *New England Mathematics Journal*.
- Leinwand, S. (1994, February 9). "It's Time to Abandon Computational Algorithms". *Education Week*.
- Leinwand, S. (1992, May). "Performance Testing in Connecticut: Progress and Examples, *New England Mathematics Journal*.
- Leinwand, S. (1992, September). "Sharing, Supporting, Risk Taking: First Steps to Instructional Reform," *Mathematics Teacher*. Reston, VA: National Council of Teachers of Mathematics.
- Leinwand, S. (1992) "Calculators in State Testing: A Case Study". *Calculator in Mathematics Education*. Reston, VA: National Council of Teachers of Mathematics.
- Member, Author Team, *Practical Mathematics: Consumer Applications*. (1989). New York, NY: Holt Rinehart and Winston.
- Leinwand, S. & Carter, B. (1987, February). "Calculators and Connecticut's Eighth Grade Mastery Test". *Arithmetic Teacher*. Reston, VA: National Council of Teachers of Mathematics.
- Member, Author Team, "A Guide to Curriculum Development in Applied Mathematics," PIMMS and the Connecticut Department of Education, 1987.
- Member, Author Team and Advisory Committee, "Professional Development for Teachers of Mathematics," NCTM, 1986.
- Leinwand, S. (1986, April) "Curriculum Improvement vs. Standardized Tests". *Arithmetic Teacher*. Reston, VA: National Council of Teachers of Mathematics.
- Leinwand, S. (1985, November/December). "Five Ways to Improve Your Math Teaching". *LEARNING*.
- Leinwand, S. (1985, February). "Coping with Standardized Tests". *LEARNING*.
- Coordinator and principal writer, Connecticut Mathematics Study Group's "Guide to Curriculum Development in Algebra I, Geometry and Algebra II", 1983.

Kirk Walters

Education

- Ph.D. 2009, University of Maryland, Social Foundations of Education
- M.A. 1998, Chapman University, Curriculum & Instruction
- B.S.E. 1993, John Brown University, Social Studies Education (Minor: Mathematics), Magna Cum Laude

Honors

- Outstanding Dissertation Award (2010), University of Maryland, Education Policy Studies
- Outstanding Young Educator Award (1993), John Brown University

Present Position

Principal Research Analyst, American Institutes for Research (AIR)

Primary responsibilities include leading evaluations related to mathematics teaching and learning, including online programs; reviewing mathematics curricula; reviewing professional development curricula; evaluating professional development implementation; developing classroom observation instruments; analyzing quantitative and qualitative data; supervising staff, including professional development subcontractors; developing and managing budgets; and delivering oral and written research reports.

Recent Professional Experience

Co-Principal Investigator, Developing Teaching Expertise in K-5 Mathematics Study (2011-Present).

The Developing Teaching Expertise in K-5 Mathematics Study, funded by the National Science Foundation and led by researchers at the University of Michigan, is developing and testing a series of online professional development modules for K-5 teachers. Responsibilities include leading all aspects of the external evaluation, including analysis and reporting, staffing and budget.

Co-Principal Investigator, Assessing the Efficacy of Online Credit Recovery for At-Risk Ninth Graders, U.S. Department of Education (2011-Present).

The Assessing the Efficacy of Online Credit Recovery for At-Risk Ninth Graders Study, funded by the Institute of Education Sciences, is a randomized controlled trial examining the impact of offering online Algebra I as a credit recovery mechanism for at-risk ninth graders. Responsibilities include collaborating with leadership team on design, recruitment, data collection, data analysis, reporting and management.

Principal Investigator/Project Director, High School Math Teaching Study (2012-Present).

The High School Math Teaching Study, funded by the Nellie Mae Education Foundation, is a mixed methods study of exemplary high school math teaching in New

England region. The study is examining the practices and contextual factors of 30 exemplary teachers as they relate to student motivation and achievement. Responsibilities include all aspects of project design, analysis, budget and management.

Deputy Study Director, U.S. Department of Education, Access to Online Algebra Study (2008-2011). The Access to Algebra Study, supported by the Institute of Education Sciences, was a large-scale, randomized field trial testing the effects of online Algebra I on student achievement and college readiness. Responsibilities included supporting the Evaluation Director in instrument design, data collection, data analysis and reporting; monitoring timelines and staffing; and providing math content expertise.

Project Director, U.S. Department of Education, Evaluation Guide for States and Districts (2010). The Evaluation Guide for States and Districts, supported by the Institute of Education Sciences, was designed to support States and districts in the development of rigorous evaluations of programs and interventions. The guide contains technical information but is written for practitioners. Responsibilities included project management and writing and reviewing sections of the guide on developing effective teachers and school turnaround.

Project Director, New Visions for Public Schools, Accelerated Algebra Project (2008-09). The Accelerated Algebra Project, supported by New Visions for Public Schools, the Dana Center and Agile Mind, utilized an online curriculum and teacher professional development to support student achievement in 9th grade Algebra I. Responsibilities included managing timelines, budget and staffing; developing and carrying out the analysis plan; and reporting formative and summative data.

Senior Math Specialist, U.S. Department of Education, National High School Center (2008-Present)

The National High School Center disseminates information and provides technical assistance to support the use of research-based approaches within high schools. Responsibilities include conducting literature reviews on mathematics teaching and learning and representing the center at math-related conferences and panels

Task Leader, U.S. Department of Education, Middle School Mathematics Professional Development Impact Study, AIR (2005-2009)

The Middle School Mathematics Professional Development Study, supported by the Institute of Education Sciences, was a national demonstration project designed to test promising PD models for instruction in the domain of rational numbers in the seventh grade. Responsibilities included facilitating the review of all PD materials and managing the study PD providers.

High School Math Mentor Teacher, San Bernardino High School, San Bernardino, California (2000–2001)

Taught Algebra I and Geometry to Gifted and Talented, ELL, Honors and Special Education students. Participated as a curriculum developer and lead teacher for Video Cases for Mathematics Professional Development project at San Diego State University.

Served as a Beginning Teacher Support and Assessment (BTSA) teacher, California's induction program for new teachers.

Middle School Math Teacher & Department Chair, Arrowview Middle School, San Bernardino, California (1993- 2000)

Taught 7th and 8th grade math and Algebra I to Gifted and Talented, ELL and Special Education students at large urban middle school. Managed budgetary and curricular aspects of department and designed and managed five mini-computer labs (18 computers per classroom). Provided professional development for math teachers at the school and district levels on a variety of math topics.

Employment History

2012-Present	Principal Research Analyst, American Institutes for Research
2009–2012	Senior Research Analyst, American Institutes for Research
2005–2009	Research Analyst, American Institutes for Research
2002–2004	Research Associate, University of Maryland, College Park
2002–2004	Consultant and Writer, LessonLab Inc.
2001–2002	Math Teacher, Northwestern High School, Hyattsville, MD
2000–2001	Math Teacher/Mentor Teacher, San Bernardino High School, San Bernardino, CA
1993–2000	Math Teacher/Department Chair, Arrowview Middle School, San Bernardino, CA

Professional Affiliations

Society for Research on Educational Effectiveness
 American Educational Research Association
 National Council of Teachers of Mathematics

Publications

- Heppen, J.B., Walters, K., Clements, M., Faria, A., Tobey, C., Sorensen, N., and Culp, K. (2012). *Access to Algebra I: The Effects of Online Mathematics for Grade 8 Students*. (NCEE 2012–4021). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Garet, M., Wayne, A., Stancavage, F., Taylor, J., Eaton, M., Walters, K., Song, M., Brown, S., Hurlburt, S., Zhu, P., Sepanik, S., and Doolittle, F. (2011). *Middle School Mathematics Professional Development Impact Study: Findings After the Second Year of Implementation* (NCEE 2011-4024). Washington, DC: National Center for Education Evaluation.
- Perez-Johnson, I., Walters, K., Puma, M., and others. (2011) *Evaluating ARRA Programs and Other Educational Reforms: A Guide for States*. Resource document developed jointly by The American Institutes for Research and Mathematica Policy Research, Inc.
- Garet, M. Wayne, A., Stancavage, F., Taylor, J., Walters, K., Song, M., Brown, S., Hurlburt, S., Zhu, P., Sepanik, S., and Doolittle, F. (2010). *Middle School Mathematics Professional Development Impact Study: Findings After the First Year of Implementation* (NCEE 2010-4009). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences,

U.S. Department of Education.

Birman, B., Boyle, A., Elledge, A., Holtzman, D., Le Floch, K., Song, M., Thompson, K., Walters, K., Yoon, K. (2009) *State and Local Implementation of the No Child Left Behind Act, Volume II – Teacher Quality Under NCLB: Final Report*. Washington D.C.: U.S. Department of Education.

Walters, K. (2009). *Understanding and teaching rational numbers: A critical case study of middle school professional development*. Unpublished Doctoral Dissertation, University of Maryland, College Park.

Strickland, T., & Walters, K. (2009). *Quick stats fact sheet: High school mathematics performance*. Washington, DC: National High School Center at the American Institutes for Research.

Valli, L., Croninger, R. and Walters, K. (2008) “Is Any One Educator Responsible for Student Learning” *American Educator*. 113 (4). Washington D.C.: American Federation of Teachers.

Valli, L., Croninger, R. and Walters, K. (2007) “Who [Else] is the Teacher? Cautionary Notes on Teacher Accountability Systems” *American Journal of Education*. 34 (3). Chicago, IL: University of Chicago Press.

Birman, B., Le Floch, K., Klekotka, A., Ludwig, M., Taylor, J., Walters, K., Wayne, A., Yoon, K., Vernez, G., Garet, M. and O’Day, J. (2007) *State and Local Implementation of the No Child Left Behind Act, Volume II – Teacher Quality Under NCLB: Interim Report*. Washington D.C.: U.S. Department of Education.

Selected Professional Presentations

Heppen, J., Walters, K., Clements, P., Faria, A.M., Sorensen, N. (2012). *Access to Algebra I: The Effects of Online Mathematics for Grade 8 Students*. Paper presented at the spring meeting of the Society for Research on Educational Effectiveness.

Walters, K. and Hurlburt, S. (2011). *Middle School Mathematics Professional Development Impact Study: Intervention Overview and Implementation Results*. Paper presented as part of the *Middle School Mathematics Professional Development Symposium* at the fall meeting of the Society for Research on Educational Effectiveness.

Heppen, J., Allensworth, E., Walters, K., Pareja, A., Kurki, A., Nomi, T. and Sorensen, N. (2011) *Implementing Student-Level Random Assignment during Summer School: Lessons Learned from an Efficacy Study of Online Algebra I for Credit Recovery*. Paper presented at the fall meeting of the Society for Research on Educational Effectiveness.

Walters, K. (2010). *Using technology to enhance algebra instruction: Things to consider when selecting a program*. Invited Keynote address for the Oakland Mills County, MI technology summit, Pontiac, MI.

Garet, M., Wayne, A., Stancavage, F., Walters, K., Taylor, J., and Zhu, P. (2010) *Middle school mathematics professional development study*. Symposium presented at the annual meeting of the American Educational Research Association, Denver, CO.

Kavatus Newell

Education

Ph.D.	2001, University of Southern Mississippi, Education
M.Ed.	1998, Xavier University, Education
B.A.	1993, Loyola University, English

Present Position

Senior Turnaround Consultant, American Institutes for Research (AIR) (2013–Present)

Advises schools, districts, and states in the implementation of successful turnaround and transformation services. Provides guidance in the design and development of products and services to support states, districts, and schools in their improvement efforts, specifically in the area of school turnaround and transformation, and provides consulting to states, districts, and schools in designing, implementing, and evaluating school reform initiatives. Focuses on providing training and support in literacy curriculum development aligned with Common Core State Standards.

Professional Experience

Independent Consultant, East St. Louis Senior High School, AIR (2011–Present)

Began working with East St. Louis Senior High School as an independent consultant. Since the start of the project, has become employed full time with AIR. Provides support in literacy curriculum development for Grades 9 through 12 that align with Common Core State Standards. Provides teacher training in the full implementation of the curriculum, including creating pacing guides, common lesson plans, and common assessments.

Independent Consultant, Romulus Middle School, AIR (2013–Present)

Began working with Romulus Middle School as an independent consultant. Since the start of the project, has become employed full time with AIR. Provides support in literacy curriculum development for grades 6 through 9 that align with Common Core State Standards.

Independent Consultant, Hazelwood East Middle School, AIR (2010–2011)

Provided literacy curriculum support and professional development to school. Trained and monitored teachers in the implementation of the newly created curriculum.

Employment History

2013	Senior Turnaround Consultant, AIR
2002–2013	Associate Professor of Education, University of Mary Washington
2001–2002	Adjunct Professor of Education, University of Southern Mississippi
1999–2001	Research Assistant, University of Southern Mississippi

1993–1998 English Language Arts Teacher, New Orleans Public School System

Professional Affiliations

International Reading Association
Virginia State Reading Association
Virginia College Reading Educators
National Council of Teachers of English
Association of Supervision and Curriculum Development
Rappahannock Reading Council

Publications

Journal articles

Newell, K., Thames, D., & Reeves, C. (2008). Reading comprehension: Effects of individualized, integrated language arts as a reading approach with struggling readers. *Reading Psychology, 29*(1),

Newell, K., & Wright, D. (2007). Using pictures books across the curriculum. *Reading in Virginia, 30*.

Books and book chapters

Newell, K. (2010). What is culturally responsive teaching? In S. Houff, Ed., *The classroom facilitator: Special issue questions* (pp.). Rowman & Littlefield.

Professional Presentations

Newell, K. (2012, March). *Media-enhanced learning: Using pedagogical agents to promote understanding*. Presented at VACTE/ATE-VA, Sweet Briar, VA.

Newell, K. (2011, September). *Literacy and visual literacy: How picture books work*. Presented at the 43rd Annual Conference of the International Visual Literacy Association. East Orange, NJ.

Newell, K. (2011, March). *Drilling deeper: Engaging students in higher order thinking skills*. Presented at the Virginia State Reading Association conference, Roanoke, VA.

Newell, K. (2010, March). *Five keys to unlocking reading engagement*. Presented at the Virginia State Reading Association 43rd conference, Virginia Beach, VA.

Newell, K. (2010, March). *International projects: Creating projects for literacy*. Presented at the Virginia State Reading Association 43rd conference, Virginia Beach, VA.

Newell, K. (2010, February). *HOTS: Higher order thinking skills in the elementary classroom*. Presented to the Catholic Diocese of Arlington, Arlington, VA.

Newell, K. (2008, March). *Teaching literacy through the creative arts*. Presented at the annual Virginia State Reading Association, Richmond, VA.

Newell, K. (2007, November). *Using multicultural books with adolescents*. Presented at the Virginia Library Association and the Virginia Association of Law Libraries, Hot Springs, VA.

Newell, K. (2007, June). *Africa's oral tradition: Reading skills: Before, during, & after: Teaching reading and writing to basic school children and teachers*. University of Education, Winneba, Ghana.

Newell, K. (2007, March). *Using multicultural picture books to promote adolescent literacy*. Presented at the annual Virginia State Reading Association, Roanoke, VA.

Newell, K. (2002, November). *The effects of multicultural literature of elementary students' social distance attitudes toward selected racial groups*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Chattanooga, TN.

Newell, K., Belton, A., & Richmond, M. (2001, February). *An examination of teachers' beliefs and practices in curriculum and teaching strategies*. Presented at the annual meeting of the National Association of African American Studies, Houston, TX.

Newell, K. (2000, February). *Respecting black English as a style of discourse*. Presented at the annual meeting of the National Association of African American Studies, Houston, TX.

W. Christine Rauscher

Education

Ph.D.	1978, University of Iowa, Educational Leadership, Curriculum, Literacy Education
M.A.	1972, University of Iowa, Literacy Education
B.A.	1967, Iowa Wesleyan College, Elementary Education (<i>Summa cum Laude</i>)

Professional Credentials and Certifications

Superintendent's Certificate, Illinois State Board of Education, 1982
 Superintendent's Certificate, Iowa Department of Education, 1975
 Reading Specialist Certificate, Iowa Department of Education, 1972

Present Position

Senior Technical Assistance Consultant, American Institutes for Research (AIR) (2011–Present)

Responsible for creation of multiple curriculum alignment initiatives; consultative work for multiple states on standards, assessments, and systems for cohesive instructional initiatives; consultative work on two Institute of Educational Sciences randomized controlled trial literacy studies; helped conduct research reviews of over 10,000 publications for access to print; author of multiple reports for extant school data reviews.

Professional Experience

Project Director, Yorkville, Wisconsin School District Curriculum Development Project (2012- Present)

Using the results of the literacy audit conducted in the previous school year, provide professional learning for the teachers as part of the curriculum development process to align the district literacy curriculum to the Common Core State Standards.

TEAL (Teaching Excellence in Adult Literacy) Project Staff (2011- Present)

Help in the creation of an online toolkit that will provide universal, multimedia, 24/7 access to learning materials and professional networks for adult education instructors in order to develop their knowledge and abilities to provide evidence-based instruction in writing as part of a U.S. Department of Education, Office of Vocational and Adult Education (OVAE) project on building teacher effectiveness.

Project Director, Kansas City, Kansas, School District Literacy Audit, Kansas City, Kansas, School District, AIR (2012)

Collect data through classroom observations, principal interviews, document review, and teacher surveys. Facilitate co-interpretation process whereby representative faculty determined key findings based on the data. Write final reports based on the key findings identified through the co-interpretation process along with corresponding

recommendations. The focus of the work is alignment to the Common Core State Standards.

Consultant on Common Core State Standards, Turnaround Schools, Springfield, Illinois, School District and Decatur, Illinois, School District, AIR (2012–Present)

Provide consultative services to schools on the alignment of their curriculum, instruction, and assessment to the Common Core State Standards.

Senior Literacy Associate, Learning Point Associates (2009–2010)

Learning Point Associates merged with AIR August 1, 2010

See similar responsibilities above as continued within new organizational structure.

Team Lead, New York State Department of Education, External School Curriculum Audits, New York City Schools, Learning Point Associates (2011–Present)

Collect data through classroom observations, principal interviews, document review, and teacher surveys. Facilitate co-interpretation process whereby representative faculty determined key findings based on the data. Write final reports based on the key findings identified through the co-interpretation process along with corresponding recommendations.

Project Director, Elkhart, Indiana, Community School District, Common Core State Standards Curriculum Mapping, Elkhart Community School District, Learning Point Associates (2010)

Facilitated the work of representative English Language Arts teachers to develop curriculum maps incorporating the Common Core State ELA Standards.

Reviewer, Reading Is Fundamental (RIF), Access to Print Project, Learning Point Associates (2010)

Independently reviewed research studies related to access to print as part of a team of reviewers.

Employment History

2011–Present	Senior TA Consultant, AIR
2009–2010	Senior Literacy Associate, Learning Point Associates
2008–2009	Literacy Consultant, Iowa Department of Education
2005–2008	Associate Superintendent, Cedar Rapids Community School District
1999–2005	Assistant Superintendent, Palatine Community School District 15
1994–1999	Assistant Superintendent, Hinsdale Community School District 181
1985–1994	Assistant Superintendent, Naperville Community School District 203
1982–1985	Curriculum Director, Palatine Community School District 15

Professional Affiliations

Literacy Research Association (LRA)/National Reading Conference (NRC)
 International Reading Association
 Learning Forward/National Staff Development Council (NSDC)
 Association for Supervision and Curriculum Development (ASCD)

Diane August

Education

- Ph.D. 1982, Stanford University, Education Specialization in Child Development and Second Language Learning
- M.A. 1971, Stanford University, Second Language Education
- B.A. 1970, Wheaton College, Spanish, Humanities/English (*Magna cum Laude*)

Honors and Awards

- Mountain View, CA, Mayor's Award for Exemplary Multicultural Program, 1981
- State of California Exemplary Program Award for multilingual program at Crittenden School, 1981
- Postdoctoral Fellowship, 1983, Stanford University, Psychology Department
- Congressional Science Fellowship, 1984, Society for Research in Child Development

Present Position

Managing Director, American Institutes for Research (AIR) (2011–Present)
Provides technical and managerial leadership to the English language learner (ELL) practice area for the Education Program at AIR. In this capacity, she leads and participates in professional and staff development activities, especially in ELL-related topics; leads proposal, research, and evaluation activities related to ELLs; and provides technical expertise related to ELLs to clients, AIR staff, partners, and policymakers.

Professional Experience

Senior Research Scientist, Center for Applied Linguistics (1998–2011)
From 2000 to 2012, served as principal investigator for a National Institute of Child Health and Human Development (NICHD) program project grant, Development of Literacy in Spanish-Speaking Children. From 2003 to 2008, served as co-principal investigator of an Institute of Education Sciences (IES)-funded study to examine development trajectories of ELLs in bilingual and structured English immersion programs. From 2005 to 2012, served as co-principal investigator for the IES-funded National Research and Development Center for English Language Learners and was responsible for developing, implementing, and evaluating middle school science interventions. From 2005 to 2011, served as co-principal investigator for an IES-funded study to develop a diagnostic assessment of reading comprehension. From 2001 to 2005, served as principal investigator for the IES-funded National Literacy Panel on Language-Minority Children and Youth, which conducted a comprehensive review of the research on the development of literacy in language-minority children and youth.

Education Consultant, D. August and Associates (1988–1996; 1998–Present)

Serves as a consultant focused on language-minority education issues in the areas of language and literacy development, science development, evaluation and testing, program improvement, and federal and state education policy.

Senior Program Officer, National Academy of Sciences (1996–1998)

Oversaw the work of the Committee on Developing a Research Agenda on the Education of Bilingual and Limited-English-Proficient Students; was responsible for organizing and running committee meetings and helping in the preparation and dissemination of the final report published by the National Academy Press: *Improving Schooling for Language-Minority Children*.

Director of Education Division, Children’s Defense Fund (1987–1988)

Had overall responsibility for research, public education, and advocacy concerning federal and state programs and policies for low-income, minority, and handicapped children.

Program Officer, Carnegie Corporation (1984–1987)

Funded and monitored grants in the areas of education and child development.

Congressional Science Fellow (1983)

Served as a legislative assistant to U.S. Congressman Edward R. Roybal in health and education policy.

Resource Specialist, Whisman School District, Mountain View, CA (1979–1982)

Helped administer and provide professional development to teachers in a multilingual-multicultural magnet program for 90 children in a public middle school, designated as one of five exemplary programs by the state of California in 1981.

Teacher, Whisman School District, Mountain View, CA (1972–1979)

Instructed elementary and middle school students, trained teachers, and worked as a community liaison; specialized in reading instruction and instruction of English language learners.

Employment History

2011–Present	Managing Director, AIR
1986–Present	Education Consultant, D. August and Associates
1998–2011	Senior Research Scientist, Center for Applied Linguistics
1987–1988	Director of Education Division, Children’s Defense Fund
1984–1987	Program Officer, Carnegie Corporation
1983–1984	Congressional Science Fellow, U.S. Congress
1979–1982	Resource Specialist, Whisman School District
1972–1979	Teacher, Whisman School District

Professional Affiliations

American Educational Research Association:

Society for Research in Educational Effectiveness
 Society for Scientific Studies of Reading
 Society for Research in Child Development

Select Publications

- Graves, M., August, D., & Mancilla Martinez, J. (2012). *Teaching vocabulary to English-language learners*. New York: Teachers College Press.
- Goodwin, A., Huggins, A., Carlo, M., Malabonga, V., Kenyon, D., & August, D. (2012). Development and validation of Extract the Base: An English derivational morphology test for third through fifth grade monolingual students and Spanish-speaking English language learners. *Language Testing*, 29(2), 265–289.
- August, D. (2011). Developing oral proficiency in second-language learners in the context of literacy instruction. In P. McCardle, B. Miller, J. R. Lee, & O. Tzeng (Eds.), *Dyslexia across languages: Orthography and the brain-gene-behavior link*. Baltimore: Brookes.
- August, D., Goldenberg, C., Saunders, W., & Dressler, C. (2010). Recent research on English language and literacy instruction: What we have learned to guide practice for English language learners in the 21st century. In M. Schatz & L. Wilkinson (Eds.), *The education of English language learners: Research to practice* (pp. 272–297). New York: Guilford Press.
- August, D., & Gray, J. (2010). Developing comprehension in English language learners: Research and promising practices. In K. Ganske & D. Fisher (Eds.), *Comprehension across the curriculum: Perspectives and practices K–12* (pp. 225–245). New York: Guilford Press.
- August, D., & Shanahan, T. (2010). Effective English literacy instruction for English learners. In F. Ong with V. Aguila (Eds.), *Improving education for English learners: Research-based approaches* (pp. 209–237). Sacramento: California Department of Education.
- August, D., & Shanahan, T. (2010). Response to a review and update on “Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth.” *Journal of Literacy Research*, 42, 341–348.
- Proctor, P., August, D., Snow, C., & Barr, C. (2010). Continuum of interdependence: A perspective on the nature of Spanish-English bilingual reading comprehension. *Bilingual Research Journal*, 2, 5–20.
- August, D., Branum-Martin, L., Cardenas-Hagan, E., & Francis, D. (2009). The impact of an instructional intervention on the science and language learning of middle grade English language learners. *Journal of Research on Educational Effectiveness*, 2, 345–376.

- Malabonga, V., Kenyon, D., Carlo, M., August, D., & Louguit, M. (2008). Development of a cognate awareness measure for Spanish-speaking English language learners. *Language Testing*, 25(4), 493–517.
- August, D., & Shanahan, T. (Eds.). (2008). *Developing reading and writing in second-language learners*. New York: Routledge.
- Duursma, E., Romero-Contreras, S., Szúber, A., Proctor, C. P., Snow, C., August, D., & Calderón, M. (2007). The role of home literacy and language environment in bilinguals' English and Spanish vocabulary development. *Applied Psycholinguistics*, 28, 171–190.
- San Francisco, A. R., Carlo, M., August, D., & Snow, C. (2006). The role of language of literacy instruction and vocabulary in the English phonological awareness of Spanish-English bilingual children. *Applied Psycholinguistics*, 27, 229–246.
- August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahway, NJ: Erlbaum.
- Francis, D., Snow, C., August, D., Carlson, C., Miller, J., & Iglesias, A. (2006). Measures of reading comprehension: A latent variable analysis of the Diagnostic Assessment of Reading Comprehension. *Scientific Studies of Reading* 10(3), 301–322.
- San Francisco, A., Mo, E., Carlo, M., August, D., & Snow, C. (2006). The influences of language of literacy instruction and vocabulary on the spelling of Spanish-English bilinguals. *Reading and Writing*, 19, 627–642.
- August, D., Snow, C., Carlo, M., Proctor, P., Rolla, A., Duursma, E., & Szuber, A. (2006). Literacy development in elementary school second-language learners. *Topics in Language Disorders*, 26(4), 351–364.
- August, D., Francis, D., Hsu, H.-Y. A., & Snow, C. (2006). Assessing reading comprehension in bilinguals. *Elementary School Journal*, 107(2), 239–248.
- August, D., Goldenberg, C., & Rueda, R. (2006). Native American children and youth: Culture, language, and literacy. *Journal of American Indian Education*, 45(3), 24–37.
- Francis, D., Snow, C., August, D., Carlson, C., Miller, J., & Iglesias, A. (2006). A new approach to assessing reading comprehension in bilinguals. *Scientific Studies of Reading*, 10(3), 301–322.
- August, D., Carlo, M., Lively, T. J., McLaughlin, B., & Snow, C. (2006). Promoting the vocabulary growth of English learners. In T. A. Young & N. L. Hadaway (Eds.), *Supporting the literacy development of English learners: Increasing success in all classrooms* (pp. 96–112). Newark, DE: International Reading Association.

- Proctor, P., August, D., Carlo, M., & Snow, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology, 98*(1), 159–169.
- San Francisco, A. R., Carlo, M., August, D., & Snow, C. (2006). The role of language of instruction and vocabulary in the English phonological awareness of Spanish-English bilingual children. *Applied Psycholinguistics, 27*(2), 229–246.
- August, D., Carlo, M., Calderón, M., & Proctor, P. (2005). Development of literacy in Spanish-speaking English-language learners: Findings from a longitudinal study of elementary school children. *Perspectives, 31*(2), 17–19.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). Avoiding the misidentification of English language learners as learning disabled: The development of vocabulary. *Learning Disabilities Research and Practice 20*(1), 50–57.
- Calderón, M., August, D., Slavin, R., Durán, D., Madden, N., & Cheung, A. (2005). Bringing words to life in classrooms with English language learners. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Erlbaum.
- Carlo, M. S., August, D., & Snow, C. (2005). Sustained vocabulary-learning strategy instruction for English-language learners. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Erlbaum.
- Proctor, C. P., Carlo, M., August, D., & Snow, C. (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology, 97*(2), 246–256.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D., et al. (2004). Closing the gap: Addressing the vocabulary needs of English language learners in bilingual and mainstream classrooms. *Reading Research Quarterly, 39*(2), 188–215.
- August, D. (2002). *From Spanish to English: Reading and writing for English language learners*. Washington, DC: New Standards.
- August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language-minority children: A research agenda*. Washington, DC: National Academy Press.
- August, D., & Garcia, E. E. (1988). *Language minority education in the United States: Research, policy, and practice*. Springfield, IL: Charles C. Thomas.
- August, D. (1987). Effects of peer tutoring on the second language acquisition of Mexican-American children in elementary school. *TESOL Quarterly, 21*(4), 717–736.
- August, D., Flavell, J. H., & Clift, R. (1984). A comparison of comprehension monitoring of skilled and less skilled readers. *Reading Research Quarterly, 20*(1), 39–53.

Patricia Garcia-Arena

Education

- Ph.D. 2005, Stanford University Graduate School of Education, Psychological Studies in Education
- Ed.M. 2000, Harvard University Graduate School of Education, Human Development & Psychology
- B.A. 1999, Tufts University, Undergraduate College of Arts and Sciences, Psychology & Child Development (Senior Honors Thesis; magna cum laude)

Present Position

Senior Researcher, English Language Learners, American Institutes for Research (AIR) (2012-Present)

Designs, implements, and manages research and professional development projects focusing on English Language Learners. Specific responsibilities include project, team, and task management; quantitative and qualitative data analysis; report writing; instrument/protocol development; and client communication.

Professional Experience

Literacy Sub-study Lead, Massachusetts Early Learning Challenge Grant Validation Study (2012-present)

Design surveys in both Spanish and English to examine the relationship between educator supports, instructional practices, and child outcomes in early childhood settings in Massachusetts. Project work also includes the project's communication plan and accompanying documents to ensure all stakeholders were informed in every phase of the project.

Project Co-Manager, Professional Development Inventory for the Illinois Center for School Improvement (2013-present)

Design and implementation of a professional development inventory for all partners in the Statewide System of Support. Contributions gathered via this process and tool will be used to inform the state plan and build future professional development offerings in the SSOS.

Project Manager, Research Council and Research Forums, the Illinois Center for School Improvement (2013-present)

Establish, charge, maintain a nationally recognized Research Council that guides the work of the Illinois Center. Project work also includes quarterly meetings that guide the state and center employees on key issues, the engagement of council members in center work, as well as the unique work of arranging on call questioning sessions with council members. Districts serviced by the Statewide System of Support and the Center will gain

knowledge and guidance from this work. The work of the Center will be strengthened by this involvement.

Project Manager, Essential Elements, The Illinois Center for School Improvement (2013-present)

Create and disseminate tools and resources to support the use of the eight essential elements of school reform and improvement. These tools and resources, based on the best available research, will assist Districts in implementing practices to improve student achievement.

English Language Learner Assessment Development Associate, University of Chicago (2011-2012)

Led the development of a Spanish-English bilingual, pre-kindergarten formative assessment in literacy. The goal of this bilingual assessment is to develop an assessment tool to aide teachers in determining the literacy skills of bilingual children in their classroom. Coordinated the development of assessment content and the execution of logistical planning for assessment pilot data collection and analysis

Research Associate, Pre-K ELL Research Project, Erikson Institute – Herr Research Center (2010–2011)

Directly responsible for managing the preschool English language learner research project at the Herr Research Center. This project surveyed pre-kindergarten teachers in Chicago Public Schools (CPS) to better understand the services and resources currently available to preschoolers who are English Language Learners. Based on survey and site visit results, gave CPS recommended next steps for how to best serve this student population.

Senior Research Associate, Educare Post-Secondary Education Project, Ounce of Prevention Fund (2011-2012)

Directly responsible for managing the daily operations of the Educare Parent Post-Secondary Education Study. This pilot study, funded by the Bill & Melinda Gates Foundation, explored the feasibility of creating a post-secondary education arm of the Educare early childhood program to serve low-income mothers whose children were being served by Educare.

Senior Literacy Associate, Learning Point Associates (2006-2008)

Worked with numerous school districts and schools in New York and Indiana, cited as being in need of improvement or in corrective action for English Language Arts (ELA). With each school district, a four-step audit process has been followed: planning, data collection, co-interpretationSM of the findings, and the delivery of final reports that include research-based strategies and resources aligned with the audit findings was utilized. This AIR approach to co-interpretation has resulted in a high level of ownership of the key findings by district and school staff.

Research Associate, California Even Start Evaluation, WestEd – Center for Child & Family Studies (2005-2006)

Coordinated the operations of the California Even Start state evaluation. The Even Start

Family Literacy Program is an education program for the nation's economically challenged families that is designed to improve the academic achievement of young children and their parents, especially in the areas of reading and language. As project manager, assisted in the design of the California Even Start's evaluation components, and trained staff on data collection/analysis and report writing.

Employment History

- 2011–2012** English Language Learners Assessment Development Associate, University of Chicago
- 2010-2011** Research Associate, Erikson Institute
- 2008-2009** Senior Research Associate, Ounce of Prevention
- 2006–2008** Senior Literacy Associate, Learning Point Associates
- 2005–2006** Research Associate, WestEd – Center for Child & Family Studies
- 2001–2005** Research Assistant, Stanford University

Professional Affiliations

Society of Research in Child Development (SRCD)
American Educational Research Association (AERA)

Publications

García, P. (2005). Case Study: Parental Language Attitudes and Practices to Socialise Children in a Diglossic Society. International Journal of Bilingual Education and Bilingualism, 8(4), pp. 328-344.

Technical Reports

Carnahan, D., Brooks, G., & Garcia, P. (2008). *New York State Education Department audit of the written taught & tested curriculum: Binghamton City School District ELA curriculum alignment report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.

Carnahan, D., & Garcia, P. (2008). *New York State Education Department audit of the written taught & tested curriculum: Binghamton City School District ELA document review report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.

Carnahan, D., Brooks, G., & Garcia, P. (2008). *New York State Education Department audit of the written taught & tested curriculum: Dunkirk City Schools ELA curriculum alignment report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.

Garcia, P., & Carnahan, D. (2008). *New York State Education Department audit of the written taught & tested curriculum: Dunkirk City Schools document review report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.

- Carnahan, D., Brooks, G., & Garcia, P. (2008). *New York State Education Department audit of the written taught & tested curriculum: Utica City School District ELA curriculum alignment report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.
- Carnahan, D., & Garcia, P. (2008). *New York State Education Department audit of the written taught & tested curriculum: Utica City School District document review report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.
- Carnahan, D., Brooks, G., & Garcia, P. (2008). *New York State Education Department audit of the written taught & tested curriculum: Newburgh Enlarged City School District ELA curriculum alignment report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.
- Carnahan, D., & Garcia, P. (2008). *New York State Education Department audit of the written taught & tested curriculum: Newburgh Enlarged City School District document review report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.
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- Garcia, P., & Carnahan, D. (2008). *New York State Education Department audit of the written taught & tested curriculum: Poughkeepsie City School District document review report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.
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- Carnahan, D., & Garcia, P. (2008). *Elkhart Community Schools ELA curriculum audit: Document review report*. Prepared for the Elkhart Community Schools. Naperville, IL: Learning Point Associates.
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- Carnahan, D., & Garcia, P. (2008). *New York City Department of Education ELA curriculum audit: ELA professional development document review report*. Prepared for New York City Department of Education. Naperville, IL: Learning Point Associates.
- Carnahan, D., Morrone, D., Dixon-Taylor, I., & Garcia, P. (2007). *Evansville-Vanderburgh School Corporation ELA: Curriculum alignment report*. Prepared for Evansville-Vanderburgh School District. Naperville, IL: Learning Point Associates.
- Carnahan, D., Morrone, D., Dixon-Taylor, I., & Garcia, P. (2007). *Fort Wayne Community Schools ELA curriculum audit: Curriculum management system document review report*. Prepared for the Fort Wayne Community Schools. Naperville, IL: Learning Point Associates.
- Carnahan, D., Morrone, D., Dixon-Taylor, I., & Garcia, P. (2007). *Huntington County Community School Corporation ELA curriculum audit: Curriculum alignment report*. Prepared for the Huntington County Community School Corporation. Naperville, IL: Learning Point Associates.
- Carnahan, D., Morrone, D., Dixon-Taylor, I., & Garcia, P. (2007). *Huntington County Community School Corporation ELA curriculum audit: Document review of the curriculum management system*. Prepared for the Huntington County Community School Corporation. Naperville, IL: Learning Point Associates.
- Carnahan, D., & Garcia, P. (2007). *Warsaw Community School Corporation curriculum audit: Document review report*. Prepared for the Warsaw Community School Corporation. Naperville, IL: Learning Point Associates.
- Carnahan, D., Morrone, D., Dixon-Taylor, I., & Garcia, P. (2007). *New York State Education Department audit of the written taught & tested curriculum community School District 12: ELA curriculum alignment report*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.
- Carnahan, D., Morrone, D., Dixon-Taylor, I., & Garcia, P. (2007). *New York State Education Department audit of the written taught & tested curriculum Community School District 12: Key document review*. Prepared for the New York State Education Department. Naperville, IL: Learning Point Associates.

Professional Presentations

- Garcia, P., Gardner, M., Sommer, T., Freel, K., Chase-Lansdale, L., Brooks-Gunn, J. (2010). Understanding the Complex Pathways to Postsecondary Education for Young, Low-income Mothers. Presentation for the American Educational Research Association Annual Meeting. (Denver, CO)

- Yazejian, N., Pacchiano, D., Garcia, P., McBee, M., (2010). Evidence from the Educare Implementation Study: Children's Social-emotional Development Across the Birth to 5 Age Span. Presentation for the Head Start National Research Conference. (Washington, DC)
- Garcia, P. (2008). Everyday Language Practices in a Diglossic Society. Presentation for the American Educational Research Association Annual Meeting. (New York City, NY)
- Garcia, P. (2007). Language Attitudes and Practices in Tobati: A Paraguayan Community. Presentation for the American Educational Research Association Annual Meeting. (Chicago, IL)
- Leal, A.C., Mathias, A. Dathatri, S. Garcia, P. Nuritzi Sanchez, M. T., Rojas, Latzke M., Perez-Granados, D. and Huffman, L. (2007). Parent-Toddler Book-Sharing in Latino Families: Effectiveness of a Home-Based Intervention Program on Emergent Literacy Presentation for American Educational Research Association Annual Meeting (Chicago, IL)
- Leal, A.C., Mathias, A. Dathatri, S. Garcia, P. Nuritzi Sanchez, M. T., Rojas, Latzke M., Perez-Granados, D. and Huffman, L. (2007). Effectiveness of an Early Literacy Intervention: Role of Maternal Depression and Social Support on Infant-Toddler Outcomes. Presentation for the Society of Research in Child Development Conference. (Boston, MA)
- Leal, A.C., Mathias, A. Dathatri, S. Garcia, P. Nuritzi Sanchez, M. T., Rojas, Latzke M., Perez-Granados, D. and Huffman, L. (2007). Parent-Toddler Book-Sharing in Latino Families: Effectiveness of a Home-based Intervention Program on Emergent Literacy. Presentation for the Society of Research in Child Development Conference. (Boston, MA)
- García, P. (2005). Daily Language Practices Study in Paraguay. Presentation for the American Educational Research Association Annual Meeting. (Montreal, Canada)
- Perez-Granados, D.; García, P.; Dathatri, S.; Mathias, A.; Duchicela, I.; Huffman, L. (2005). Book-related and Technology Assisted Interactions between Parents and Toddlers in Low-income Latino Families. Presentation for the Society of Research in Child Development Biennial Meeting. (Atlanta, GA)
- García, P. (2004). Language Socialization during Family Practices in Paraguay (poster presentation). Symposium Proceedings from BilingLatAm 2004: First International Symposium about Bilingualism and Bilingual Education in Latin America, Buenos Aires, Argentina; ESSARP, pp.95-105.
- García, P. (2004). Language Socialization in Paraguay during Family Meals. Presentation for the International Symposium on Bilingualism in Latin America. (Buenos Aires, Argentina)
- García, P.; Dathatri, S.; Barajas, N. (2003). Children Learning about Learning from Parents' Teaching: Lessons for Low-Income European-American and Mexican-Descent Families Presentation for the Society of Research in Child Development Biennial Meeting. (Tampa, FL)

Carla Hulce

Education

M.Ed. 2006, University of Illinois–Chicago, Education (Instructional Leadership)
B.A. 1994, Columbia College, Liberal Education

Present Position

Senior Consultant, School Turnaround, American Institutes for Research (AIR) (2011–Present)

Works with schools, districts, and states to implement successful turnaround and transformation services. Leads project teams in the design and development of products and services to support states, districts, and schools in their improvement efforts, specifically in the area of school turnaround and transformation. Designs and facilitates technical assistance and/or professional development sessions with state, district, and/or school staff. Director of Communications for the California Collaborative on District Reform.

Professional Experience

Director, Hulce Consulting Group (HCG) (2008–2010)

HCG provided schools and school districts with expertise in the design of specialized learning environments aimed at improving the academic achievement of gifted students and students with learning disabilities.

Developed and implemented individualized education plan (IEP)/full individual evaluation (FIE)/504 Plans in conjunction with special education departments resulting in full compliance and cohesive planning with ancillary staff (psychologist, speech/language pathologist, nurse and social worker). Conducted professional development titled “Inclusion: Universal Design for Learning,” resulting in new teaching methodologies implemented by 100% of teachers. Provided leadership coaching, resulting in high school principals receiving “Superior” rating by Chicago Public Schools. Instituted professional learning communities at schools, where effective teams use protocols, reflection, and peer critique to improve teacher practice. Introduced literacy best practices to teachers, resulting in increased reading Prairie State Achievement Examination (PSAE) scores from the previous year. Facilitated school improvement planning process resulting in “approved” school improvement plans and budgets.

Capacity Coach, Chicago High School Redesign Initiative (CHSRI) (2006–2008)

Bill and Melinda Gates Foundation and other local Chicago Foundations dedicated more than \$26 million toward the goal of opening approximately two dozen small high schools in the city of Chicago.

Improved leadership practices, school culture, structure, and policies by using research-based strategies and models for curriculum and classroom instruction that promoted high-

quality teaching and learning and improved student outcomes, including achievement on standardized tests, graduation rates, and preparation for postsecondary education. Developed, monitored, and adjusted the budget to support the goals of the school(s). Recruited, assigned, or reassigned staff, as well as holding the responsibility for the professional development of staff. Established a leadership and decision-making structure that involved key stakeholders in the decision-making process. Established school calendar and daily schedule to support the goals of the school. Collaborated and negotiated the use of shared facilities.

Chicago Project Director/Associate Director, Small Schools Workshop (2004–2006 and 1996–2000)

Supervised workshop staff and provided technical assistance to more than 25 schools.

Developed and implemented training course for Illinois State Board of Education's School Change Institute. Wrote the facilitator portfolio manual, the practicum tool for all Illinois State Board of Education (ISBE) facilitators working with schools/districts in the school change process. Provided technical assistance to the Houston Independent School District, Oshkosh Area School District, and South Bend Community School Corporation, resulting in 16 high schools instituting smaller learning communities in accordance with the United States Department of Education's Smaller Learning Communities Grant. Acted as grant writer for the Hermitage School District in Arkansas and DuSable High School in Chicago, resulting in Hermitage receiving U.S. Department of Education (USDE) curriculum grant and DuSable receiving USDE safe and drug-free grant. Conducted Illinois Standards Achievement Test (ISAT), Iowa Tests of Basic Skills (ITBS), and Tests of Achievement and Proficiency (TAP) preparation and data analysis for DuSable and Bowen High Schools and conducted **Comprehensive Test of Basic skills (CTBS)** data analysis for Harvey School District in Illinois, resulting in school/district personnel revamping curriculum and providing professional development based on data analysis.

Affirmative Action Consultant, OutSolve, LLC (2001–2003)

Created affirmative action plans in compliance with Executive Order 11246 for federal contractors and subcontractors.

Generated workforce analyses, lines of progression, job group analyses, availability statistics, two-factor availability analyses, and utilization analyses for all clients, resulting in completed comprehensive affirmative action plans. Produced and submitted Equal Employment Opportunity (EEO)-1 and Vets100 Reports to joint reporting committee and Veterans Employment and Training Service, resulting in full compliance. Calculated and submitted impact ratio analyses and report on goals for all clients that were under compliance review by the Office of Federal Contractor Compliance Programs.

(Clients included such companies as American Honda Motor Company, Lockheed Martin, AT&T Broadband, Morton Salt International, Synovus Financial Corp., International Truck and Engine Corp., Burlington Northern Santa Fe, and Kindred Healthcare Inc.)

Consultant, United States Department of Education (1998–2002)

Grant reviewer for Dropout Prevention Program. National presenter/researcher on smaller learning communities model. Professional development reviewer for the Office of Educational Research and Improvement.

Employment History

- 2011–Present** Senior Consultant-School Turnaround, AIR
- 2008–2010** Director, Hulce Consulting Group
- 2006–2008** Capacity Coach, Chicago High School Redesign Initiative (CHSRI)
- 2001–2004** Affirmative Action Consultant, OutSolve
- 2004–2006** Chicago Project Director, Small Schools Workshop

Professional Affiliations

BOLD Chicago
Tourette Syndrome Association of Illinois (TSAIL)
Magnet Schools of America
National Center on Universal Design for Learning (UDL) Reviewer

Professional Presentations

Hulce, C. (April, 2000). *What does the research say about smaller learning communities?* Presented at Smaller Learning Communities Grant Regional Information Session, Wausau, WI.

Horowitz, A., & Hulce, C. (1996, December). *Creating small schools*. Presented at Inaugural Small Schools Workshop Conference, Chicago, IL.

Horowitz, A., & Hulce, C. (December, 1996). *Creating small schools*. Presented at the 2nd Pedagogy & Theatre of the Oppressed Conference, Omaha, NE.

Robert V. Mayo, Ph.D.

Education

Ph.D.	2007, Boston College, Educational Administration
M.Ed.	1995, Bowie State University, Guidance & Counseling
B.S.	1991, Florida A & M University, Broadcast Journalism

Professional Credentials and Certifications

NBCC, National Board of Certified Counselors

Honors and Awards

Education Policy Fellow, Institute for Educational Leadership's Education Policy Fellowship Program, 2005-2006

Research Fellow & Visiting Scholar, New England Board of Higher Education
Dissertation Fellowship, The University of Vermont, 2000-2001

Holmes Scholar, National Holmes Partnership Program, The Lynch School of Education, Boston College, 2000-2001

Present Position

Senior TA Consultant, American Institutes for Research (AIR) 2010-Present
Provision of targeted technical assistance and leadership coaching to district and school site-level turnaround leaders through structured site visits, weekly conference calls and consultation on an as-needed basis. Successful facilitation of SIG plan development through data-driven needs assessment and strategic planning processes carried out by representative stakeholder groups yielding aggressive, yet realistic goals and strategies. Primary areas of expertise include: visionary leadership, data-driven decision-making, student support services delivery systems, collective efficacy, school climate and family, school and community partnerships.

Professional Experience

Deputy Director, Nat'l. Charter School Resource Ctr., Learning Point Associates 2010
Learning Point Associates merged with American Institutes for Research August 1, 2010

Supported management of the NCSRC contract through the planning, coordination and execution of project management activities. Served as lead expert to the organization, applying in-depth knowledge of relevant public charter school policies, organizational structures and best practices. Reviewed, analyzed and evaluated the quality of related research, reports and other resources for multimedia dissemination.

Employment History

Performance Officer, The D.C. Public Charter School Board (2007-2010)

Provided oversight of a diverse portfolio of public charter schools including those run by national and local charter management organizations, conversion schools and the sole cyber charter school program. Developed strategic policies for high quality academic and social programs. Implemented PCSB monitoring, accountability and support mechanisms via academic, non-academic, compliance, governance and financial management reviews, and supported subsequent corrective action planning. Provided tailored technical assistance on: data-driven decision-making, governance, accountability systems development, student support systems development, and learning-centered family involvement. Strategically established and maintained high quality partnerships with co-parts within similarly-focused SEA offices, statewide service-delivery agencies and non-profit intermediary entities. Facilitated rigorous charter authorization, expansion, replication, consolidation, renewal and closure processes.

Director, Student Support Services, Paul Public Charter School (2004-2007)

Supervised unit of 30 education professionals. Researched, developed, implemented, evaluated and budgeted all programs under: guidance and counseling, high school admissions counseling, character education, special education, English-as-a-second language instruction, remedial/supplemental education services and attendance/truancy. Co-led the development and institutionalization of rigorous and relevant course offerings across core academic disciplines, technology and the humanities. Led the establishment of high quality academic programs for unique populations as evidenced by: increased measurable achievement and authentic data-driven exiting of students from SPED and ELL programs. Establishment and maintenance of a true learning-conducive community.

Assistant Principal, Thomas Jefferson JHS, D.C. Public Schools (2001–2004)

Provided leadership to various facets of school operations including: academics, targeted professional development, counseling services, high school admissions counseling, character education and school safety.

Clinical Supervisor, The Lynch School of Education, Boston College (1999–2000)

Fostered the professional development and pedagogical growth of student teachers in the seven competency areas of MA state certification via formative supervision & training techniques culminating in 100% job placement of supervisees.

Research Assistant, The Lynch School of Education, Boston College (1997–1999)

Provided high quality research support to Dr. R. J. Starratt. Primary foci included ethical leadership and supervision, and the drama of schooling and leadership. Helped facilitate the Lynch School of Education graduate admissions process.

Guidance Counselor, DeMatha Catholic High School (1994–1997)

Conducted high quality individual/group/family academic, personal, career and college

admissions counseling as evidenced by 100% college acceptance rates annually across ethnically and socio-economically diverse classes. Served as key member of the school's admissions team.

Grade School Instructor, Holy Comforter-St. Cyprian School (1992–1994)

Provided high quality student-centered instruction across the disciplines as evidenced by students' observable and measurable academic achievement across sub-groups.

Service to the Profession

2009-2010, Juvenile Sub-committee., D.C. Superior Court
2008-2009, PCSB Performance Management Framework Steering (PMF) Committee
2006-2008, D.C. Interagency Truancy Taskforce
2005-2008, D.C. City-wide Interagency Safe Schools/Healthy Students Steering Committee

Professional Affiliations

American Education Research Association
Memberships: Div A - Administration, Organization & Leadership; School Turnaround, Technology, Instruction, Cognition and Learning, Family, School and Community Partnerships, and Charter School Research and Evaluation SIGs

National Board of Certified Counselors

Publications

- Mayo, R.V. (2008). Revisiting Public Charter Schools-Part III: Authorization Policy Development and Public Charter Schools' Potential to be True Catalysts of Change. *The Legislator*, A Publication of The National Black Caucus of State Legislators, 18-20.
- Mayo, R.V. (2008). Revisiting Public Charter Schools-Part II: The Autonomy for Accountability Trade-off. *The Legislator*, A Publication of The National Black Caucus of State Legislator, 23-24.
- Mayo, R.V. (2008). Revisiting Public Charter Schools-Part I: An Updated Overview of National Statistics and Policy Trends. *The Legislator*, A Publication of The National Black Caucus of State Legislators, 24-27.
- Mayo, R.V. (2007). *Familial Perceptions and Practices: Initial Affective and Behavioral Responses to School-Initiated Curricular Empowerment and Accountability* (Doctoral dissertation). Boston College, Chestnut Hill, MA.

Professional Presentations

Mayo, R.V. (2008, December). *Making America's Children Competitive in the Global*

Community. Panelist for 32nd Annual Legislative Conference of the National Black Caucus of State Legislators, Washington, D.C.

Mayo, R.V. (2008, December). *The Reauthorization of No Child Left Behind: Implications for State level Policy*. Panelist for 31st Annual Legislative Conference of the National Black Caucus of State Legislators, Little Rock, Arkansas.

Traci S. Maday-Karageorge

Education

M.Ed. 2012, George Mason University, Education Leadership
B.S. 2000, Northern Michigan University, Secondary Education (Cum Laude)

Professional Credentials and Certifications

Cert. K-12 School Administration, Virginia State Department of Education (expected 2013)
Cert. Affiliate Trainer of the Classroom Assessment Scoring System (CLASS)TM
Teachstone, 2010/2012
Cert. Observer for the Classroom Assessment Scoring System Secondary (CLASS-S)TM
Teachstone, 2010/2012
Cert. Secondary Teacher Social Studies, Michigan Department of Education, 2000
Cert. Secondary Teacher Earth Science, Michigan Department of Education, 2000

Honors and Awards

Graduate Student Fellowship, George Mason University Graduate School of Education, 2010

Present Position

Education Consultant, American Institutes for Research (AIR) 2011 - present

Collaborates with district and school leaders to design and deliver technical assistance to for continuous improvement as well as turnaround and transformation services. Distills research on effective and promising practices into practical tools and resources to guide school reform efforts. Facilitates group processes for professional learning communities, needs assessments, data collection and analysis, action planning, and building consensus amongst family and community constituents. Conducts qualitative data collection for curriculum audits. Delivers training to external clients on the Surveys of Enacted Curriculum and provides training within the organization on the CLASSTM observation system.

Professional Experience

Team Member, School Turnaround and Transformation Services, American Institutes for Research, (2010 – current)

Provided leadership coaching to five elementary principals leading school turnaround. Developed materials for turnaround leadership training academy based on research about leading change and turnaround competencies. Identified research and designed an implementation rubric to guide turnaround in schools. Collaborated with school-based support staff to design data-driven protocols that support monitoring and adjusting

turnaround initiatives. Contributed to literature review for research study on turning-around low-performing schools. Created practitioner-friendly, research-based recommendations for schools undergoing turnaround and transformation.

Program Associate, Winner School District (WSD), Learning Point Associates 2008-2010

Learning Point Associates merged with American Institutes for Research August 1, 2010

Provided research-based recommendations and technical assistance to support the implementation of a consent decree that mandates comprehensive reforms aimed at improving the educational experiences and outcomes for Native American youth. Collaborated with district and school leaders and representatives of the American Civil Liberties Union in the development of a tiered behavior matrix intended to provide consistent behavior expectations district-wide. Advised the district on the continued development and implementation of the matrix – focusing on the development of teachers and communications with family members. Data indicates a there has been a reduction of Native youth experiencing suspensions (a stated goal of the Consent Decree) in both the middle and high schools. Planned a cross-cultural community-wide meeting, attended by over 60 family and community members to build consensus for and disseminate data about improvement efforts. Coached a district leadership team on the development of an early warning system to identify and intervene with students at-risk of falling off-track to graduation.

Team Lead and Team Member, New York City External School Curriculum Audits, Learning Point Associates (2006-current)

Led two teams of school-level improvement audits for multiple sites and a 14-person team to complete 20 desk-audits with very tight timeframe. Contributed to several district-level improvement audits. Collected and compiled data for classroom observation and teacher interview reports. Delivered training to educators on the Surveys of Enacted Curriculum. Facilitated group analysis of data with school, district, and community representatives securing consensus for improvement priorities. Developed research-based recommendations for final report to school and for school, district, and state client.

Program Associate, Center for Comprehensive School Reform and Improvement (CCSRI), Learning Point Associates (2006-2009)

Managed publication schedule with rigorous internal and external review processes. Researched and co-authored six CCSRI publications for national distribution focused on: professional learning in schools, effective school improvement strategies, engaging middle-level learners, supporting teacher work, using classroom assessment, and rigorous instruction for diverse learners. Collaborated with a media partner and field experts on the development of two video webcasts with live segments and audience participation. Contributed to the development of online resources and responded to state, regional, and local constituent inquiries about school reform issues.

Curriculum Specialist, Educational Options, Inc. (2005-2006)

Served as the primary author for a standards-based year-long course in Native American Studies for high school students. Developed the selected response assessments for two high school courses, Native American Studies and Career Explorations.

Assistant Director, Center for Native American Studies at Northern Michigan University (2002-2005)

Planned and administered annual Indian Educators' Conference for approximately 50 regional educators, keeping within budgetary limitations. Designed and co-directed youth programs for over 100 Native American youth in grades 6-12 annually. Collaborated with regional schools, Tribal schools and education departments, Title VII directors, and community based organizations to design and deliver unique standards-based educational experiences for adults and students on various Indian Education topics.

High School Instructor, North Star Academy (2000–2002)

Designed and implemented twelve standards-based courses aligned to the school's mission of delivering project-based learning experiences. Designed and delivered instruction for all social studies courses for this public school academy affiliated with the CSR-model Coalition of Essential Schools. Collaborated with fellow teachers and community organizations to incorporate Service Learning opportunities into the curriculum. Facilitated and regularly participated in professional learning community activities using protocols for examining student work and refining instructional practice. Advised an assigned cohort and monitored their progress toward graduation. Assisted with the affirmation process for Coalition schools

Employment History

2011–Present	Education Consultant, American Institutes for Research
2006–2010	Program Associate, Learning Point Associates
2005–2006	Curriculum Specialist, Educational Options, Inc.
2002--2005	Assistant Director, Center for Native American Studies, Northern Michigan University
2000-2002	High School Social Studies Instructor, North Star Academy

Professional Presentations

Maday, T. (2009, April). *Effective data use for reducing Native student dropout*. Presentation given at the National Forum on Dropout Prevention Strategies for Native and Tribal Communities, Phoenix, AZ.

Maday, T. (2009, April). *A framework for Native American inclusion*. Presentation given at the National Forum on Dropout Prevention Strategies for Native and Tribal Communities, Phoenix, AZ.

Maday, T. (2009, February). *Painless improvement strategies within reach*. Presentation given at the Illinois No Child Left Behind Conference, Chicago, IL.

- Maday, T. (2008, December). *Planning matters: Schoolwide reform strategies and resources*. Presentation given at the National Staff Development Council meeting, Washington, DC.
- Maday, T. (2008, February). *Four data types for needs assessment*. Presentation given at the Illinois No Child Left Behind Conference, Chicago, IL.
- Maday, T. (2005, November). *Standards-based Native American studies*. Presentation given at the National Indian Education Association National Conference, Denver, CO.
- Maday, T. (2005, April). *Culturally responsive mathematics*. Presentations given at the National Council of Teachers of Mathematics meeting, Anaheim, CA.
- Maday, T. (2004, December). *Using an indigenous lens to teach about science*. Presentation given at the Seaborg Center/Marquette-Alger RESA Annual Conference, Marquette, MI.
- Maday, T. (2004, November). *Sharing circle and friendly critique of Native inclusion plans for classrooms*. Presentation given at the National Indian Education Association meeting, Phoenix, AZ.
- Maday, T. (2003, December). *Native American curriculum materials in mathematics and science*. Presentation given at the Seaborg Center Marquette-Alger RESA Annual Conference, Marquette, MI.
- Maday, T. (2003, November). *Culturally responsive mathematics*. Presentation given at the American Indian Science and Engineering Society meeting, Albuquerque, NM.
- Maday, T. (2003, March). *Sharing circle and friendly critique of Native inclusion plans for classrooms*. Presentation given at the Michigan Indian Education Association Critical Issues Conference, Mount Pleasant, MI.

**Appendix B.
Attachment B. Required
Tables for “LTP Excluding
Management” Option**

We have provided base unit pricing per student per school year as per the requirements stated in Attachment B (Page 25) in RFP#DOE-LASTP-2014-04. Through our comprehensive process, we review the specific needs of each school and school community and create solutions to support those needs. As such, each school improvement effort is as unique as the school it supports. As our level of support varies based on the requirements of each school, we have found that some engagements can require more than 40 hours per week on-site services. In some cases as high as 65-70 hours per week onsite. However, we determine this level of support with keen consideration of the school requirements and budgetary constraints. In our experience, this onsite level of support is most intensive in year 1, and gradually tapers in years 2 & 3 - as we develop the schools' internal capacity to sustain the improvement efforts.

Appendix C. Client References

1. East St. Louis School Transformation (2012–2013)

Contact: Dorland Norris

Deputy Superintendent of Curriculum and Administration

East St. Louis School District 186, 1005 State Street, East St. Louis, IL 62201

Phone: 628-646-3010

E-mail: Dorland.norris@estl189.com

AIR is the lead partner for turnaround at East St. Louis High School. This is a highly collaborative approach in partnering with school leadership to assess, prioritize, and implement current and proposed school improvement priorities in six main areas: leadership that drives change, educator effectiveness, comprehensive diagnostics, coherent instructional guidance system, student-centered climate, and family/community engagement.

2. Romulus (Michigan) School District Transformation (2010–2013)

Contact: Jason Salhaney

Principal, Romulus Middle School

Romulus School District, 37300 Wick Road, Romulus, MI 48174

Phone: 734-532-1700

E-mail: jpsalhaney@romulus.k12.mi.us

AIR is as the lead partner for Romulus Middle School in Romulus, Michigan, in the implementation of its SIG transformation. Lead partner duties include leadership coaching, coordinating support vendors, establishing school data systems and monitoring protocols, designing an extended learning program, designing teacher compensation systems, supporting positive behavioral supports, and implementing instructional improvement interventions.

3. Hazelwood Middle School Turnaround

Hazelwood (Missouri) School District

2/15/2011–Current

Contact: Gary Jansen, Principal, Hazelwood East Middle School

1865 Dun Road, St. Louis, MO 63138

314-953-5700

gjansen@hazelwoodschoools.org

AIR has supported the Hazelwood School District in its turnaround and transformation planning since May 2010. The work started with leading the needs assessment and planning process for the Hazelwood East Middle School SIG grant and has grown to districtwide support for turnaround and transformation, including the development of a new districtwide teacher evaluation system.

4. Building District Capacity for Turnaround

Buffalo Public Schools

Contact :Debra Sykes

Associate Superintendent, Office of School Innovation and Turnaround

701 City Hall, Buffalo, NY 14202

Phone: 716-816-3574,

E-mail: DSykes@buffaloschools.org

AIR engaged with Buffalo Public Schools (BPS) in the summer of 2012 to begin a series of activities in partnership with BPS to develop turnaround leadership capacity. AIR worked with the district turnaround office and selected school leadership teams by executing a Summer Leadership Academy. The academy was the first in a series of support activities to build leadership capacity in BPS. By successfully engaging in a long-term partnership with AIR for this effort, BPS achieved various outcomes; on the district level, BPS attained a focused and functional district turnaround team with clear roles, accountabilities, and tools for success as well as an increased self-awareness and understanding about leadership skills and competencies to drive school turnaround. School level outcomes reached a focused and functional leadership team in each turnaround school, with clear roles, accountabilities, and tools for success.

5. Jefferson Houston K-8 Transformation

Alexandria City Public Schools

Contact : Natalie Mitchell

Director of Title I Programs

2000 North Beauregard Street

Alexandria, VA 22311

Phone: 703-824-6676

E-mail: natalie.mitchell@acps.k12.va.us

AIR will provide lead partner support for Jefferson Houston K-8, a priority SIG school located in Alexandria, VA. The support will focus on developing math content knowledge and teaching mastery for grades k- 8 through coaching, PD, leadership coaching, and implementing effective data systems.

6. Utica School Coaching

Utica City School District

Contact: Carla Percia, Director of Special Programs

1115 Mohawk Street

Utica, NY 13501

Phone: 315-792-2266

E-mail: cpercia@uticaschools.org

AIR is working with Utica, New York Public Schools over two years as a partner in developing turnaround leadership capacity in a core set of district staff and 10 elementary school leadership teams. AIR will work with the Utica Public Schools' District School Improvement Office and selected school leadership teams to build capacity to implement and monitor successful school improvement.

7. REL Appalachia

Center for Naval Analyses

Contact: Justin Baer

Director, Regional Educational Laboratory, Appalachia

4825 Mark Center Drive

Alexandria, VA 22311
Phone: 703-824-2065
E-mail: baerj@cna.org

The Southern Virginia College and Career Readiness Alliance is interested in several issues that lie on the continuum of college and career readiness. A large portion of the alliance is interested in increasing student engagement to decrease and prevent dropouts. In Virginia, one tool to help schools and divisions reach this goal is the Virginia Early Warning System, or VEWS. VEWS was developed for the Virginia Department of Education (VDOE) by the National High School Center (NHSC) and is based on the NHSC's Early Warning System EWS Tool. The alliance would like to improve use of the VEWS tool and VEWS data to help schools to increase the number of students who graduate and ultimately meet statewide graduation benchmarks. The proposed workshop will provide alliance members with information on how to read and interpret the data and reports that are generated by the VEWS Tool to improve the early identification and support of at risk students.

8. National High School Center

U.S. Department of Education
Contact: Margaret McNeely
400 Maryland Ave., SW
Washington, DC
(202)260-1335
margaret.mcneely@ed.gov

The National High School Center is part of a national network of Content and Regional Comprehensive Centers funded by the U.S. Department of Education to help build the capacity of states across the nation to effectively implement the provisions and goals of the No Child Left Behind Act of 2001 (NCLB). The National High School Center is one of five content centers covering a spectrum of topical areas especially relevant to NCLB and school improvement. The High School Center identifies research-supported improvement programs and tools, offers user-friendly toolkits and products, and provides technical assistance services to improve secondary education for all students, including those with disabilities and limited English proficiency. The High School Center draws on AIR's extensive experience operating national technical assistance centers, the knowledge AIR experts have gained by conducting large-scale evaluations of prominent high school reform efforts, and the effective tools and resources AIR staff has developed for various projects.

**Appendix D.
Attachment E: State
Corporation Commission
Form**

ATTACHMENT E
State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. The offeror:

is a corporation or other business entity with the following SCC identification number: F121187-1

-OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

**Appendix E.
Attachment F: Pricing
Schedule**

Appendix F: Implementation Elements

The Implementation Elements

● Successful Implementation
 ● Mediocre Implementation

This following graphic provides a basic overview of the six key elements for implementing the Achievement Path. Its purpose is to help you distinguish between **successful implementation** (where real learning and organizational impact can occur) and **mediocre implementation** (where desired results are left to chance). No one implementation is exactly like another; instead, implementation is tailored to a school or district's specific situation.

School TURNAROUND & Transformation

COMPREHENSIVE DIAGNOSTICS

<ul style="list-style-type: none"> • An in-depth needs assessment is conducted, cross-referencing new and existing data sets. • An early warning system is implemented. • Periodic course corrections and challenging decisions are made based on timely data. • Multiple stakeholders are engaged in input, analysis, and decision making. • Educators have access to timely data sets and analysis support. 	<ul style="list-style-type: none"> • If a needs assessment is conducted, results do not drive planning. • Limited student achievement data form the core of the data set for decision making. • There is limited or no stakeholder engagement in analysis. • Critical student and school decisions are made annually using year-end data. • Educators engage with data in isolation and make few connections that drive instructional changes.
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LEADERSHIP THAT DRIVES CHANGE

<ul style="list-style-type: none"> • Specific and targeted district support is provided to implement the turnaround plan. • A principal is selected specifically with turnaround criteria in mind. • The school leadership team is effective and has a shared vision, goals, and commitment. • School turnaround is launched as a team effort and coordinated with input from multiple stakeholder groups. 	<ul style="list-style-type: none"> • District support reflects what is provided to all schools across the district. • A new principal is selected. • Turnaround is led by the principal, with little support from the school leadership team.
--	--

EDUCATOR EFFECTIVENESS

<ul style="list-style-type: none"> • Assignment, promotion, and tenure are determined by data and best fit. • A high frequency of feedback, including student growth data and 360-degree review, is utilized to promote professional growth and achievement. • The performance management system is connected to recruitment, development, and retention strategies. • Teaching and leadership practices are focused on rigor, relevance, and relationships. 	<ul style="list-style-type: none"> • Assignment, promotion, and tenure are determined by longevity and seniority. • Limited feedback and support hamper educator professional growth and achievement. • Performance management is isolated from other talent management strategies. • Teaching and leadership practices are directive, isolated, disconnected, and inconsistent.
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COHERENT INSTRUCTIONAL GUIDANCE SYSTEM

<ul style="list-style-type: none"> • A coherent curriculum—aligned vertically and horizontally and to state standards—is in place. • Curriculum materials and technology resources are embedded to meet the needs of all students, including those performing above and below proficiency. • Teachers implement the curriculum with fidelity and integrity. • Checks for student understanding occur daily and are aligned to the curriculum and state standards. 	<ul style="list-style-type: none"> • The curriculum is not clearly aligned across grade levels and/or to state standards; gaps may exist. • Sufficient and appropriate materials and resources (including for subgroups) are limited in availability; teachers often must supply or create their own materials. • Teachers interpret the curriculum individually instead of collectively. • There are limited checks for student understanding leading to benchmark or summative assessments.
---	---

STUDENT CENTERED CLIMATE

<ul style="list-style-type: none"> • Teachers focus on teaching for student engagement and relevance, and they incorporate student learning styles. • The school climate endorses ambitious academic work and celebrates student diversity coupled with support for each student. • Students are inspired to believe in themselves as learners and understand their path to success beyond school. • Student performance and achievements are publicly recognized. • The school is a safe and welcoming place where student voices are recognized. 	<ul style="list-style-type: none"> • Teachers focus on rote teaching the curriculum. • Student diversity and individual learning needs are not addressed. • Teachers monitor student learning without engaging students in those activities. • The school climate is chaotic and/or compliance driven. • The school is exclusively staff centered.
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FAMILY AND COMMUNITY ENGAGEMENT

<ul style="list-style-type: none"> • A broad range of stakeholders—including parents as well as representatives from community-based organizations, the business community, and health and social services—are cultivated and engaged. • The voices and opinions of families and community members are sought, and needs are intentionally addressed. • Effective partnerships leverage limited resources and strengthen opportunities for students and their families. • Diverse opportunities for family and community engagement are developed in multiple formats to support student success. 	<ul style="list-style-type: none"> • Parents are the only stakeholders considered. • Engagement opportunities and communication are one-way directed, passive, and focused on single events. • Family involvement is not utilized to support student learning. • The presented opportunities show little support and enthusiasm from leadership, staff, parents, and the community.
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Appendix G: Achievement Path

The Achievement Path

District Responsibilities

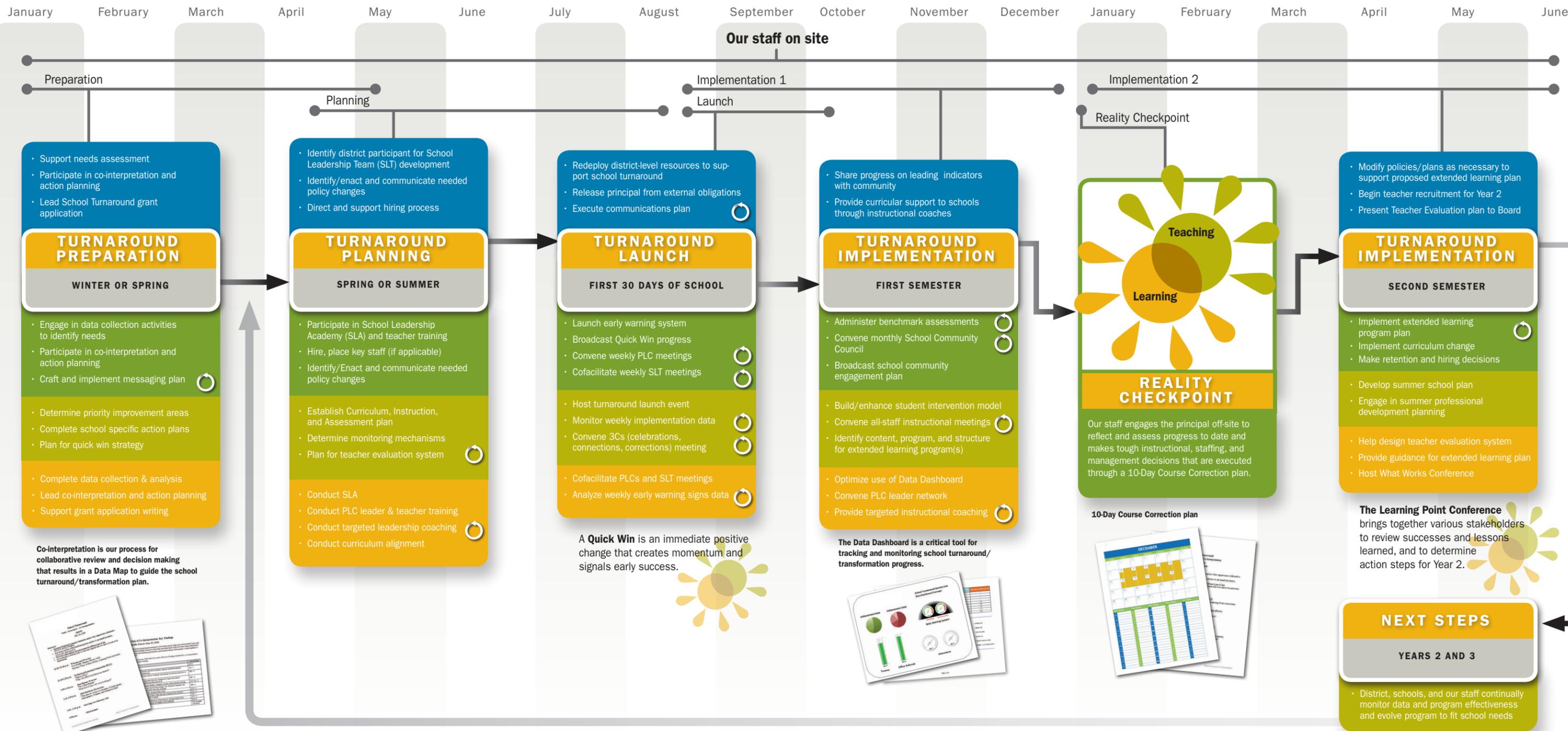
School Responsibilities

Joint Responsibilities

American Institutes for Research

The Achievement path illustrates the collaborative journey American Institutes for Research (AIR) travels with districts to revive ailing schools.

= ONGOING THROUGHOUT THE SCHOOL YEAR



AMERICAN INSTITUTES FOR RESEARCH®

www.air.org

5220_08/11

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Appendix H: Examples of Past Performance

Experience in Providing the Same or Similar Type of Service

AIR has worked with many clients at federal, state, school district, local school, foundation, and business levels. We understand the challenges that face each school district are unique, and in that regard, provide solutions tailored to support those differences. We have provided a sample of projects that provide Evidence of Effectiveness in several key areas as defined in the ACPS Statement of Needs. We are happy to provide additional examples of similar scope if needed.

As a Lead Partner

Hazelwood Middle School Turnaround Hazelwood (Missouri) School District

AIR has supported the Hazelwood School District in its turnaround and transformation planning since May 2010. The work started with leading the needs assessment and planning process for the Hazelwood East Middle School SIG grant and has grown to districtwide support for turnaround and transformation, including the development of a new districtwide teacher evaluation system.

In addition, we are serving as the lead partner for Hazelwood East Middle School in the 2010–2013 implementation of its turnaround intervention model. The support provided includes leadership coaching; the implementation of PLCs; and implementation of the school’s full SIG turnaround, including interventions related to parent and community involvement, data use, literacy curriculum, literacy instruction, and literacy assessment. Documented achievement results include the following:

- Hazelwood East Middle School improved from being one of the lowest performing schools in Missouri. At the end of the first year of working with AIR to implement the turnaround school improvement model, student achievement increased substantially.
- After the 2010–11 school year, student mathematics scores on the monthly district assessment rose from the lowest of the district’s six middle schools to the best, with students scoring an average of 76 percent in Grade 6.
- The growth in students’ reading and eighth-grade communications arts scores has outpaced the performance of all the middle schools in the Hazelwood School District.

Romulus Middle School Transformation Romulus (Michigan) School District

Romulus Middle School in Michigan has received national attention from the U.S. Department of Education (ED) and the National Education Association (NEA) for its turnaround effort, and our team has been instrumental in managing the provider relationships. A key part of the Romulus turnaround plan was extensive staff development. In our capacity as lead transformation partner, we developed structured collaborative partnerships with several vendors, including Pearson Learning, Wayne RESA Mathematics Institute, WestED, and the International Center for Leadership in Education. We created a collaborative service delivery strategy, outlining individual and collective roles, responsibilities, and processes for developing and

implementing Romulus Middle School's new ELA, mathematics, and PLC school improvement initiatives.

At Romulus Middle School, the data indicated that school discipline referrals were growing progressively early in the school year. After dissecting the data further during a data check-in meeting, the team found that the rate of discipline referrals was higher in classrooms with substitute teachers than in classrooms with assigned teachers. The greater use of classroom substitutes was due to the high number of pull-out professional development programs, which were part of the turnaround plan.

By using this data and a check-in meeting, a series of short- and long-term strategies was put in place. One short-term strategy was to provide classroom management training to a group of substitutes who would serve in the classrooms during these pull-out professional development activities. Another strategy was to readjust some professional development opportunities from pull-out sessions to either afterschool or Saturday sessions wherever possible. The use of substitutes was not the only cause of overall discipline issues, and discipline continued to be an issue that needed more discussion and longer term planning. However, the check-in meetings allowed the staff to see that some discipline issues were caused by the amount of professional development being conducted on a daily basis during instructional time. With AIR's assistance, Romulus developed a schoolwide Positive Behavior Support (PBS) initiative during the spring and summer that was implemented with fidelity the following fall. Early data indicate a significant decrease in disruptive behavior and office discipline referrals.

Eisenhower High School Transformation

Decatur (Illinois) Public Schools

Lanphier High School Transformation

Springfield (Illinois) Public Schools

AIR serves as the lead partner for the transformation of two high schools in Illinois: Eisenhower High School in Decatur and Lanphier High School in Springfield, as awarded under Section 1003(g) of the SIG guidelines. In both schools, with full-time, on-site support, we are a direct partner in the improvement strategies of the transformation plan—specifically developing leadership capacity at the district and school levels, promoting PLCs, overseeing instructional coaching, implementing the Common Core State Standards, implementing an early warning system, reforming the teacher evaluation process and tools to include student growth, and monitoring progress indicators at the school and individual student levels.

Emerging indicators of success at Eisenhower High School, from the first six months of operation, include the following:

- Eisenhower High School has begun to implement 80 percent of the improvement initiatives identified in its SIG plan.
- Weekly PLCs are meeting and undergoing training.
- A new benchmark assessment program has been implemented to track student progress.

Emerging indicators of success at Lanphier High School, from the first six months of operation, include the following:

- Freshman academies have been developed and are being implemented.

- A new benchmark assessment system has been implemented to track student progress.
- PLCs are meeting weekly and are being trained in effective collaboration and data use.

Curriculum Alignment, Assessment

Decatur School District Mathematics Common Core State Standards Alignment

Decatur (Illinois) Public Schools

The Decatur School District, serving approximately 9,000 students, is working with AIR to develop a K–12 curriculum framework for mathematics. A needs assessment was completed that focused on instructional practices and support for teachers, a gap analysis of vertical alignment, and an assessment of alignment of the taught curricular content with the current Illinois State Standards and the new Common Core State Standards. AIR provided professional development on how to create meaningful curriculum maps that contain mathematical practices, materials, and core skills to be learned; progressions in strands; lessons incorporating Promethean boards; and local assessments. During the 2011–12 school year, teachers in Grades K–2 began piloting the use of the maps, and curriculum maps in Grades 3–12 are being finished. AIR is providing monthly professional development for the teachers piloting the curriculum maps. By June 2012, all the K–12 mathematics curriculum maps will be completed, and AIR will provide professional development to teachers on how to use and teach using these maps.

The two-year process will include the following:

- Needs sensing with teachers to answer the following:
 - What are teachers currently teaching?
 - How do teachers currently determine what to teach?
 - What supports are needed within the curriculum for teachers to be effective?
 - How should the supports be structured and shared with teachers?
- Identification through committee work of taught curricular content at each grade level in order to provide a clear districtwide picture of content and learning expectations and to identify gaps, redundancies, and inconsistencies
- Comparison of identified taught curricular content with the current Illinois State Standards and the new Common Core Standards
- Benchmarking of new mathematics curriculum (working from Grade 12 through prekindergarten) from exit outcomes
- Facilitation of the creation of comprehensive K–12 curriculum guides that, at minimum, identify the following components:
 - Course content with corresponding alignment to standards
 - Benchmarking of skills
 - Clear identification of introduction, mastery, and review grade levels for content

- During the second year, implementation will include discussions around required and suggested materials, including technology, pacing, suggested accommodations and modifications for at-risk students, and assessments.
- A plan for implementation of and transition to the newly written curricular objectives

***District Audit of the Written, Taught, and Tested Curriculum
New York State Education Department (Dunkirk City Schools)***

In 2007, for the third consecutive year, the Dunkirk City School District was designated as a district in need of improvement under the No Child Left Behind (NCLB) Act. This determination was based on student performance in ELA; specifically, students with disabilities, English learners, and economically disadvantaged subgroups were in need of improvement. To remedy this situation, AIR partnered with the district to create a customized three-year plan for improving performance. The basis of each improvement plan was AIR's comprehensive audits of the written, taught, and tested ELA curricula in the district's schools.

In Dunkirk, a four-step process was followed: planning, data collection, co-interpretationSM of findings, and action planning based on key findings and auditor recommendations. Staff employed a variety of data collection methods to reveal a complete picture of what was being taught, how it was being taught, and where it matched state curriculum standards. An alignment study of the written curriculum was conducted against the state content standards. Overall, data were collected in the following areas to investigate the current status of the district:

- Curriculum
- Instruction
- Use of data to inform decision making
- Professional learning
- Staffing and human capital management/support
- Academic intervention services

The unique approach to interpretation involved engaging districts in the process and led to ownership of the key findings by district staff.

The audit process concluded with a final report to the New York State Education Department (NYSED) and the district, which included detailed, data-based recommendations with specific strategies identified for successful implementation. AIR consultants then guided Dunkirk through the creation of an improvement plan detailing how it would respond to the recommendations and be held accountable by NYSED for implementing the recommendations during the next three years.

As a result of audit recommendations, Dunkirk City School District began implementation of the following initiatives:

- Creation of a comprehensive, articulated, and fully aligned ELA curriculum.
- Development of plans for academic intervention services and professional development.

- Creation of PLCs to improve learning and collaboration for students with disabilities, using data to drive instruction, and to help meet the needs of diverse learners.
- Expansion of the Reading First initiative, which led to the creation of building-level reading coaches who monitor the progress of students to pinpoint their areas of need. The coaches then worked with teachers to implement specific strategies to bring struggling students back to the benchmark standards.
- Targeted collaboration between special education and general education teachers, with special education staff supporting classroom teachers and modeling intervention strategies. Implementation of the READ 180 program as an academic intervention service for students with the most intensive needs.

Overall, the curriculum audit process is strongly aligned with the needs assessment process in the proposed workplans. The data collection process represents a comprehensive needs assessment for the targeted curriculum area(s), and the end product that grows from this data collection is a set of research-based recommendations that drive the district's improvement planning. The focus on using data for planning and improvement lays the foundation for the audit process, which is similar to the process proposed for the latter phases of the needs assessment. Staff capacity is built in the area of data-based instruction and decision making, and by undergoing the audit process, the district and its schools are making a commitment to use data for school improvement purposes.

District Turnaround Support

Building a School Turnaround Office Buffalo (New York) Public Schools

In spring 2011, the Buffalo Public Schools (BPS) school board contacted AIR with a request for assistance in creating a rigorous review process for selecting external providers. In this application phase for SIG funds, BPS was not eligible for transformation grants and was thus pursuing a strategy to fund restart models. Our team was hired after the request for proposal (RFP) was released, and we were hired only to create the rigorous review process. In doing so, we developed a multistep process, trained the review committee, provided additional AIR staff to review applications to ensure interrater reliability, and facilitated committee discussions and consensus decision making. Although the state ultimately denied the application, one area of positive feedback was on the multistep review process that was employed.

The state then allowed BPS to reapply for SIG funds. Due to the high level of satisfaction during the first application phase, BPS reengaged AIR and expanded our role to include the development of the RFP, support to schools that chose to submit plans for the transformation model, and grant-writing support in addition to implementing the rigorous review process developed during the first phase. In addition to AIR providing support for the SIG application process, BPS also capitalized on our expertise to assist with its internal restructuring and creating an office designated to provide specific support to its persistently low-achieving schools. As part of this phase of work, AIR assisted BPS in defining performance benchmarks and projected outcomes and set in motion a plan for ongoing monitoring activities, culminating with the

opportunity to formally evaluate successes and challenges over the three-year grant cycle. The indicators of success include the following:

- Positive feedback from the state on the multistep, rigorous review process created by AIR
- Expansion of AIR's role in the second phase of the application process
- Development of performance benchmarks and project outcomes to assist the new turnaround office in monitoring SIG grantees and external providers
- Continued feedback from the client regarding the high level of satisfaction with AIR's services and deliverables

California Collaborative on District Reform Stuart Foundation

The California Collaborative on District Reform, an initiative of AIR, aims to inform district-level efforts to improve instruction and outcomes for all students by bringing together researchers, practitioners, policymakers, and funders for ongoing dialogue and collective problem solving. Its primary activity is a series of meetings focused on important problems of practice faced by California school districts, such as improving the quality and the effectiveness of the teaching force, turning around their lowest-performing schools, and using assessment and other data effectively to guide instructional decision making. Although the collaborative aims to improve outcomes for all students in the state, the group often uses the lens of English language learner (ELL) success to examine and overcome problems of practice in district improvement.

Each meeting brings to bear research and practical knowledge relevant to the selected problem and is grounded in the concrete realities of a specific California school district. By embedding the series of conversations in the context of specific California school districts, the collaborative can directly assist leaders in those school districts develop and reflect on their strategies as well as create a body of district exemplars from which other California school districts may learn.

Over time, the collaborative has deepened and broadened its work beyond its core meetings to include additional activities to support district improvement throughout California. These activities include (1) special projects that enhance learning and capacity building in participating school districts, including documentation of the formation of district partnerships, such as the Fresno–Long Beach Learning Partnership; (2) activities to inform state policy, such as working groups to advise on new state or federal initiatives and provide recommendations that will better enable the school districts to meet student needs; and (3) policy briefs and other publications that share the lessons learned from the core meetings and other activities with local and state policymakers.

Family, Parent, and Community Engagement

Training and Technical Assistance to the Chicago Campaign to Expand Community Schools and the Community Schools Initiative

Chicago Public Schools

AIR has provided training and technical assistance to the Chicago Campaign to Expand Community Schools, a partnership of Chicago Public Schools (CPS) and private foundations and

corporations. The effort to expand out-of-school time activities in Chicago provides a wide variety of funds for 21st Century Community Learning Center sites, Chicago Campaign-funded sites, After-School All-Stars programs, Afterschool Matters high school programs, and charter schools created through the Renaissance 2010 program. The Chicago Campaign effort is built on the premise that schools need to provide holistic support for students and their families. This effort focuses on engaging local partners to help bring sustainable resources to schools, particularly schools serving high-poverty students. Each community school program has a resource coordinator who works with a local oversight committee to develop and implement a service plan. Key members of the oversight committee are representatives of the school, the parent body, and community agencies.

Since 2003, AIR has been a trusted training and technical assistance partner to the effort. We have provided start-up assistance to new community schools, from elementary to high school, through principal leadership development workshops, data use training, sustainability planning, communication planning, and other topics to help build quality, sustainable community schools in Chicago. Working in close collaboration with the Chicago Campaign and CPS leadership, AIR continues to tailor efforts to the needs of the schools by working individually, in small groups, and in larger role-defined settings. The tailored technical assistance from AIR works in support of the training to help programs operationalize program quality improvements.

Illinois State Board of Education (ISBE) 21st CCLC Program Support

Since 2002, AIR has been the primary training partner of ISBE 21st Century Community Learning Centers (CCLC) grantees through statewide and regional training events. We have surveyed the grantees to determine program training needs and have provided training to help support efforts toward quality programming and sustainability. Our interactive and program-focused training sessions have included the following topics:

- Building strong relationships with school leadership.
- Supporting families and increasing community involvement.
- Aligning the 21st CCLC grant with overall school improvement efforts.
- Working toward sustainability (a series).
- Creating a strong evaluation system.
- Using data to inform program improvement.
- Building quality academic enrichment activities incorporating youth development skills.
- Building the staff development skills of program managers.

Each training event includes evaluation and follow-up to determine effectiveness and provide information for any necessary adjustments to improve future trainings. In addition, we have provided new grantee training, bidder's conference assistance, grant review completion, and data collection assistance for the ISBE 21st CCLC program. In July 2007, we were awarded a new five-year contract to assist ISBE in managing the 21st CCLC program.

Resource Allocation/Professional Development/Educator Effectiveness

Managing Educator Talent (METworks)

Hazelwood (Missouri) School District

AIR leadership is involved in the teacher and principal evaluation systems in Hazelwood. AIR has led the evaluation reform effort, first by conducting a needs assessment using the co-interpretation process and then by supporting the district in developing a taskforce of key stakeholders (including union, school board, principal, teacher, and district leaders). Over the course of a year, AIR worked closely with the district to facilitate the Hazelwood Educator Evaluation Taskforce through a series of 10 sessions focused on discussing, debating, and deciding upon the many critical facets of the redesign process. The outcomes of these activities and decisions include communication plans; integration of the redesign process with district initiatives; definition of educator effectiveness; theory of action; standards of professional practice; and growing content knowledge around educator evaluation including best practices in district evaluation, national standards and definitions of effectiveness, uses of data for the improvement of educator effectiveness, measures of student growth, and Missouri Department of Elementary and Secondary Education measures of student growth and professional practice.

Training in Lesson Study Approach

Oswego (New York) School District

AIR provided training in the theory and practices of the Lesson Study approach to teacher teams from four middle schools and two high schools in Oswego School District 308. (The district student enrollment is approximately 17,000 students.) During quarterly training sessions, the Lesson Study teams conducted action research on student learning throughout the year. Several schools redesigned their curricular expectations based on this action research. The final phase of the project included training of the teacher teams to become Lesson Study facilitators for new teams in their home schools. All four middle schools have continued to use Lesson Study to improve the instruction and outcomes for students.

Beginning Teacher Induction Program for Illinois School Districts

Plainfield School District 202, Geneseo School District 228, Oswego School District 308, and Yorkville School District 115

AIR has worked with school districts in Illinois for the past four years to support the development and implementation of comprehensive induction and mentoring programs. Working with some of the fastest growing districts in the state (average student enrollment of 15,000 across involved Illinois districts) as well as rural locations, we supported the design and development of programs through innovative, standards-based tools. Our staff also provided professional development to mentor teachers and to school administrators to engage in better observation practices of beginning teachers, strategies for supporting Gen Y teachers, and collaborating to examine student work. Examples of impact of the professional development include these: An average of 91 percent of mentors agreed that the professional development they received helped them to serve beginning teachers better; more than 90 percent of administrators agreed that they can better support the induction and mentoring program.

Monitoring and Reporting of School Progress

Virginia Early Warning System Tool Development

Provided by the National High School Center to VDOE

In 2008, legislators in Virginia passed legislation requiring high schools to achieve specific high school graduation rates in order to receive accreditation. To support high schools in meeting this new requirement, the Virginia Department of Education (VDOE) began to develop the Virginia Early Warning System (VEWS) tool to assist schools in identifying students at risk for dropping out starting in the ninth grade. VDOE initially worked with four school districts to pilot the tool by collecting five years of data on these four school districts and creating a system to predict a student's likelihood of dropping out. After this initial work was completed, a state manager for the Appalachia Regional Comprehensive Center (ARCC) suggested that the state bring in the National High School Center to support the development of the VEWS tool and provide research-based resources to support districts in intervening with at-risk students. In 2011, the Virginia legislature required schools that were not fully accredited under the state system because of graduation rates to use the VEWS tool. To prepare for statewide roll out of a support structure for high schools that were at risk for losing accreditation, the state implemented the Virginia Rapid Response Development project to pilot the improvement process in two high schools. The National High School Center provided technical assistance for this project, in collaboration with VDOE, and ARCC.

In the first years of the collaborative project, the National High School Center worked with VDOE to integrate the National High School Center EWS high school tool and the Virginia tool so that system would work well in Virginia high schools. The National High School Center also created a handbook that provides schools with interventions that correspond with specific risk factors for dropping out. To support the implementation of the VEWS tool and build state capacity, the National High School Center also provided trainings based on research, shared experiences from other states, and brought in experts who helped to facilitate planning and implementation. For the Virginia Rapid Response Development Project, the National High School Center provided content expertise as well as professional development and technical assistance to the two pilot schools as they used VEWS to review their data and identified action steps to support their targeted students.

California Early Warning System Tools Implementation

California Department of Education

AIR is currently working with several districts in California that are piloting the Early Warning System (EWS) tools and implementation process developed by the National High School Center. The project included 17 high school and middle grade schools. Feedback and data from participants indicate that the system and the implementation support are yielding positive outcomes for students. School and district leaders are reporting that the EWS and the interventions are helping to make systemic changes regarding the support that students in high school receive. Furthermore, staff members at the state department of education have indicated that they have learned a lot from the process and are better able to assist school divisions that use data from an EWS indicator tool and think about the kinds of strategic changes needed to build those into school improvement plans for high schools.

Excerpts from evaluations of our services include the following:

- “This time last year we only had 56% of our 9th graders passing all their courses. This year using an Early Warning System Tool and the interventions, we’ve got 86% [passing].”
- “We just aren’t letting our students fail. We are doing this, this, this, and this. It’s a different place than it was before.”

College and Career Readiness

Effectiveness of Promising Strategies in Federal College Access Programs (2012–2018). AIR is partnering with Abt Associates to rigorously evaluate promising strategies to support postsecondary success in the context of the federal GEAR UP and Upward Bound programs using randomized controlled trials (RCTs). AIR is leading the evaluation of promising strategies from Upward Bound. AIR will use student and project director surveys and extant data on student participation to evaluate the implementation of promising strategies and will examine the impact of these strategies on academic outcomes such as high school achievement (e.g., credits earned, grades) and postsecondary attainment (e.g., college enrollment, degree completion). AIR and Abt will coordinate and draw from each evaluation as appropriate to strengthen both studies (Contact: Natasha Boyce, U.S. Department of Education, 202-245-6128).

College Summit Program Evaluation (2011–2013). The goal of College Summit is to assist underrepresented students in attending college. In creating a college-going culture in partner high schools, College Summit focuses on leadership training, professional development for teachers and counselors, a class for seniors on successfully applying to college, and a data analysis system to track students’ progress. AIR, in partnership with Policy Studies Associates, is quantitatively evaluating the impact of the College Summit program using an interrupted time series design with a comparison group. In addition, the study uses surveys of teachers, counselors, administrators, and students, as well as interviews and focus groups with parents and school staff, to evaluate program implementation and examine the college-going culture in schools (Contact: Onuka Ibe, College Summit, 202-319-1763, ext. 233).

College Bound District Initiative (2005–2007). The GE Foundation undertook an ambitious multiyear strategy to achieve systemic, fundamental, and lasting change in education in targeted GE communities. The strategy included the College Bound District Program (CBDP), intended to increase college readiness and college going. One key component of the CBDP was deep evaluation to support program implementation. To that end, the GE Foundation partnered with AIR to collect, analyze, and communicate data to inform program decision making and shape the national communications strategy. AIR described the activities undertaken as part of the CBDP and documented the accompanying changes and other significant reform efforts in each district (Contact: Kelli Wells, GE Foundation, 203-373-3522).

College Readiness Systems Longitudinal Evaluation (2008–2011). The College Board College Readiness Systems (CRS) models for comprehensive reform are designed to help prepare all students for college success and to support schools and districts in their work toward this goal. AIR conducted an evaluation to provide the College Board with both formative and summative information regarding the three CRS models—College Board Schools, EXCEerator Schools, and CADRe Schools—served by its CRS Division. The evaluation examined the extent of

program implementation based on telephone interviews with participating schools and districts, as well as an analysis of operational data on program components. AIR also studied program impact by comparing students in participating schools and matched comparison schools on a variety of measures of achievement and academic persistence (Contact: The College Board, Jane Delgado, 212-649-8406).

Appendix I: Research Basis for Methodology

Evidence of Research-Based Design

Research Design and Support of Our Educational Plan

Although turnaround scholarship is emergent and not yet conclusive (Murphy & Meyers, 2008), efforts in the last decade to improve or turn around low-performing schools indicate that turnaround can be achieved but is not guaranteed (Hassel & Steiner, 2003). No one strategy seems to be a magic bullet for turning around school performance. Chronically low-performing schools appear to require “unique and multiple strategies to address the context and complexity of the school and its community” (Housman & Martinez, 2001, p. 7). One aspect of turnaround that seems to be fundamentally different from most other current and past school improvement efforts is its comprehensiveness (Mintrop & Trujillo, 2005). Case study research suggests that all the following should be infused in any legitimate school turnaround effort: comprehensively diagnosing the school situation, developing or hiring a school leader who drives turnaround change, increasing teacher capacity for effective instruction, tying teaching and learning to a coherent instructional system, establishing a student-centered climate, and engaging the community

Leadership That Drives Change

Leithwood and Strauss (2009) contend that turnaround leadership practices are not necessarily divergent from typically strong leadership strategies such as direction setting, developing people, redesigning the organization, and managing the instructional program. Herman et al. (2008), however, suggest that school leadership is a “key part of school change turnaround” (p. 10) and that principals of turnaround schools must effectively communicate the need for dramatic changes and demonstrate a clear commitment to those changes by following through on them with urgency. According to Herman et al., the research base suggests that school leaders can signal change through a series of actions, including communicating a clear purpose to school staff, creating high expectations and values, sharing leadership and authority, building a consensus that permeates the entire staff, and eliminating any distractions to ensure that the maximum amount of classroom time is focused on instruction. Similarly, Hassel and Hassel (2009) suggest that turnaround leaders demonstrate change by focusing on a few early wins, breaking organizational norms, pushing rapid-fire experimentation, getting the right staff and righting the remainder, driving decisions with open-air data, and leading a turnaround campaign.

Comprehensive Diagnostics

Few low-performing schools pursue dramatic change on their own while remaining hopeful that less drastic improvement efforts will be successful in avoiding state or federal consequences (Rhim, Kowal, Hassel, & Hassel, 2007). Turnaround research, however, indicates that such schools should consistently assess themselves. “Self-analysis enables failing schools to monitor successes as well as focus on areas that continue to lag” (Murphy & Meyers, 2008, p. 322). In this context, organizational self-analysis is not limited to any one individual but a consistent review of the situation by all (Herman et al., 2008). In his review of factors associated with successful school turnaround in England, Ansell (2004) noted the importance of developing capacity to (1) conduct a thorough internal review to identify key weaknesses and devise corrective strategies and (2) monitor plan implementation, including regular progress reviews.

Educator Effectiveness

In his short review of the literature on teachers in urban districts, Jacob (2007) comprehensively reports that teachers in chronically low-performing urban schools “are more likely to be inexperienced, less

likely to be certified, and less likely to have graduated from competitive colleges than are suburban teachers” (p. 135). Practical concerns about initiatives such as reconstitution, however, sometimes restrict what district and school leadership can do for infusing new teacher talent. Limited accessibility to high-quality teachers and an unattractive school product make effective teacher training imperative for success. Herman et al. (2008) point out that chronically low-performing schools must draw on analysis results of student achievement data and curriculum review “to determine specific areas of weakness in instruction, establish priority areas for instructional focus, and make changes in those areas to strengthen teaching and improve student learning” (p. 18). Furthermore, turnaround schools described in various case studies “relentlessly focused on improving teachers’ skills and shoring up gaps in their content knowledge and instructional skills” (Herman et al., 2008, p. 16). In 13 of the 15 schools in a study by Duke et al. (2005), “resources were used to provide staff members with additional training linked to the specific needs of students” (p. 18).

Coherent Instructional Guidance System

Ideally, “school accountability systems align system goals with school organizational goals and create coherence between incentives and instructional programs” (Murphy & Meyers, 2008, p. 277). Low-performing schools seem to be less likely to maintain curricular alignment. “Conducting a comprehensive curriculum review can ensure that the curriculum aligns with state and local standards and meets the needs of all students” (Herman et al., 2008, p. 19). Curriculum alignment or change, especially in line with standardized testing, is another turnaround strategy undertaken in some schools (Brady, 2003), sometimes “focused exclusively on reading, writing, and mathematics” (p. 17).

Multiple related studies have highlighted the importance of teachers focusing their instruction through self-directed analysis of student assessment and classroom data. Through formative or diagnostic practices, teachers can monitor teaching and learning and target areas where student knowledge gaps exist or remain by reteaching or adjusting instructional strategies for individual or groups of students (Duke et al., 2005; Picucci, Brownson, Kahlert, & Sobel, 2002). For example, in a forum summary by the Center on Education Policy (Scott, 2010), “all case study schools that exited restructuring used data frequently to make decisions about instruction and regroup students by skill level” (p. 1).

Family and Community Engagement

In Duke et al.’s (2005) case studies, three primary points of contact between school and community emerged. First, school-home communications improved in 14 of the study’s 15 turnaround schools. In general, schools did a better job of keeping parents informed and addressing parent concerns. Second, 13 of the 15 initiated at least one program to increase parent involvement, including opportunities to assist in class or improve skills for helping students learn at home. Last, 10 of the 15 established at least one community-based partnership, including community agencies, local businesses, universities or colleges, and churches. “Partners provided turnaround schools with mentors, in-class volunteers, equipment, funds for purchasing needed supplies, and moral support” (p. 22).

“Since many of the students in failing schools face disruptive factors to learning outside of school, turnaround initiatives should engage parents on some level” (Murphy & Meyers, 2008, p. 322). Increasing partnerships and fostering communication with parents would be first steps to developing social and human capital for schools. For example, parent involvement in a troubled Atlanta elementary school increased rapidly after the school initiated a parent program to increase adult knowledge and skills, enabling parents to assist their children with homework (U.S. Department of Education, 2010). Similarly, according to Rhim et al. (2007), turnaround Chicago schools engaged the local community by initiating partnerships with grassroots organizations that helped parents understand the importance

of school reform. In addition, the city also “convened groups of community members at each school who guided changes that best responded to the needs of the community at each site” (p. 12).

Student-Centered Climate

The impoverished communities in which youngsters at low-performing schools often live can make it difficult for students to arrive at school ready to learn (Corallo & McDonald, 2001). Student absenteeism and mobility (Malen & Rice, 2004) also present challenges, including disruptions in preparation and learning not only for moving students but for teachers and stable students as well (Jacob, 2007). Increasing opportunities for students to share their perspectives can lead to school structures more conducive to student learning (Mitra, 2003, 2004; Smyth, 2007). Research suggests that the utilization of student voice to inform school policy could play a part in increasing learning and lowering dropout rates (Levin, 2000; Mitra, 2004). Information from student experiences can provide valuable information to help design curriculum and drive school policy (Kushman, 1997).

Conclusion

School turnaround requires rapid improvement in schools as demonstrated by increased student achievement in two or three years (Kowal, Hassel & Hassel, 2009). A number of responses to chronic low performance have been attempted over the last decade or more, including school improvement planning, expert assistance, provision of choice, increased educational time, whole-school reform, reconstitution, and closure (Murphy & Meyers, 2008), but many of these efforts have been incremental (Brady, 2003) and few have been found as a coherent strategy (Mintrop & Trujillo, 2005). Schools that have explored the variety of such strategies have not had rapid, clear success, and “they now need to look beyond slow, incremental change and examine practices that will raise and sustain student achievement within one to three years” (Herman et al., 2008, p. 7). Case study research indicates that the incorporation and synchronization of each of the dimensions of education discussed above are necessary components of achieving school turnaround.

Appendix J: Statement of Needs

STATEMENT OF NEEDS**A. The Contractor shall:**

Furnish all labor and resources on an as-needed, when-needed basis to increase student achievement in persistently low-achieving Virginia public schools. To increase student achievement, the contractor shall develop and implement an academic program for one or more of the core discipline areas of mathematics, science, history/social science and language arts using the following desired approaches or other proposed approaches approved by VDOE as a result of this RFP, as well as those that may be refreshed or added during the performance of any resulting contract. The contractor shall integrate all academic and support services to include the following turnaround principles or meaningful interventions designed to improve the academic achievement of students in persistently low-achieving schools. Services must be aligned with all of the following “turnaround principles:”

1. Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
2. Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; (3) providing job-embedded, ongoing professional development based on the teacher evaluation and support systems and tied to teacher and student needs; (4) working with the school division or other state or local public educational body to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement; and (5) recommending necessary restructuring of teacher and leader contracts;
3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
4. Strengthen the school’s instructional program based on student needs by (1) ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards; (2) providing comprehensive, coherent, manageable and integrated instructional and support programs; (3) recommending which existing programs are to be continued and which programs are to be eliminated; and (4) consistent with the state Standards of Learning (SOL), recommending 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.
5. Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and providing ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline;
6. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
7. Provide ongoing opportunities for family and community engagement.

Appendix K: Needs Assessment Process

AIR's Comprehensive School and District Evaluation Process

Our experience suggests that a comprehensive needs assessment is critical for school and district transformation. Often, outside consultants or members from a state agency conduct short quality visits to schools and report back on the necessary areas of improvement. In reality, schools often do not buy in to these recommendations, and changes do not occur. For school turnaround to take place, the existing (or new) principal, staff, and other stakeholders need to understand the current conditions and have a clear picture of what success will look like. A comprehensive needs assessment is a critical first step to getting stakeholders from across the school community to understand the urgency and buy in to a course of dramatic change. In addition, it provides baseline data that can be used not only to measure improvements, but throughout, to identify critical change levers.

Through numerous years of assisting schools and districts in auditing their written, taught, and tested curriculum, AIR has developed a comprehensive approach to assessing the needs of schools to improve student achievement. Centralized on what students are expected to know and be able to do as well as the supports provided to teachers that will enable them to ensure that students meet high expectations, our approach to systems needs assessment is designed to provide both qualitative and quantitative data on the health and coherence of the school. AIR knows from research that student achievement is primarily a function of educator quality, curriculum, instruction, and assessment at the school level as well as parent and community engagement.

Our needs assessment will examine the alignment of curriculum, instruction, and assessment as well as professional development, staffing, culture/climate, the learning environment, and data through the multiple lenses of data collection and analysis. We also will examine the alignment of financial resources to instructional priority areas. The process proposed is a collaborative one, intended to generate findings in concert with school participants to help schools overcome their individual barriers to success. As such, school-level findings are not an end in themselves but rather a starting point for facilitating conversations to identify probable causes and areas for improvement, and to generate a specific, actionable plan to realize specific gains in achievement over a one- to five-year period.

The framework for a typical AIR needs assessment includes the following four phases:

- **Phase 1: Planning.** Planning the implementation of the needs assessment in concert with school partners.
- **Phase 2: Data Collection and Analysis.** Rigorously collecting and analyzing extant and new data from multiple sources to address the guiding questions.
- **Phase 3: Co-InterpretationSM.** Co-interpreting findings while maintaining final responsibility for recommendations.
- **Phase 4: Action Planning.** Supporting the use of the findings and recommendations in action planning through strong processes and structures, substantial relevant resources, and highly expert facilitators.

Theory of Action

Student academic achievement is directly impacted by what students are learning in the classroom. As such, primary foci of needs assessment are three instructional areas: the curriculum, instructional strategies and resources, and assessments of student learning—all of which are in the domain of the teacher and his or her classroom. AIR recognizes that the classroom is part of a larger system and that effective curriculum, instruction, and assessment are guided and supported within the school and by the school and district through policies, resources, leadership, and supervision. The guiding questions of our investigation follow.

1. To what extent does the learning environment promote high expectations and student achievement?
a. Do the school’s discipline policies and implementation support student learning?
b. Is the school’s physical plant welcoming to students and families?
c. Are there appropriate security mechanisms in place to ensure the safety of all students at school and traveling to and from school?
2. To what extent is a comprehensive, clearly articulated, and aligned curriculum guiding instruction across the school?
a. What curricula do schools use?
b. How are these curricula chosen?
c. How is the written curriculum aligned with the state standards?
d. Is the curriculum articulated, comprehensive, and aligned for all student groups, including English language learners (ELLs) and students with disabilities?
e. Does the school provide materials that support the implementation of the written curriculum, and are the materials used in the classroom?
f. How do teachers use emotional connections and positive relationships to build a positive climate for learning?
g. Is student behavior managed effectively to prevent problem behaviors from disrupting the learning environment?
h. Does instruction reflect an awareness of and response to the academic, social/emotional, and developmental needs of all students?
i. Are instructional practices inclusive to all students?
j. Is the physical classroom designed to facilitate instruction that maximizes student learning?
3. How does instruction focus on the effective delivery of the curriculum?
a. What instructional practices do teachers utilize in delivering the curriculum?
b. How do teachers align their instruction with the school curriculum?
c. How is the taught curriculum aligned with the state standards?
d. How is the taught curriculum aligned with the state assessments?
e. How is the consistent delivery of the curriculum ensured within a school?

4. What academic interventions are available for students who need additional academic support?
a. How do teachers and schools identify students who need additional support?
b. What additional academic supports are available to students during the school day?
c. What interventions are available to students outside of the regular school day?
d. Are eligible students using these interventions?
e. How does the school determine which students are being helped and which are not being helped by identified interventions?
f. What school policies and resources specifically ensure that effective instruction and support are provided for ELLs and students with disabilities?
g. How do teachers within each school plan and coordinate instruction to meet the needs of ELLs and students with disabilities?
h. How do schools communicate high expectations for all students?
i. What school and community factors encourage or impede participation in interventions?
5. To what extent are parents and the broader community involved in supporting the provision of learning opportunities and experiences for students?
a. To what extent has the school adopted policies, procedures, and practices that support parent involvement?
b. What community supports exist for parents and students?
c. How do community groups interact with the school to support learning?
d. What types of learning opportunities and experiences do parents and representatives of key community stakeholder groups perceive as needing further development and cultivation?
6. What professional learning opportunities that support instruction and learning are provided to teachers?
a. What is the focus of professional learning opportunities provided by the school, and how was the focus identified?
b. In what types of settings is professional learning provided? (Consider schedules, location, providers, and general approach.)
c. How is participation in professional learning ensured?
d. How is the quality of professional learning opportunities evaluated?
e. How do schools measure the impact of professional learning on instruction and learning?
7. To what extent do student-achievement data (formative as well as summative) inform academic programming, planning, and instruction?
a. What student-achievement data are available to administrators and teachers, and when?
b. To what extent do administrators use data to communicate specific learning objectives?
c. What kinds of decisions are made on the basis of student-achievement data?
d. How consistent is data use within schools?
e. What factors contribute to effective data-based decision making?

8. What staffing practices and profiles are utilized to effectively support teaching and learning across the school?
a. How are new teachers supported?
b. What policies and practices facilitate retention of experienced teachers?
c. What is the profile of content-area coaches and instructional leaders across the school? (Consider both qualifications and experience.)
d. How are content coaches and instructional leaders identified, developed, and supported?
e. What is the profile of school principals? (Consider both qualifications and experience.)
f. How are school principals and other school leaders identified, developed, and supported?
g. How does the school ensure that both schools and administrative offices are fully staffed with qualified personnel?
h. How does the school define expectations for leadership roles at all levels?
9. To what extent are financial resources aligned to priority areas of improvement?
a. What process is used for budgeting?
b. What amount/percentage of the budget is focused on instructional areas?
c. How is the alignment of budgeting to priorities determined annually?

Phase 1: Planning

Phase 1 is the convening of local school teams to review objectives, inform stakeholders (district and school staff, parents, and community members), and collaboratively determine team roles, communications plan, and data collection logistics. This phase will include conversations with the stakeholders, not only about the needs-assessment component of the work but also about the school transformation at large. Our experience suggests that early engagement of stakeholders is critical for gaining their longer term commitment.

Consultants from AIR will facilitate the needs assessment with a school liaison to be identified during Phase 1. This school liaison might be the incoming or current principal or other member of the school leadership team. Although this liaison will help to coordinate the logistics of data collection and communication, experience has taught us that working with a school steering committee or leadership team allows for a comprehensive and effective needs assessment process. School steering committees and AIR teams will work together on tasks in processes designed to couple completion of the assessments with the building of strong, trusting relationships.

AIR staff and consultants are highly skilled in the use of team processes that build trust while ensuring the rigor of the work at hand. Focusing on the work without addressing the need for trust compromises the efficiency of the process and the power of its results.

Phase 2: Data Collection and Analysis

Phase 2 consists of rigorously collecting and analyzing extant and new data from multiple sources to address the guiding questions described previously.

During Phase 2, AIR staff and consultants work closely with school staff to collect and begin analysis of the data required to inform the needs assessment. During Phase 2, initial analysis and preliminary recommendations will surface for the teams' consideration—which, in turn, will trigger revisions of the data collection plan if necessary to answer pertinent questions. Preliminary analysis and fine tuning compose the typical approach that AIR uses with clients in all aspects of data collection and improvement planning, and this approach reflects the complexity of the context for each school. We have learned through our previous experience conducting this process that data collection and analysis require some level of customization to appropriately address the unique characteristics and circumstances of each school. Customization avoids a “cookie-cutter” approach, which may negatively impact improvement planning. (More details about the structure of these initial data reviews and related opportunities for the revision of data collection appear in the Phase 3: Co-Interpretation section.) In addition, AIR will work with each school to enact a materials collection, observation, survey, and interview plan to ultimately reflect a picture of whole school needs. The components of data collection are state and local student-achievement data sets, the stakeholder survey, classroom observations, school-level interviews, the educator survey, the *Surveys of Enacted Curriculum* (SEC), key documents review and curriculum alignment, and stakeholder focus groups. Reports from each component are referred to as data sets and are described below.

Student-Achievement Data

The highest profile data set for any needs assessment of a school or district is student-achievement data. The guiding questions for the needs assessment call for a rigorous examination of multiple pieces of qualitative data that impact student achievement, and the AIR needs assessment carries that examination to the next logical step by triangulating schools' state and local achievement data (summative and formative) with the other forms of extant data. This collection serves to both set a performance baseline and provide a comparative point for postintervention assessment.

Our collection methods for student achievement data are flexible. AIR has the capacity to work with school data/information technology personnel to collect relevant achievement data reports from a school or district's centralized data warehouse or, in the absence of such personnel and/or data warehouse, to collect raw data and generate custom reports.

Characteristics of Successful Schools Survey

In a school or district striving to maintain success, stakeholders need to have a clear picture of current needs and a plan for designing improvements. School improvement leaders and teachers use perception data to learn about current strengths and needs from staff, students, parents, and various community members. Perception data is most effective when used in conjunction with

other types of data to guide school and community leaders to the most complete and effective means of achieving and sustaining improvement efforts.

To collect perceptions data, it is necessary to have an easy-to-use method of gathering information from large numbers of various stakeholders. The Characteristics of Successful Schools survey tool will help collect and analyze perceptions data quickly and easily to facilitate the data-driven decision-making process by capturing information for use by educational leadership and school turnaround teams.

As an element of a recurrent and intentional use of data, perceptions data can do the following:

- Advise leadership about the opinions and thoughts of school and community stakeholders for use in evaluating overall climate.
- Inform the process of analyzing achievement and other types of data for a complete look at the school or district.
- Build relationships with the community, which fosters loyalty to the school.
- Assess longitudinal progress for implemented strategies.
- Contribute to a richer picture of the actual and perceived classroom climate.
- Influence how content is taught to students.
- Affect how communication is approached with the different stakeholders.
- Impact strategies implemented to improve the classroom environment.

The purpose of the Characteristics of Successful Schools (CSS) survey is to address the need to analyze and use different types of data beyond achievement data in school improvement planning. After using CSS to survey the school and district community, users can compare the results from different groups of stakeholders. By developing an understanding of the district or school climate, new strategies around maintaining or improving the climate and relationships with various stakeholders can be undertaken. This increased climate awareness could positively impact student perceptions and performance.

SEC

The *Surveys of Enacted Curriculum* (SEC), designed for Grades K–12 in English language arts, mathematics, science, and social studies, is a powerful tool that includes a Web-based survey taken by teachers and provides data on both the instructional content being taught in the classroom and the cognitive expectations being placed on the student when learning this content.

The Web-based teacher survey responses are mapped against the state content standards and assessments. The scales and maps generated by the SEC allow administrators to analyze, measure, and refine the content taught in the classroom. Analyses are presented across grade levels and schools to identify gaps and duplications in curriculum and instruction that may adversely affect student performance.

The SEC enables district and school leaders to do the following:

- **See** the content being taught in the classroom.
- **Explore** the degree of alignment between what is being taught and the state standards.
- Better **understand** the instructional strategies being used in the classroom and **examine** how they align with best practices and research findings.
- **Provide** focus for dialogue in professional learning communities.
- **Guide** professional development efforts and **monitor** the impact on classroom practice.
- **Predict** how students will perform on local or state assessments.

The SEC surveys and data analysis services being offered were developed through the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards on SEC, and through research and development conducted by Porter and Smithson at the Wisconsin Center for Education Research. The surveys are based on state and national standards for content and teaching. Teachers participating in the surveys report on a full school year of teaching in English language arts, mathematics, science, or social studies. The data are analyzed and reported using predesigned and tested charts and graphs found to be accessible and useful to educators as well as researchers.

The SEC has been used in 34 states across the nation and is available for English language arts, mathematics, science, and social studies. AIR has a cooperative agreement with CCSSO and WCER to be the professional development provider for SEC work.

As previously noted, all teachers within the school in the targeted subject area(s) will be asked to take the SEC. Teacher data showing the alignment of classroom instruction to state standards and assessments will be aggregated at the school and grade levels and presented at co-interpretation. In addition, representatives from the steering committee will be provided with professional development, allowing them to access and utilize their school's SEC data in an ongoing way.

SEC data will be used up-front in the needs assessment, but also at the end of each year of implementation as a measure of progress.

Classroom Observations

For general education classroom observations, AIR will utilize the CLASS observation protocol, a nationally validated research-based instrument developed at the University of Virginia. This protocol assesses multiple dimensions of teaching that are linked to student achievement and social development, across three broad domains of classroom quality: instructional support, classroom organization, and emotional support. The protocol is differentiated for use at either the elementary or secondary level, with a focus on adolescent engagement strategies at the secondary level.

Educator Interviews

To garner local context and perceptual data concerning the alignment of the written, taught, and tested curriculum, AIR will engage school personnel in semistructured interviews. These

interviews will be based on protocols that are designed to be approximately 30–40 minutes in length for teachers (allowing interviews to take place within the confines of a single class period) and 60 minutes or more in length for principals and instructional specialists. The protocols will be developed to specifically address the guiding questions and to be comparable across the different types of interviews. As a result, the protocols cover the same topics from the perspective of respondents whose responsibilities and roles vary.

Human Capital Management Survey

As a complement to the interview, all teachers and school leaders will be asked to complete a survey on human capital management indicators. AIR developed its Human Capital Management Survey based on its METworksSM research-based framework. The METworks framework describes research-based best practices for teachers and school leaders in eight areas of human capital management in education—preparation, recruitment, hiring, induction, professional development, compensation and incentives, working conditions and performance management—as well as the interconnections among these components. The research in the METworks framework serves as the basis for the questions in the Human Capital Management Survey.

Document Review and Curriculum Alignment

Our document review will examine the school’s improvement plan as well as the following curriculum-specific documents:

- Subject-specific plan
- Subject-specific instructional guide
- Subject-specific curriculum map or pacing guide(s)
- Lesson plan templates (if applicable)
- Sample redacted lesson plans (if built from a lesson plan template)

These curriculum support documents will be analyzed against a rubric based on what the literature indicates is reflective of high-performing schools, whereas the improvement plan will provide background and context for the report that will be prepared for co-interpretation.

Stakeholder Concept Mapping

A series of focus groups involving representative samples of parents, students, business members, government service representatives, and youth and community service organizations will be conducted. In order to ensure that the full domain of relevant stakeholders associated with the school community are represented, an effort will be made to collect ethnographic data on the programs in the school community that are focused on student and adult learning and/or the provision of social services. Programs and services will be identified and reviewed against a set

of questions or criteria to generate data about such things as access, opportunity, content, quality, resource allocation, and perceived and quantifiable measures of impact.

Focus group participants will be engaged in creating a school community concept map. The process of creating a school community concept map will serve both (a) to identify the domain of learning opportunities and experiences representatives from key stakeholders groups consider to be of greatest import and (b) to prioritize which opportunities and experiences should be further cultivated and developed within the confines of the school community. The concept-mapping process allows focus group participants to engage in activities and conversations that:

- Generate ideas (brainstorming in relation to a guiding question such as “What type of learning opportunities and experiences should be made available to youth in this school community?”).
- Categorize ideas into groups that make sense to involved stakeholders.
- Rate the priority that should be afforded to cultivating a given opportunity.
- Construct a concept map that statistically combines categorization and rating information obtained from all stakeholders to visually show how stakeholders see opportunities to be related to one another and the priority attached to each.
- Explore differences in categorization and priority by different groups of stakeholders and work toward consensus.

The concept maps built with stakeholders will provide a snapshot of the school community and a vision of possibilities for excellence and growth. This process provides opportunities for all participants to collectively generate new ideas and possibilities for consideration. The information derived from this effort will help us determine which representatives from the broader school community should be represented in the next phase of the needs assessment. The concept map will stand alongside other data collection results during the co-interpretation process.

While the amount of data may seem overwhelming at first, these data serve as the baseline for school performance as we move through the turnaround process. Student achievement, of course, is our ultimate measure, but these other measures help us to determine, throughout the course of the turnaround, where change is needed to affect results.

Phase 3: Co-Interpretation

The purpose of co-interpretation is to interpret the needs-assessment data in a collaborative group setting in order to generate buy-in and to focus on the priority areas of transformation.

AIR has found that careful co-planning of data collection and analysis along with collaborative data collection typically results in relatively easy interpretation of findings. We work carefully with clients to collect data against the theory of action together with the guiding questions, so that even the most distressing of resulting problem descriptions are accepted by school teams as valid and reliable information. Contrast this approach with the common experience of an outside

entity conducting data collection and analysis and reporting findings; such work typically is rejected out-of-hand by those closest to the situation.

The AIR approach combines rigor with transparency of effort and results in acceptance of the outcomes by schools. If AIR conducts Phases 1 and 2 as described, the work of Phase 3 will articulate leverage points for improvements across the seven areas of the needs assessment. Furthermore, the execution of the communications plan described in Phase 1 results in a “no-surprises” situation with staff and community members who are not directly involved in the needs assessment. By keeping all stakeholders apprised of the work as it develops, school teams will bring others along in the process and will be able to help them come to shared conclusions about the data.

The co-interpretation process consists of several steps, starting with the interpretation of the data within individual data sets, followed by the identification of key findings across data sets, and concluding with the identification of district strengths and potential restraining forces that may be brought to bear on the issues facing the school. These steps occur during a two-day co-interpretation conference with key school and district staff. Because this process is critical in identifying the priority areas for district improvement, the detailed approach is outlined here.

Interpretation of the Data

The co-interpretation process begins with the study of the individual data reports (i.e., student-achievement data, document review, curriculum alignment, interview data, SEC data, classroom observations, parent and community focus group, and concept mapping) in a small-group setting. Individual groups are asked to select the findings from their data report(s) that they believe are most significant and then to categorize those findings according to one of the topic areas addressed by the guiding questions: learning environment, curriculum and assessment, instruction, academics supports for students, community engagement, professional learning opportunities, staffing, and alignment of financial resources.

Identification of Key Findings

Participants then separate into topic-area groups for the purpose of grouping individual findings across data sets along common themes. From various data sources, the participants use the method of triangulation to provide support for combining and subsuming some of the findings. As the investigative groups present their findings to the whole group, some natural combining and winnowing of results occurs. Participants are asked to consider the following questions before prioritizing the key findings:

- Is the identified key finding one of the most critical problems faced by the district and addressed by the audit?
- If resolved, would student achievement improve sufficiently to move the district out of corrective action?
- If resolved, would there be a measurable, positive impact systemwide?

In this process, student-achievement data serves multiple purposes. By triangulating it with other data sources, a school must look at the entire picture associated with assessment results—no set

of scores can be viewed in isolation. This data also serves to facilitate transition to prioritization and planning by feeding the baseline measures that frame improvement targets and subsequently providing a means to assess the impact of the efforts enacted to meet those improvement targets.

Prioritization of Key Findings

Participants then prioritize the key findings, voting for those key findings they believe are the most important leverage points for the school. Those key findings deemed highest priority become the focus of the next co-interpretation activity and are discussed in the Key Findings section of this document. Throughout this process, facilitators from AIR are working with school teams to provide guidance and objective probing questions in an effort to ensure that the most pertinent school issues come to the forefront.

Identification of Driving and Restraining Forces

Identification of driving and restraining forces is the final stage of the co-interpretation process. During this brainstorming stage, participants create a list of school initiatives, programs, or other dynamics that were positively influencing the prioritized key findings. A second round of brainstorming results in a list of potential restraining forces that might be impeding progress on the key finding or might serve to maintain the status quo. This force field analysis process (Pruess, 2003) will be used to inform action planning for systemic and systematic school improvement.

Recommendations for Targeted Improvement

Following the co-interpretation process, AIR and partners will develop specific research-based strategies to augment the core instructional model. These recommendations will be the basis for the collaborative action-planning process.

Phase 4: Action Planning

Each school will participate in the final phase of the process—completing a three-year action plan to implement the recommendations in the reports. This phase supports the use of the findings and recommendations in action planning through strong processes and structures, substantial relevant resources, and highly expert facilitators.

The final phase of the process requires translation of data and interpretations into action plans that can drive school improvement. AIR uses the data and interpretations as well as the relationships and trust developed in Phases 1–3 to bring teams through the development of action plans with measurable milestones. AIR brings years of experience as well as evidence-based research to the planning process.

In the action-planning phase, team membership will be augmented with school specialists as needed. For example, should a need for particular attention to developing professional learning communities to promote teacher collaboration and job-embedded professional development emerge during the needs assessment, a consultant at AIR or one of our partner organizations with

experience in the planning and implementation of such models will be added to the team. It is essential that school staff who will be primarily responsible for enacting the improvement plans be engaged in the development of those plans. Failure to do so opens the door to resistance, lack of understanding, team ignorance of additional information that can inform plans, and similar unnecessary obstacles. The AIR facilitators will accelerate the incorporation of these new team members by providing additional mentoring during the initial plan development phase.

Action plans, generated by school personnel with support from AIR, will address all recommendations that emerged from the needs assessment discovery process, as well as all the turnaround requirements determined by ISBE. In addition, plans will attach priorities, timelines, and measures to plan elements, as dictated by the data collected and analyzed in Phases 1–3. Plans also will identify resources needed for their execution.

AIR has worked in a number of sites to develop action plans that include the following:

- Implementation strategies
- Alignment of efforts to improve curriculum, instruction, and assessment while addressing the need for leadership development, professional development planning, and resource allocation
- Efforts to ensure that plans are free of bias and address the needs of all students
- Related monitoring and evaluation of plan implementation
- Ways to engage all stakeholders
- Budgetary and other resource requirements of the plan
- Alignment with policy and legal requirements

Perhaps the greatest strength of AIR as an external partner lies in our ability to provide a customized array of supports and technical assistance in the action-planning phase to best support local needs. We have learned from conducting past needs assessments that although the expected offering at this stage is a facilitated action-planning process to help school planning committees articulate their plans, oftentimes a school needs something more. In this case, AIR will use the results of the improvement plan to implement the intervention.

We work closely with our partner schools to identify the assistance that would benefit them most, seeking to provide, wherever possible, those supports that would be difficult to obtain through other channels. Following are examples of additional services we have provided in the past in the context of a needs assessment:

- Hands-on, 2½-day facilitated coplanning sessions with experts in one or more of the following areas:
 - Budgeting and finance requirements
 - Literacy or mathematics
 - Curriculum development
 - Strategies for working with ELLs

- Strategies for working with students with disabilities
- Development of professional learning communities
- Additional research, background, or implementation strategies relevant to specific issues (whether or not those issues were highlighted in the school's final report)
- SEC trainers to work with teachers, principals, and/or school administrators on accessing and understanding their survey data
- Hands-on support in reviewing/correlating additional data sources (e.g., item analysis from state tests) against key findings or goals, or in refining action-plan concepts
- Assistance in developing inquiry teams to consider data and student achievement
- Ongoing coaching for coordinators and/or teams on the planning process

The assessment of the school academic and community engagement needs will provide the foundation for intervention work. The resulting key findings, recommendations, and action plan will be used to guide the school leadership time in turning around the school climate, educator quality, and ultimately the academic achievement of students. This highly collaborative process has a side benefit of modeling for the school community a process for positive investigation of school needs and collaborative action planning, thereby building the capacity of the school leadership team and the school community at large to sustain the school through the turnaround process.



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