

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140037

Grants.gov Tracking#: GRANT11654256

OMB No. , Expiration Date:

Closing Date: May 23, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="156010157"/>	* c. Organizational DUNS: <input type="text" value="0236485660000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Syracuse City School District"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="315-435-5840"/>	Fax Number: <input type="text" value="315-435-4025"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public School District

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Syracuse Turnaround School Leaders Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,594,458.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,594,458.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Michael Puntschenko	Superintendent of Schools
APPLICANT ORGANIZATION	DATE SUBMITTED
Syracuse City School District	05/23/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Syracuse City School District

* Street 1: 725 Harrison Street * Street 2:

* City: Syracuse * State: NY: New York * Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: N/A	7. * Federal Program Name/Description: School Improvement Grants
	CFDA Number, if applicable: 84.377

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name N/A Middle Name

* Last Name N/A Suffix

* Street 1 * Street 2

* City * State * Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name N/A Middle Name

* Last Name N/A Suffix

* Street 1 * Street 2

* City * State * Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Michael Puntshenko

* Name: Prefix * First Name N/A Middle Name
* Last Name N/A Suffix

Title: Telephone No.: Date: 05/23/2014

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PR/Award # S377B140037

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

ED GEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

**Syracuse City School District
Turnaround School Leaders Program (TSLP)
Equitable Access and Participation
Information Addressing Section 427 of GEPA**

The Syracuse City School District serves a highly diverse population of students and families, many of whom are designated as having special needs. Nearly 20% of the District's students receive special education services, 15% are English language learners, and students whose families live in poverty represent 73% of the total population. Thoughtful consideration is taken in developing every District program in an effort to ensure equitable access to and participation by students, teachers and other program beneficiaries with special needs.

The District has implemented many programs and services in an effort to ensure that *all* students, particularly those in historically underrepresented populations, receive equitable access to quality programs and services.

The District's *Turnaround School Leader Program* will strengthen and enhance the leaders at SIG and SIG-eligible schools. Every effort has been and will continue to be made to identify and address potential barriers to program participation. There will be no barrier to participation relative to gender, race, national origin, color, disability, or age.

Project personnel will revisit this issue throughout the course of the program's lifetime to make modifications as deemed necessary to ensure equal access and participation.

20140423

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Syracuse City School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Sharon Middle Name: L

* Last Name: Contreras Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Michael Puntschenko

* DATE: 05/23/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The Syracuse City School District (SCSD) is ideally suited for designing and implementing a Turnaround Leaders Pipeline Program (TLPP) that will serve as a national proof point for urban school reform efforts. SCSD is a mid-sized urban district with high rates of poverty and many persistently low performing schools in need of turnaround. Over the past three years, SCSD has aggressively engaged in reform initiatives: hiring a new superintendent; adopting a strategic plan with ambitious goals; implementing a performance-based evaluation and compensation system; implementing differentiated career ladder opportunities; implementing an Innovation Zone (iZone) to provide increased autonomy to SIG schools engaged in turnaround; expanding the reach of effective teachers through Opportunity Culture (OC) models; increasing the leadership pipeline through the SUPES Academy program for aspiring principals; and developing a principal career ladder to leverage high-performing principals to expand induction activities for new principals. SCSD's proposed program provides a financially sustainable alternative to high cost principal residencies by leveraging OC models for reallocating staffing and financial resources to provide ongoing financial incentives and providing job-embedded leadership development to ensure that turnaround schools are led by teams of highly effective principals and teacher leaders.

Project Objectives. The objectives of the SCSD TLPP are to: 1) increase the numbers of school leaders with the capacity to lead successful turnarounds; 2) provide incentives to encourage the most effective principals and teachers to take on leadership roles in the district's lowest performing schools; 3) expand the reach of highly effective teachers to more students in turnaround schools; and 4) increase achievement in SIG/SIG-eligible schools.

Project Activities. The SCSD TLPP creates a unique and sustainable approach to developing and implementing a turnaround leadership pipeline by: 1) training and placing a team of strong leaders (principal and teacher leaders) in turnaround schools; and 2) restructuring school staffing and compensation systems so that financial incentives for effective turnaround leaders are not dependent on grant funding to continue. The SCSD Turnaround Leaders Pipeline Program selects leadership team members with turnaround-specific competencies, prepares leaders to engage in high-leverage turnaround actions, places leadership teams in the district's lowest-performing schools, provides school-level operational autonomy, supports implementation with leadership coaching and strong systems for progress monitoring and mid-course adjustments, and uses measures of effectiveness including student achievement gains to evaluate and retain or dismiss members of the turnaround leader teams. The program will be documented for replication and data will be analyzed and used to drive program improvements. Best practices and lessons learned will be shared locally and nationally to promote and support the implementation of successful and sustainable turnarounds.

Absolute Priority 1: Non-rural Turnaround School Leader Selection, Preparation, Placement, Support, & Retention Program. To meet this priority, SCSD (an urban LEA) has submitted a plan to develop and implement a unique leadership pipeline program that will develop and deploy strong turnaround leadership teams to eight (8) of the district's 19 SIG and SIG-eligible schools.

Competitive Preference Priority 1: Existing Policy Conditions that can be Leveraged to Ensure Success and Sustainability. To meet this priority, SCSD has provided documentation of the iZone agreements that provide leaders in turnaround schools with the decision-making autonomy with regard to staffing, schedules, and budgeting and the District with the flexibility to

select, prepare, place, support, and retain or dismiss school leaders in turnaround schools (Attachment A).

Competitive Preference Priority 2: Record of Preparing and Supporting Turnaround School Leaders who have Demonstrated Success. To meet this priority, SCSD has provided documentation of SUPES Academy’s previous success in preparing and supporting school leaders and leadership teams in low performing schools (Attachment B).

Number of Participants. The SCSD TLPP will include approximately 48 participants (8 principals and 40 teacher leaders) during the grant period. Turnaround leadership teams, including one principal and 4-6 teacher leaders, will be placed in 8 of the district’s low-performing schools.

SIG and SIG-eligible Schools.

School Name	NCES #	School Name	NCES #	School Name	NCES #
Bellevue ES	362859003846	Frazer K-8	362859003860	Nottingham HS	362859003871
Corcoran HS	362859003850	Fowler HS	362859003861	Porter ES	362859003873
Danforth MS	362859003851	Grant MS	362859003862	Seymour ES	362859003879
Delaware ES	362859003852	Hughes ES	362859003872	Van Duyn ES	362859003881
Dr Weeks ES	362859003853	H W Smith K8	362859003863	Westside Acad.	362859006272
Dr King ES	362859003854	Henninger HS	362859003864		
Franklin ES	362859003859	Lincoln MS	362859003868		

Project Outcomes. By 2019, SCSD will:

- Increase Reading & Math achievement by 25% (2013 3rd-8th grade Levels 3 & 4 District = 9% Reading & 7% Math, State = 31%)
- Increase 4-Year Graduation Rate by 10% (2013 District = 51%; State = 74%)
- Increasing Effective and Highly Effective Principals in District to 85% (2012-13 District = 57% Effective, 0% Highly Effective Principals)
- Increasing Effective and Highly Effective Teachers in Participating Schools to 85% (District 2012-13 = 66% Effective, 3% Highly Effective Teachers)

Project Narrative File(s)

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BACKGROUND

The Syracuse City School District (SCSD) is the fifth largest district in New York State, serving an economically depressed city where over 44 percent of children under the age of 18 live in poverty. The SCSD has been designated as a “Focus” district by the State with 19 of the District’s 30 schools designated as “Priority” schools and the remaining identified as “Focus” schools. The District currently serves 19,961 students in grades K-12 and an additional 1,311 students in Pre-K, all from diverse racial, cultural and socio-economic backgrounds. The District is comprised of five high schools, six middle schools, six K-8 schools, thirteen elementary schools, and three alternative programs. More than 21 percent of students have been identified as having special education needs, 76 percent are students of color, and 13 percent are English Language Learners. The District’s poverty rate of 84 percent, as determined by free and reduced lunch, is almost triple that of all families living in Syracuse. The SCSD employs 1591 teachers, 33 principals, 41 assistant principals, and 9 administrative interns.

Strategic Plan

When Superintendent Sharon Contreras assumed leadership of the SCSD in July 2011, she initiated comprehensive external diagnostic reviews by nationally recognized experts in school and district reform to review SCSD’s practices, processes and systems and to identify areas for systemic improvement and transformation. The reviews focused on curriculum and instruction, talent management, special education, finance and budget, and information technology. Armed with these findings and recommendations, the District has moved forward in a number of critical areas. The research-based findings and recommendations of the diagnostic

reviews have guided every step of the strategic planning process, which was facilitated by Mass Insight Education’s School Turnaround Group. This comprehensive process entailed the convening of seven task forces, intensive review of district data, ongoing guidance from external experts, and extensive community involvement from diverse stakeholder groups.

In 2012, the SCSD adopted a Strategic Plan, *Great Expectations*, which serves as a roadmap to guide the actions and decision-making of schools and the District, prioritizing data-driven decision-making and results-oriented performance management at all levels of the organization. The planning process culminated in the articulation of the five following dramatic, transformational goals around which the Strategic Plan is structured: (1) Provide all students with equitable access to rigorous curriculum with aligned instructional materials and assessments in all subjects and all grade levels; (2) Recruit, develop, support, and retain effective teachers and school leaders; (3) Develop infrastructure to support student success; (4) Build a district culture based on high expectations, respect, and co-accountability for performance that recognizes and rewards excellence at all levels of the organization; (5) Communicate effectively with all District stakeholders.

District Reform Initiatives

Over the past three years, SCSD has aggressively engaged in reform initiatives: implementing a teacher and leader evaluation and performance based compensation system that measures effectiveness using a combination of student achievement and professional practice measures; implementing differentiated career ladder opportunities; implementing an Innovation Zone (iZone) to provide increased autonomy to seven SIG schools engaged in turnaround, expanding the reach of effective teachers through Opportunity Culture (OC) school models

piloted in four schools; and increasing the leadership pipeline through the SUPES Academy Aspire program for aspiring principals.

Performance Based Compensation System

Over the past two years, the SCSD has worked diligently, with the support of Teacher Incentive Grant funding, to implement a performance-based compensation system that integrates student outcomes in the evaluation of teacher and leader effectiveness and is developed in collaboration with the Syracuse Teachers Association and the Syracuse Association of Administrators and Supervisors. On March 14, 2012, the SCSD Board of Education approved a resolution that authorizes the creation and implementation of a new performance-based strategic compensation system (SCS). Guided by the Strategic Compensation Task Force, the District and unions continue to collaborate to develop and implement the SCS to accelerate student achievement by incentivizing the high performance of teachers through a TIF grant. SCSD has endeavored to undertake an inclusive process that will incentivize high performance by securing the support of Battelle for Kids, a nationally-recognized leader in creating strategies that advance the development of strategic compensation systems to improve student outcomes.

Career Ladder Program

Funded by a Teacher Incentive Fund grant, SCSD has designed and implemented a Career Ladder program. There are five rungs on the current teacher career ladder: Teacher I, which includes all teachers not on a career pathway; Teacher II and Teacher III, which recognize teachers who are effective or highly effective for two consecutive years and meet other specific criteria; Teacher IV, or “Master Teachers,” for teachers who open their classrooms for observation and act as coaches and mentors while remaining classroom teachers; and Teacher V,

or “Instructional Specialists,” for teachers who agree to coach and mentor their peers through a workload of 80% teaching and 20% mentoring.

The current Principal Career Ladder includes four rungs: Level I, which includes all principals not on a career pathway; Level II, or “Leading Principals,” recognizing principals who are effective or highly effective for two consecutive years; Level III, or “Mentor Principals,” for principals who mentor Level I and Level II principals; and Level IV, or “Master Principals,” for principals who mentor other principals and are part of the developing administrative leadership program in the district.

SCSD collaborates with Education First and Public Impact on the implementation of its Career Ladders. Education First is a national education policy and strategy firm that strives to improve public education by helping leaders innovate, think bigger and achieve more on behalf of students. Education First has helped build evaluation systems in CT, LA and Baltimore and has partnered with Public Impact to develop and implement innovative career pathways for teachers in Charlotte and Nashville. Public Impact provides support for improving the effectiveness of teaching available to students by “extending the reach” of top teachers and provide those teacher leaders with career advancement opportunities that do not require them to leave the classroom. Reach extension involves redesigning teachers’ roles and using technology to help those top teachers reach more students, for more pay, but within available budgets.¹

Innovation Zone (iZone) Schools

In 2012, SCSD received SIG grants to implement an Innovation Zone (iZone) comprised of seven of the district’s lowest performing schools, all Priority Schools. With the support of the Syracuse Teachers Association (STA) and the American Federation of Teachers (AFT), the

¹ Building an Opportunity Culture for America’s Teachers: Extending the Reach of Excellent Teachers and their Teams <http://opportunityculture.org/>

SCSD has implemented turnaround strategies in these schools, including establishing flexible operating conditions, shared decision-making, increased learning time, staffing by “mutual consent” in which each teacher has to voluntarily elect to the working conditions on an annual basis, and streamlined supports from operations departments. iZone schools serve as a laboratory in which innovative approaches can be refined and expanded to foster widespread educational reform, including connecting the most effective teachers with the students who need them the most.

Opportunity Culture Schools

With a “Strengthening Teacher and Leader Effectiveness” grant from the New York State Education Department, SCSD – in collaboration with Public Impact and Education First – has enabled four schools to develop and implement new school designs beginning in fall 2014 that introduce a clear pathway for advanced roles and responsibilities for highly effective teachers. Education First is utilizing Public Impact’s “Opportunity Culture” model² to guide the design, engagement, implementation and rollout process in collaboration with each participating school.

Opportunity Culture places a premium on finding, developing and retaining the highest performing teachers. The notion behind Opportunity Culture is that, with strategic changes at the school level, nearly all classes could be taught by achievement gap-closing, bar-raising teachers – in a half decade. To bring an excellent teacher to every child, we must extend the “reach” of the top teachers—those in the top 20 to 25 percent, who produce well over a year of learning progress in their students—and provide all teachers with career advancement opportunities that don’t require leaving the classroom. In an Opportunity Culture, an excellent teacher will always be accountable for every student’s learning, and teachers’ pay will be commensurate with the

² How America’s Best Teachers Could Close the Gaps, Raise the Bar, and Keep Our Nation Great
<http://opportunityculture.org/opportunity-at-the-top/>

students they reach. All teachers and staff have the opportunity, in every role, to develop to their full potential through collaboration with and leadership from excellent teachers.

Each pilot school has created its own school design team, led by teachers and some school administrators, to select and adapt the Opportunity Culture job models to fit each school's needs, or to create their own models. Each school's design will meet a set of guiding principles established by the district. These guiding principles are based on Public Impact's Opportunity Culture Principles, which include:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities

Aspiring Principal Pipeline Program

SCSD recently engaged the SUPES Academy, a national leadership pipeline provider, to deliver a dynamic alternative leadership preparation program for aspiring principals – one that fills the gaps of traditional preparation programs by focusing on the skills needed to drive achievement, and one that is provided at scale across the country. The SUPES ASPIRE Academy is a fully customized academy for aspiring principals, designed to provide current, relevant, and research-based curricula to best prepare future building leaders. Taught by urban principals with a track record of success, The Aspire Academy allows for a district's up and coming talent to begin to improve upon their skill sets and to understand how their work and preparation for the principalship fits with the mission, vision and goals of their district. Training is provided in 13

half-day sessions or 6 ½ full day sessions over 8 months. There are 15-25 fellows per cohort, paired with mentors for ongoing support.

II. PROGRAM DESIGN

SCSD, in consultation with the Turnaround Leaders Pipeline Program Advisory Board, will design a comprehensive leadership development approach that leverages and integrates the multiple district reform initiatives. The Advisory Board will include representatives from the SCSD Office of School Transformation and Innovation (OSTI) and experts in turnaround from each of the partner organizations including: Public Impact, Education First, and SUPES Academy. The Advisory Board will meet quarterly to monitor program implementation and impact and will use data to evaluate and recommend mid-course adjustments to improve the program.

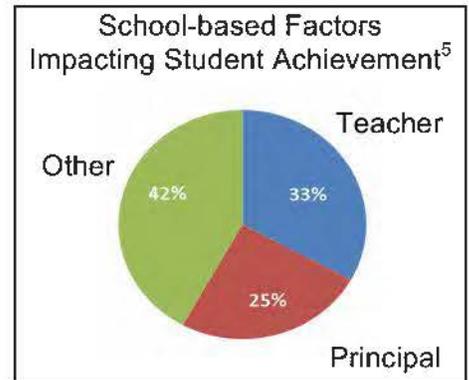
Theory of Action

The theory of action for the SCSD Turnaround Leadership Pipeline Program is as follows:

- *If* we recruit and select principal and teacher leaders with turnaround competencies and expertise in diverse learning needs of students, and
- *if* we provide them with differentiated training and support to take turnaround leader actions, and
- *if* we provide them with autonomy to make school level decisions, and
- *if* we monitor progress frequently and make mid-course adjustments based on leading indicators of success,
- *then* we will increase the number of effective leaders and teachers serving traditionally underserved populations of students, and

- **then** we will dramatically increase achievement in the district’s lowest performing schools, and
- **then** we will create a sustainable model for effective school turnaround that can be replicated in the remaining low performing schools in SCSD and elsewhere in urban schools across the nation.

National research shows that the effect of teaching on student learning is greater than student ethnicity or family income, school attributes or class size.³ Students with three consecutive years of effective teaching out-perform students with ineffective teachers by 52 percentage points.⁴ Eliminating five to eight percent of lowest-performing teachers could move



achievement of US students from below the average for developed countries to near the top of comparison lists.⁵ Principals also have a significant impact on student achievement. Research shows that more effective principals attract, hire, and retain better quality teachers; help teachers improve practice more rapidly; and remove less effective teachers.⁶ In total,

³ Nye, Konstantopoulos and Hedges, "How Large are Teacher Effects?" Educational Evaluation and Policy Analysis (2004).

⁴ Sanders & Horn, "Research Findings from the Tennessee Value-Added Assessment System (TVAAS) Database" (1996).

⁵ Hanushek, "Saving the schools: Why more money is not the answer," NY Post (4/1/11).

⁶ Beteille, Kalogrides & Loeb, "Effective Schools: Managing the Recruitment, Development, and Retention of High-quality Teachers," Urban Institute (12/09).

nearly 60 percent of a school's impact on student achievement is attributable to teacher and principal effectiveness.⁷

⁷ Marzano, Waters & McNulty, "School leadership that works: From research to results." Association for Supervision and Curriculum Development (2005).

Recruitment & Selection

In the recent implementation of turnaround in iZone schools, the SCSD Office of Talent Management successfully re-staffed each school using a variety of strategies, from information sessions to signing bonuses, to attract excellent teachers and leaders. New positions were advertised district-wide, state-wide, and nationally using a new on-line Paperless Applicant Tracking System (PATS) system. We attracted teachers and administrators from across the district and the country. SCSD will work with SUPES Academy and the TLPP Advisory Board to identify capacity needs in turnaround schools and recruit and evaluate internal and external candidates. The collective strength of SUPES Academy and PROACT Search lies in its broad network of national talent across all levels of leadership and many types of organizations, including schools, districts, states and charter management organizations as well as ancillary organizations that support K-12 education. SCSD will leverage SUPES Academy's expansive network in an organized and intentional way to recruit and incentivize participation of principals and teacher leaders with high levels of turnaround competencies, a track record of effectiveness, and expertise in special education or English language acquisition for the Turnaround Leaders Pipeline Program. In addition, SCSD will recruit internal candidates from the district's most effective teachers and leaders, with a special emphasis on effective teachers and leaders with experience working with student with special education needs and English language learners. Each turnaround leadership team in the program will include at least one highly effective special education or English language development teacher leader to ensure the necessary expertise to dramatically improve outcomes for traditionally underserved students.

The SCSD turnaround leadership selection criteria will be based on Public Impact’s school turnaround research. Public Impact’s research provides clear and direct evidence of necessary competencies for turnaround leaders.⁸ Primary competencies include the ability to influence others and impact achievement. Secondary competencies include monitoring and direction, team leadership, self-confidence, and calculated risk taking skills. To assess turnaround competencies, Public Impact will work with the SUPES Academy to customize interview and selection tools for turnaround principals and teacher leaders in the SCSD TLPP, train interviewers in the competency-based Behavior Event Interview (BEI) process, and provide feedback to interviewers to ensure consistency and reliability in scoring using the School Turnaround Leaders Selection Toolkit.⁹

School Turnaround Leader Competencies¹⁰

Driving for Results Cluster – These enable a relentless focus on student learning results.

- Achievement (ACH): The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- Initiative and Persistence (I&P): The drive and actions to do more than is expected or required in order to accomplish a challenging task.

⁸ Steiner, L., & Hassel, E.A., (Public Impact). (2011). Using competencies to improve school turnaround principal success. Charlottesville: University of Virginia’s Darden/Curry Partnership for Leaders in Education. Retrieved from www.DardenCurry.org

⁹ Public Impact has developed a step-by-step guide for selecting turnaround principals and teachers. The turnaround leaders selection toolkit features detailed levels of increasingly effective competence, selection questions, guidance on how to conduct interviews that reveal information about competencies, and scoring rubrics. http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Leader_Selection_Toolkit.pdf

¹⁰ Public Impact. (2008). School Turnaround Leaders: Competencies for Success. Chicago Public Education Fund. http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Leader_Compentencies.pdf

- Monitoring and Directiveness (M&D): The ability to set clear expectations and to hold others accountable for performance.
- Planning Ahead (PLA): A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – These enable working through and with others.

- Impact and Influence (I&I): Acting with the purpose of affecting the perceptions, thinking and actions of others.
- Team Leadership (TL): Assuming authoritative leadership of a group for the benefit of the organization.
- Developing Others (DO): Influence with the specific intent to increase the short and long term effectiveness of another person.

Problem Solving Cluster – These enable solving and simplifying complex problems.

- Analytical Thinking (AT): The ability to break things down in a logical way and to recognize cause and effect.
- Conceptual Thinking (CT): The ability to see patterns and links among seemingly unrelated things.

Showing Confidence to Lead – This competency is concerned with staying focused, committed, and self-assured.

- Self-Confidence (SCF): A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.

Training

SCSD will partner with SUPES Academy to deliver intensive training to principals and teacher leaders who are selected to participate in turnaround leadership teams. Principals and teachers leaders on the turnaround leadership teams will receive sixteen days of combined training with 6-8 days of intensive training prior to the start of the school year and 4-6 days throughout the first year after placement.

SUPES Academy builds capacity in schools and districts by designing and implementing solutions including: principal leadership programs, aspiring principal development academies, capacity-building plans for low-performing schools, executive cabinet coaching and development, and superintendent training. Since 2007, SUPES Academy has operated programs in Chicago Public Schools, Kansas City School District, Minneapolis Public Schools, Prince George's County Public Schools, Rochester City Schools, Boston Public Schools, Hartford Public Schools, Sacramento City Schools, and many others. The SUPES Academy model incorporates the following:

Master Teachers: Master teachers facilitate the workshop sessions, oversee coaches, and provide valuable feedback loops to maximize the value and timing of content scope and sequence. Master teachers are highly successful executive educators who have personally managed school and district improvement. SUPES Academy works collaboratively with partner districts to identify those who best fit the unique characteristics of the environment in which they will be teaching.

Mentors: SUPES Academy provides a mentor for each program participant. Mentors are responsible for providing ongoing support and perspective during and in between sessions. Mentors are also experienced, effective educators and are matched with each participant

based on the unique characteristics of the school from which they come. Districts will have the option of providing sitting principals in their district with the opportunity to be a mentor for this program.

Content Developers: SUPES Academy has staff dedicated to the development of content threads and modules to drive successful engagement during workshops and in project based environments between workshops. SUPES Academy content developers will work closely with Public Impact turnaround experts to develop training content that is aligned with research on teacher and leader actions and competencies associated with turnaround success. Public Impact has developed content for the UVA Turnaround Specialist Program, the Tennessee Turnaround Principal Cohort, the Texas Center for District and School Support turnaround teacher leaders training program, and teacher and leader training in Opportunity Culture schools in multiple districts. Content will be differentiated to develop individual turnaround competencies in participating leadership team members. Mentors and district principal evaluators will be provided with an overview of the training content to ensure continuity and rich feedback loops.

Placement

The SCSD Turnaround Leaders Pipeline Program will include approximately 48 participants during the grant funding period, 8 principals and 40 teacher leaders. Turnaround leadership teams, including 1 principal and 4-6 teacher leaders, will be placed in 8 of the district's 19 SIG and SIG eligible schools.

SCSD will consult with the Turnaround Leaders Pipeline Program Advisory Board on placement of school leadership teams in SIG and SIG-eligible schools based on the fit between

individual leader competencies, composition of the teams, and school specific needs. The SCSD Office of School Transformation and Innovation will recommend Turnaround Leadership Team member placement to the Superintendent for approval.

Leadership Coaching

Throughout the first year after placement, Turnaround Leadership Teams will receive intensive job-embedded professional development and coaching. SUPES Academy mentors will provide observations, feedback, and coaching to leadership teams. In addition, principals will receive bi-monthly executive coaching focused on turnaround leader actions. Public Impact and Education First will work with the district to design and implement performance management systems to monitor program activities, leader actions, and program impact on student outcomes. The SCSD program manager will facilitate monthly progress monitoring meetings with each school turnaround leadership team to review progress on leading indicators and adjust actions as necessary. The TLPP Advisory Board will meet quarterly to review implementation and impact data and make recommendations for program improvements.

Retention & Dismissal

SCSD will employ Opportunity Culture designs, in combination with district's performance based compensation system, to provide turnaround leadership team members with sustainable financial incentives to engage in turnaround work in the district's lowest performing schools. By reallocating staffing and financial resources, Opportunity Culture schools have provided effective principals and teacher leaders with additional compensation for the added responsibility and accountability that comes with these innovative leadership roles. These performance-based incentives will support the retention of effective school leaders while holding

them accountability for results. In addition to financial incentives, SCSD will increase the retention of highly effective principals and teachers in these schools by providing them with a team of highly effective colleagues to work with, providing coaching and support, and offering them a continuum of leadership opportunities. Participants in the SCSD Turnaround Leaders Pipeline Program will be evaluated based on effectiveness and will be removed from turnaround schools if they are not reaching standards for effective or highly effective ratings.

III. PROJECT SIGNIFICANCE

The SCSD Turnaround Leaders Pipeline Program is designed as a sustainable and replicable model for developing leadership teams with the necessary competencies to produce dramatic gains in student achievement in turnaround schools. Data will be collected on: the competencies of entering principals and teacher leaders, personalized development support provided to participants, actions taken by leaders, principal and teacher effectiveness ratings, and student results including both leading and lagging indicators. Building on earlier research¹¹, a correlational analysis will be conducted to determine the relationships between factors and will be used to modify the program. Best practices and lessons learned will be shared locally and nationally to promote and support reforms in the turnaround field.

IV. CAPACITY

Annual Professional Performance Rating (APPR) System

¹¹ Public Impact. (2008). School Turnarounds: Actions and Results. <http://www.centerii.org/survey/downloads/Turnaround%20Actions%20and%20Results%203%2024%2008%20with%20covers.pdf> This report provides a description of the 14 leader actions, illustrative vignettes, and an annotated bibliography of the case studies included in the report and builds on Public Impact's prior work entitled School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organizational Improvement, a report on education-specific examples of turnarounds.

The SCSD was among the first four districts to have its' APPR plan approved by the New York State Education Department in June 2011. As of the 2011-2012 school year, SCSD leaders and teachers are evaluated annually using the APPR system. The APPR system evaluations result in a rating of highly effective, effective, developing, or ineffective. Each evaluation includes the following components:

- Student Growth – student growth as measured using State assessments as determined by NYSED.
- Locally-Selected Measures of student achievement – based upon ELA and math scores in elementary and middle schools; English and math regents scores and student promotion in high schools.
- Observations – one observation will be announced, one observation will be unannounced. Both must be conducted by certified evaluators, one must be done by a certified administrator.
- Individual Professional Growth Plan – to be developed in alignment with the Danielson rubric using the TEACHSCAPE platform.

Teacher APPR System Overview	
Composite <small>State Assessments (20%); Local Measures (20%); Professional Practice (60%)</small>	
State Assessments	<p>Grades 4-8 ELA and Math Teachers (20 points) Student growth on state assessments as prescribed by the Commissioner of the New York State Department of Education</p> <p>Teachers Other than Grades 4-8 ELA and Math (20 points) Student growth as measured by Student Learning Objectives (SLOs) developed for each grade and course. SCSD will use state assessments (including Regents exams), state-approved third party assessments or district-developed assessments to measure growth within SLO.</p>
Local Assessments	<p>Grades K-8 School-wide Measures (20 points) School-wide measures of student growth based on a state-provided Mean Growth Percentage growth score covering all students. (10 points)</p> <p>Four school-wide measures of student achievement: (10 points)</p> <ol style="list-style-type: none"> 1. Reduce students scoring at Level 1 in Math and ELA by 10 percentage points (Each counts for 2.5 points) 2. Increase students scoring at Levels 3&4 in Math and ELA by 5 percentage points (Each counts for 2.5 points) <p>Grades 9-12 School-wide Measures (20 points) Increase the number of students passing by 3 percentage points on each of the following Regents Exams: ELA, Algebra, Global Studies, US History, Living Environment. (Each counts for 4 points)</p>
Professional Practice (Classroom Observations and Student Surveys)	<p>Classroom Observations (54 points) Grades K-5 – SCSD Teaching and Learning Framework Rubric Grades 6-12 – Danielson TEACHSCAPE Framework for Teaching</p> <p>Tenured Teachers</p> <ul style="list-style-type: none"> • Will receive at least 3 observations; 2 by a certified administrator (1 unannounced); 1 by a peer observer (announced). • Tenured teachers may opt to have the peer observation count toward their evaluation. If this option is chosen, administrator observations shall count for 36 points and the peer observation shall count for 18 points of the professional practice score. If the option is not chosen, the administrator observations will count for the full 54 points. <p>Non-Tenured Teachers Will receive at least 4 observations; 2 by a certified administrator (1 unannounced); 2 by a peer observer (announced). The administrator observations shall count for 36 points and the peer observations shall count for 18 points.</p> <p>Student Surveys (6 points) Tripod Survey will be administered to a sampling of students.</p>

School Autonomy

SCSD Turnaround Leadership Teams from the Turnaround Leaders Pipeline Program will be placed in turnaround schools that have entered into a MOU that provides school level decision-making autonomy for programming, staffing, scheduling, and budgeting. SCSD and the Syracuse Teachers' Association (STA) have collaborated to create MOUs for iZone schools that

include these operational flexibilities (see attached MOU). In these turnaround schools, all employees are required to sign an Election to Work Agreement that includes the following information:

1. The length of the instructional day, school day, and workday.
2. The length of the instructional year and work year and school calendars.
3. The amount of time an employee is required to render service, including but not limited to participation in professional development activities, beyond the instructional/school/work year or day set forth in this Agreement.
4. Any additional required duty time, such as during summers, school breaks, etc.
5. Elementary planning in the amount of 200 minutes of planning time every 5 days.
6. Secondary planning in the amount of 240 minutes of planning time every 5 days.

In addition, each turnaround school may create a differentiated Addendum to the Innovation Zone EWA annually to address school-specific flexibilities required to carry out turnaround plans.

Partnerships

SCSD has engaged existing partners with expertise in turning around achievement in chronically low performing schools, recruiting, selecting, and developing effective leaders and teachers, and extending the reach of effective teachers to design and execute the SCSD Turnaround Leaders Pipeline Program. Each of the partners will participate on the TLPP Advisory Board, providing expert consultation and oversight for the program, as well as delivering specific services related to designing and delivering the program. Partners include SUPES Academy, Public Impact, and Education First (See Memorandum of Understanding).

Stakeholder Engagement

SCSD has engaged stakeholders in extensive discussions about how the district will recruit, develop, support, and retain effective teachers and school leaders as part of the development of the district's strategic plan. As a result of that input, the district has launched several talent development initiatives including: the Syracuse Aspiring Leaders Academy in partnership with SUPES Academy, Opportunity Culture multi-classroom leaders, Career Ladders with differentiated roles for teachers and principals, and now the Turnaround Leaders Pipeline Program. Principals and teacher leaders were involved in the design and implementation of iZone and Opportunity Culture schools, creating the initial foundation for the design of the Turnaround Leaders Pipeline Program. Additionally, during the 2013-2014 school year, teacher teams from several schools engaged in discussions around teacher leadership opportunities over four full-day sessions; a design team of principals, principal managers, and other district administrators spent four months discussing ways to leverage effective principals to help train and support new principals; and the Innovation Zone Advisory Council – composed of union and community partners – regularly discussed needs of school leaders and school leadership teams in monthly meetings. Finally, specific feedback on the TLPP was solicited in small group and individual conversations with principals, aspiring principals, and members of the district leadership team.

IV. SUSTAINABILITY

SCSD will sustain the turnaround leadership pipeline developed through the TLPP grant by:

1. Developing a deep bench of teacher leaders with turnaround competencies and skills to share leadership responsibilities, ensure continuity in turnaround efforts through

- leadership changes, and create a pipeline of potential future turnaround principals with a proven track record of success.
2. Reallocating school staffing and financial resources using Opportunity Culture designs to provide ongoing financial incentives for highly effective principals and teacher leaders to work in turnaround schools that are not dependent upon grant funding.
 3. Creating a system for leveraging multiple district reform initiatives and building district capacity to continue to recruit, select, develop, place, and retain highly effective turnaround leaders and teachers in the district's lowest performing schools.

The majority of the grant funded activities are one-time start-up costs associated with designing a leadership pipeline program and providing intensive professional development and support to increase the capacity of a critical mass of principals and teacher leaders, deployed in teams, to turn around achievement in the district's lowest performing schools.

The SCSD's commitment to sustaining the turnaround leadership pipeline work is evident in the high priority that the superintendent placed on recruitment, development, support, and retention of effective teachers and leaders in the newly adopted strategic plan, the board resolutions to support the implementation of the SIG turnaround reforms and STLE 2 extending the reach of effective teacher leaders initiatives, the MOUs with the Syracuse Teachers' Association to ensure necessary autonomies in turnaround schools, the current engagement of partners with turnaround and leadership development expertise including Public Impact, Education First, and SUPES Academy, and the reallocation of district resources to support iZone and Opportunity Culture schools.

V. MANAGEMENT PLAN

Implementation Plan

The following chart represents a realistic and rational work plan covering the three years of the grant that includes the steps needed for implementation. Project activities, timeline, responsibilities, and measurable implementation milestones are detailed. The budget narrative describes the costs associated with each activity.

IMPLEMENTATION PLAN		
Year 1 (10/1/2014 – 6/30/2015)		
Date	Activity/Description	Responsible Parties
Oct. 2014 – June 2015	Strategic Planning & Program Improvement <ul style="list-style-type: none"> • Articulate program theory of action • Identify advisory group • Kickoff meeting with client and advisory group • Design monthly progress monitoring process • Quarterly in-person advisory board meetings • Biweekly check-in calls • Design process for documentation 	SCSD Key Project Personnel Public Impact, Education First, SUPES Academy
Nov. 2014 – Jan. 2015	Recruitment & Selection <ul style="list-style-type: none"> • Design recruitment and selection process • Identify financial incentives for turnaround school and teacher leaders 	Public Impact, Education First

	<ul style="list-style-type: none"> • Train interviewers • Observe selection process for internal consistency • Implement recruitment and selection process 	
Jan. 2014 – Mar. 2015	Training <ul style="list-style-type: none"> • Develop summer training content • Develop academic year professional development and coaching 	SUPES Academy, Public Impact, Education First
Feb. 2014 – Mar. 2015	Placement <ul style="list-style-type: none"> • Design and implement turnaround leadership team member matching and placement process 	Public Impact, Education First
Mar. 2014 – Apr. 2015	Conditions/Autonomy <ul style="list-style-type: none"> • Identify conditions that support turnaround success • Develop an MOU for turnaround schools 	Education First
Year 2 (7/1/2015 – 6/30/2016)		
Jul. 2015 – Aug. 2015	Training <ul style="list-style-type: none"> • Train initial 4-6 teams of turnaround principals and teacher leaders (Approximately 25 participants) 	SUPES Academy, Education First, Public Impact
Aug. 2015 –	Professional Development/Coaching <ul style="list-style-type: none"> • Weekly observations, feedback, and coaching for 	SUPES Academy,

May 2016	<p>turnaround leadership teams</p> <ul style="list-style-type: none"> • Bi-monthly executive coaching for turnaround principals • Monthly facilitated progress monitoring and adjustments based on leading indicators • Quarterly PD for teams across schools to learn from effective practices of others 	Education First
Jan. 2016 – Mar. 2016	<p>Training</p> <ul style="list-style-type: none"> • Refine summer training content based on observations and feedback from Year 2 implementation • Refine program professional development and coaching 	SUPES Academy, Public Impact, Education First
Mar. 2016 – May 2016	<p>Program Improvement/Knowledge Sharing</p> <ul style="list-style-type: none"> • Complete leader action assessment forms • Analyze relationships between competencies, leadership actions, program activities, results • Identify and share best practices • Recommend program improvements 	Public Impact, Education First
Year 3 (7/1/2016 – 9/30/2017)		
Date	Activity/Description	Responsible Parties
Jul.	Training	SUPES Academy,

2016 – Aug. 2016	<ul style="list-style-type: none"> • Train additional 4-6 teams of turnaround principals and teacher leaders (Approximately 25 participants) 	Education First, Public Impact
Aug. 2016 – May 2017	<p>Professional Development/Coaching</p> <ul style="list-style-type: none"> • Weekly observations, feedback, and coaching for turnaround leadership teams • Bi-monthly executive coaching for turnaround principals • Monthly facilitated progress monitoring and adjustments based on leading indicators • Quarterly PD for teams across schools to learn from effective practices of others 	SUPES Academy, Education First
Jan. 2017 – Mar. 2017	<p>Training</p> <ul style="list-style-type: none"> • Develop summer training content • Develop academic year professional development and coaching 	SUPES Academy, Public Impact, Education First
Mar. 2017 – May 2017	<p>Program Improvement/Knowledge Sharing</p> <ul style="list-style-type: none"> • Complete leader action assessment forms • Analyze relationships between competencies, leadership actions, program activities, results • Identify and share best practices • Recommend program improvements 	Public Impact, Education First

Beyond Grant Period		
Date	Activity/Description	Responsible Parties
July 2017 – going forward	Principals and Teacher Leaders will be identified using the selection process designed and implemented in the grant program. Financial incentives will continue using Opportunity Culture models for restructuring staffing and providing additional pay to effective leaders and teacher leaders in turnaround schools. Evaluations and ongoing placement decisions will be based on APPR and student assessment results.	SCSD in consultation with partner organizations

Performance Management Plan

The SCSD Office of Talent Management will hire a project manager to oversee all aspects of the Turnaround Leaders Pipeline Program. The project manager will report directly to the Executive Director of Talent Management. A TLPP Advisory Board of national experts from the district and three partner organizations will be convened quarterly to monitor progress on leading indicators and project outcomes and make recommendations for mid-course corrections.

Project Goals and Measurable Outcomes
<p><u>Project Objectives:</u></p> <ol style="list-style-type: none"> 1) Increase the numbers of school leaders with the capacity to lead successful turnarounds, 2) Provide incentives to encourage the most effective principals and teachers to take on leadership roles in the district’s lowest performing schools,

- 3) Expand the reach of highly effective teachers to more students in turnaround schools, and
- 4) Increase achievement in SIG/SIG-eligible schools.

Outcomes/Goals

By 2019:

- Increase Reading Achievement by 25% (2013 3rd-8th grade District 9%, State 31%)
- Increase Math Achievement by 25% (2013 3rd-8th grade District 7%, State 31%)
- Increase 4-Year Graduation Rate by 10% (2013 District 51%, State 74%)
- Increasing Effective and Highly Effective Principals in District to 85% (District 2012-13 57% Effective, 0% Highly Effective Principals)
- Increasing Effective and Highly Effective Teachers in Participating Schools to 85% (District 2012-13 66% Effective, 3% Highly Effective Teachers)

Quarterly Milestones / Leading Indicators

- Student Attendance >96% (2013 District 92%, State 94%)
- School Based Interim Assessments (e.g. A-Net)
- Turnaround Competencies
- Staff Culture Survey
- Leadership Team Member Satisfaction Survey

Performance Measures. SCSD will report the following data annually to USDE through 2019:

- Number and percent of school leaders placed in SIG schools who have increased graduation rates and academic growth on State assessments in reading and mathematics in the “all students” group
- Teacher attendance rate
- Student attendance rate
- Graduation rate

- Number and percent of school leaders selected from all applicants for the project
- Number and percent of school leaders that complete the preparation component of the pipeline each year
- Number and percent of school leaders placed in SIG schools each year
- Leadership pipeline cost per school leader who increased graduation rates and academic growth

Key Personnel

SYRACUSE CITY SCHOOL DISTRICT PERSONNEL

Jeremy Grant-Skinner, Executive Director of Talent Management, Project Director, leads the Syracuse City School District's work to recruit, develop, support, and retain the best and brightest diverse talent. He is responsible for implementing an integrated talent management strategy to drive significant improvements in educator quality and pave the way to dramatic student achievement gains so SCSD becomes the most improved urban school district in America. Previously, Jeremy was an education consultant with TNTP, a national nonprofit that works to end educational inequality by ensuring that more students learn from excellent teachers. At TNTP, he led projects with district and school partners to design and implement new ideas to support student achievement. Priority areas included teacher compensation, career pathways, and effective resource allocation. In that work, he helped launch the work of the Achievement School District in Tennessee in 2012. Jeremy is also the former Deputy Assistant Superintendent for the Office of the State Superintendent of Education in the District of Columbia, where he managed \$200 million in grants and provided support to more than 60 local educational agencies (LEAs) with over 200 schools. He graduated in 2008 from the University of Maryland School of Law, where he was a member of the Juvenile Law, Children's Issues, and Legislative Advocacy Clinic

for two years, teaching at and supporting the law school's partnership with the Baltimore Freedom Academy. He's also an alumnus of New York University (Bachelor of Arts in Politics), Johns Hopkins University (Master of Arts in Teaching in Elementary Education), and Teach For America, and taught for several years in Baltimore City's public schools.

Dr. Brandan Keaveny, Chief Accountability Officer

Dr. Zheadric Barbra, Executive Director of School Transformation and Innovation

PUBLIC IMPACT PERSONNEL

Bryan C. Hassel, Ph.D., Co-Director of Public Impact, consults nationally with leading public agencies, nonprofit organizations, and foundations working for dramatic improvements in K–12 education. He is a recognized expert on charter schools, school turnarounds, education entrepreneurship, and teacher and leader policy. His work has appeared in *Education Next*, *Education Week*, and numerous other publications; he blogs for *Education Next* and is a frequent guest blogger on other forums, such as *Education Week*. Dr. Hassel received his Ph.D. in public policy from Harvard University and his master's degree in politics from Oxford University, which he attended as a Rhodes Scholar. He earned his B.A. at the University of North Carolina at Chapel Hill, which he attended as a Morehead Scholar. He is a senior research affiliate with the Center on Reinventing Public Education, and a nonresident senior fellow with Education Sector.

Jeanette P. Cornier, Ph.D., Senior Policy Fellow at Public Impact, consults nationally on school turnarounds, strategic school design, and leadership development. Dr. Cornier has worked with school and district leadership teams to develop and implement innovation, turnaround, charter, and new school plans. She has participated on school quality review and application review teams, providing evaluative feedback to schools. She has developed and overseen several

federal grants. She also has provided leadership consulting and executive coaching to school and district leaders. She has served in leadership roles in business, nonprofit, and education sectors, including educational leadership roles at the classroom, building, district, and state levels. As Colorado assistant commissioner of education, she led the statewide system of accountability and support, and launched initiatives to close achievement gaps and turn around performance in persistently low-performing schools. Dr. Cornier earned a Ph.D. in educational leadership from the University of Denver and a master's degree in teaching from Trenton State College.

Lucy Steiner, Consulting Manager with Public Impact, leads complex projects, manages and develops other consultants, and serves on the firm wide management team. In 2007-08, Ms. Steiner led an initiative to help The Chicago Public Education Fund and Chicago Public Schools improve Chicago's processes for hiring leaders and teachers for turnaround schools, resulting in a set of competency-based tools that can be used in any district to select leaders and teachers for these critical assignments. Since developing these initial tools, Ms. Steiner has co-authored several publications including an article for *School Administrator* magazine on turnaround principal competencies, led a three-year evaluation of four turnaround schools in Mississippi with a focus on whether principals are using the leader actions associated with successful organizational turnarounds, and led numerous workshops and webinars with school, district, and state policymakers on using competency-based screening and hiring practices to improve leadership in chronically failing schools. Her work on other critical education issues, including teacher and leader policy, school restructuring, charter school policy, and teacher professional development often provides a bridge between district leadership, school leadership, and instruction. A former high school English teacher, Ms. Steiner holds a master's degree in

education and social policy from Northwestern University, and a B.A. with highest honors from the University of North Carolina at Chapel Hill.

EDUCATION FIRST PERSONNEL

John M. Luczak, Principal at Education First, is a leading expert on teacher evaluation reform and educator effectiveness. He has worked closely with Illinois and Connecticut reform, union, and management groups to build their new evaluation systems, and is working with several Race to the Top winning states to successfully implement and improve the effectiveness of their evaluation pilot, training and teacher support programs. John has also worked closely with several teacher voice and state-level advocacy organizations. John has a Ph.D. and M.A. from Stanford University in education administration and policy analysis.

Bill Horwath, Senior Consultant at Education First, has spent his professional career improving school district human capital practices to drive higher-quality teaching and learning. Most recently, Bill served as an Assistant Superintendent for Houston ISD where he led the design and rollout of teacher and school leader evaluation systems for the nation's 7th largest school district. In this role, Bill engaged a broad range of stakeholders internal and external to the district in order to develop and implement new performance management systems. Additionally, Bill led the creation of new teacher leadership career pathways in order to retain highly effective teachers in classrooms. While serving as an Assistant Superintendent for Boston Public Schools, Bill oversaw all human resources functions including recruitment, staffing and retention efforts. Bill earned a BA in Public Policy from Duke University and an MBA and MPP both from the University of Chicago and has completed the Broad Residency in Urban Education.

Kate Sullivan, Analyst at Education First, has worked in public education at the classroom, district and national level, first as a classroom teacher and later as a partner to school districts in developing strategies to engage students and improve teacher quality. At Education First, Kate works primarily in the Teacher and Leader Effectiveness practice area, for clients including the New Jersey Department of Education, Baltimore City Public Schools, and the Reform Support Network, a U.S. Department of Education-led team designed to assist Race to the Top grantees in implementing their reform plans. Kate earned a master's degree in public affairs from the Woodrow Wilson School of Public and International Affairs at Princeton University. She also holds a Bachelor of Arts in English and American Studies from the University of Kansas

SUPES ACADEMY PERSONNEL

Steve Kupfer, Chief Operations Officer

Steve Kupfer serves as Chief Operations Officer of The SUPES Academy and is responsible for executing talent management and support strategies in K-12 education institutions and organizations. He was previously a Senior Consultant in the education practice at Public Consulting Group where he worked alongside district leadership to implement web-based special education and response to intervention (RtI) case management modules in some of the largest school districts in the country, including Miami Dade County Public Schools, The School District of Philadelphia, and the Louisiana Recovery School District. Steve brings practical, district-level experience in organizational development to challenges in K-12 human capital management and support. In his most recent role, he leveraged local leadership to build operational and financial capacity through Medicaid reimbursement programs, mitigating budget shortfalls and sustaining critical student services. Steve has also developed and implemented

comprehensive strategies to engage and communicate with key internal and external stakeholders across districts, and has front line experience with the urgency and complexity of the problems school leaders face today. Steve is a proud product of the K-12 public school system. He went on to receive a B.A. in political economy from Skidmore College, where he played baseball and was a member of various chamber music groups. He continued on to receive an M.B.A. from Clark University.

Cindy Loe, Content Developer (Teaching and Learning)

Dr. Cindy Loe is currently a leadership consultant and master teacher for the SUPES Academy. Loe helps develop and implement curriculum used for the Professional Development academies aimed at evaluating and training aspiring and current superintendents and other cabinet level urban school district administrators. Dr. Loe has an extensive experience in education ranging from teaching to head Superintendent. Dr. Loe's last position she held was the Fulton County Public Schools Superintendent. In office, she developed and implemented the Promising Principal Program for aspiring principals and ALPHA program for aspiring assistant principals. While overseeing a budget of \$^{(b)(4)} supporting 103 schools serving over 92,000 students, Dr. Loe was able to open six new schools on time and within the district's budget. She also received the district's first ever Certified Annual Financial Report awards while Superintendent. Prior to her superintendency, Loe held the Associate Superintendent for Teaching and Learning at Gwinnett County Public Schools. She supervised all Area Superintendents, and 110 schools serving over 150,000 students with a budget over \$750 million. She led the departments of curriculum, accountability, research, planning, professional development, continuous improvement, special education, and psychological services. Dr. Loe developed the Academic Knowledge and Skills curriculum, which set the district's content standards for all grade levels

and supervised annual curriculum audit. Dr. Cindy Loe earned a Bachelor's degree in Elementary Education, cum laude, from Georgia State University, a Master's degree in Middle Grade and Gifted Education from Armstrong State College, and a Doctorate in Educational Administration and Supervision from Georgia State University.

Nataki Gregory

Nataki Gregory is the Interim Principal at Westside Achievement Middle School and the Director of Leadership Development for the Achievement School District, focusing on instructional support and professional learning for leaders and teachers. After a stint as a Desk Officer for the US Agency for International Development (USAID), she taught social studies and technology in Washington, DC before earning a doctorate in Curriculum and Instruction at the George Washington University. She completed her principal training with New Leaders for New Schools. Nataki was the founding principal of the Evans campus of Maya Angelou PCS in Washington, DC – leading the school to be one of two high schools in the District of Columbia to receive a Silver Gain award through the Effective Practices Incentive Community for student achievement gains in its third year. She served as the Director of School Support for the DC Office of New Leaders after leaving the principalship, coaching and supporting nearly 100 school leaders across DC district and charter schools and directly supporting a cohort of aspiring leaders during their Residency year. Immediately prior to working with ASD, she served as the Director of Leadership Development for the District of Columbia Public Schools.

Abelardo Saavedra, Ph.D.

Abelardo Saavedra was appointed superintendent of schools for the Houston Independent School District in December 2004. Dr. Saavedra joined HISD in February 2001 as the superintendent of

the Southeast District. Beginning in August 2002, until his appointment as interim superintendent in June 2004, he served as the district's executive deputy superintendent for School Support Services. Prior to joining HISD he was the superintendent of schools in his native Corpus Christi from 1993 to 2000. He retired from HISD on August 31, 2009. Dr. Saavedra is currently Clinical Professor of Education Administration at Texas A&M University, College Station, TX. In his first year as superintendent of America's seventh-largest school district, Dr. Saavedra and the HISD Board of Education led HISD to enact a new pay-for-performance program for teachers, streamlined district administration, and built and equipped science labs in more than 100 elementary schools. In 2004, Dr. Saavedra also spearheaded Reach Out to Dropouts, a campaign that recovers scores of students each year, and has been replicated in other cities. In 2006, Dr. Saavedra committed HISD to preparing students academically, socially, and emotionally for college and the workforce by creating a college-bound culture in every school. HISD prepares students for higher education throughout their academic careers by laying a solid educational foundation in the earliest grades, promoting Advanced Placement and dual-credit courses in secondary school, and emphasizing to students and their parents at all grade levels that college is both possible and essential. As a result of Dr. Saavedra's efforts to increase both student achievement and fiscal responsibility throughout the district, HISD won the Greater Houston Partnership's "Houston's Greatest" award in the nonprofit business organization category for its role in advancing the greater Houston region as a business magnet. Dr. Saavedra earned bachelor of science and master of science degrees at Texas A&I University in Kingsville in 1972 and 1974, respectively, and completed his doctorate in school administration at the University of Michigan in 1976. He serves on several community boards and was in the American Leadership Forum's 2004-2005 class. In 2008, he was named

Superintendent of the Year by the Region 4 Education Service Center, and in 2009, he was named the Public School Educator of the Year by the Texas Association of Bilingual Education.

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**MEMORANDUM OF UNDERSTANDING
BETWEEN
SYRACUSE CITY SCHOOL DISTRICT AND
SYRACUSE TEACHERS ASSOCIATION**

**INNOVATION ZONE SCHOOLS AGREEMENT
January 24, 2013**

1. **Introduction:** The Syracuse City School District (SCSD) and the Syracuse Teachers Association (STA) are sponsoring the establishment of an Innovation Zone (iZone) within SCSD. The purpose of establishing the iZone is to provide models of educational excellence that will help to foster widespread educational reform throughout the SCSD. The parties hope to improve dramatically the educational learning environment and thereby improve student performance.

All iZone schools have been identified as "Priority" schools by the New York State Education Department (NYSED) and will be required by NYSED to begin implementation of a "Whole School Reform Model" in school year 2013-14. SCSD is required to commit each school to one of the following options:

- The federal "Turnaround" model
- The federal "Restart" model
- The federal "Closure" model
- The federal "Transformation" model (option limited to a maximum of two of the seven schools)
- A three-year plan that provides for the redesign of a school by implementation of the turnaround principles as listed below

SCSD and STA have collaborated in good faith to craft this MOU in accordance with the seven turnaround principles articulated by NYSED:

- Providing strong leadership by:
 - Reviewing the performance of the current principal;
 - Either replacing the principal if such a change is necessary, or demonstrating to the Commissioner that the current principal has the ability to lead the turnaround effort;
 - Providing operational flexibility in the areas of scheduling, staff, curricula, and budget.
- Ensuring that teachers are able to improve instruction by:
 - Reviewing the quality of all staff and retaining only those who have the ability to be successful in the turnaround effort;
 - Preventing ineffective teachers from transferring to these schools;
 - Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Redesigning the school day, week, or year to include additional time for student learning.
- Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with the Common Core.
- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.
- Establishing a school environment that improves school safety and discipline, and addressing other non-academic factors that have an impact on student achievement.
- Providing ongoing mechanisms for family and community engagement.

2. **Scope:** There will be established 7 (seven) Innovation Schools as part of the iZone School Agreement: Bellevue, Frazer, Porter, Seymour, Danforth, Van Duyn, and Westside Academy at Blodgett.

Planning and transitional implementation will commence upon signing of this agreement (MOU), with full implementation to take place during school year 2013-14. This timeline will allow iZone school leaders and staff to meet the needs of students, as well as to fulfill the requirements of NYSED's Whole School Reform Model.

3. **Status of SCSD Employees Who Work in iZone Schools:** All STA bargaining unit members who elect to work in iZone schools shall maintain their full status as members of the STA bargaining unit and as employees of SCSD.
- These employees shall receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Collective Bargaining Agreement (“CBA”) between SCSD and STA.
 - These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certified employees under the New York State Code, including but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority in the system.
 - These employees shall continue to attain and maintain “status and classification” as set forth in the New York State Education Law (e.g., probationary, tenured, long-term substitute, etc.)
4. **District-Wide Transfer List:** Due to the urgent nature of the challenge facing the District and in a good faith effort to allow an adequate amount of time to staff the iZone schools with personnel that meet the needs of each school, the parties agree to modify Article 10,G-H, of the CBA for the 2012-13 school year only.
5. **Opt-Out Process**
- Any current teachers at iZone schools must inform the district by March 15, 2013 if they are opting out of continuing to teach at the school under the terms of this Agreement. Those teachers electing to opt out of the school will be placed on the District’s transfer list. The deadline for submitting a transfer request will be extended to accommodate this process.
 - If they opt out, teachers will be transferred to another school in the District for school year 2013-14 (using the current transfer process).
 - Teachers opting out of an iZone school cannot be re-hired by their current school; if applying to another iZone school they will need to complete that school’s hiring process used for teachers from other district schools.
 - For any teachers considering opt-out from any of these seven schools, who were eligible for retirement under the 2012-13 retirement incentive but did not previously file, the District retirement incentive program will be extended.
6. **Opt-In Process**
- Teachers from current non-iZone schools may notify the district, via placement on the district transfer list, that they would like to be considered for a position in an iZone school. The deadline for submitting a transfer request will be extended to accommodate this process.
 - Currently staffed teachers who wish to remain in iZone schools implementing the Transformation model must complete the iZone Election to Work Agreement (EWA, per section 8 below). Teachers who wish to remain in schools implementing the Turnaround model must submit their intent to re-apply for their position by March 15, 2013, then participate in the process outlined in Section 7 below.
7. **Process for Deciding Which Staff are Eligible to Remain in iZone Schools implementing the Turnaround model**
- Part I: Data Review
- Principals or Executive Directors (if the principal has not yet been hired for the school) will review the following data for current Turnaround school teachers:
 - Multiple principal observations of teachers (completed during school years 2011-12 and/or 2012-13)
 - Portfolio of materials, including lesson plans and student work samples
 - For 3-8 grade ELA and Math teachers only: Prior year state test data (use 2011-2012 test data for 2012-2013 determinations)
 - Rubrics will be created—aligned to the district’s teaching and learning and Danielson frameworks—that set a minimum threshold for teachers who are eligible to remain in Turnaround schools.
 - For the 2013-14 school year, no teacher with an ‘ineffective’ rating based upon his/her 2011-12 APPR composite HEDI rating (Persistently Lowest Performing Schools, only) may be considered for placement in an iZone school.

- d. For all subsequent years of this agreement, no teacher with an 'ineffective' rating, based upon the most recently assigned APPR composite HEDI rating, may be considered for placement in an iZone school.

Part II: Interview

Principal, Executive Director, and a STA officer will select the first five teachers hired for each school; they will strive for consensus, but the principal makes the final decision, in keeping with the principle of mutual consent. Those first five teachers, if they so choose and on a voluntary basis, will participate in interviews as members of the hiring team for the remainder of the selection process to hire initial staff for the school.

8. **Staffing:** After the initial opt-out transfer process described in Section 5, all remaining and future open positions at each iZone school shall be staffed by a process of mutual consent whereby the principal and candidate mutually agree to the job placement.

Assignment of each staff member at iZone schools is on a year-to-year basis (there is no job security at the site, but staff retain seniority and transfer rights within SCSD). The staffing plan is based on student needs and staff must be hired and retained to support the vision and mission of the school.

- a. In the 2013-14 school year and for the remainder of the term of this MOU, all staff must commit to the obligations of the iZone Election to Work Agreement (EWA), including approved Addenda to the EWA drafted by any individual iZone school's Turnaround School Team (see Section 10.c., below)
- b. Staff at an iZone school who do not follow the EWA can be required to transfer. Staff who elect to transfer because they do not want to be part of the Innovation School, or those who are asked to transfer when a position is converted or eliminated to support the school's vision and mission, retain the same transfer rights as any other staff in SCSD. Should the principal determine that a staff member does not fulfill the obligations of the EWA, the principal may recommend an administrative transfer to the Executive Director (ED) of Turnaround. Staff may appeal the principal's decision to the iZone Advisory Council (see Section 11, below). However, the decision of the Superintendent shall be final.
- c. When leadership vacancies arise in iZone schools, the Turnaround School Teams will play a role in interviewing Innovation School principals and will make recommendations to the ED of Turnaround, who makes the final recommendation to the Superintendent. The Superintendent is responsible for hiring principals. By majority vote, the iZone Advisory Council may appeal the principal selections recommended by the ED of Turnaround; the final authority is with the Superintendent. All principals will be evaluated by SCSD.

9. **Working Conditions In All Innovation Zone Schools:** iZone schools shall continue to follow municipal, state and federal laws and regulations, however they shall be exempt from certain Board Rules and District policies not directly tied to state and federal laws and regulations, and shall likewise be exempt from the provisions of the CBA except as is specified below. Innovation Schools shall strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints.

Any STA bargaining unit employee who is displaced from an iZone school and/or is released from an iZone school (e.g. due to a programmatic change at the school site) during the term of this Agreement shall be transferred to a vacancy for which the employee is qualified at another school in SCSD.

- a. As expressly set forth below, certain provisions of the SCSD-STA Collective Bargaining Agreement shall remain in full force and effect at all times during this MOU. In addition to those referred to in Section 3a. above, the following provisions of the CBA, however, cannot be waived or in any way modified, and shall continue to apply with full force to unit members who work in iZone schools:
 - Definitions (Article 1, a, c-r, and t)
 - Recognition (Article 2)
 - Salary Schedule (Article 3)
 - Salary Administration (Article 4)
 - Lunch and Playground Program (Article 5 d)
 - Rights and Responsibilities (Article 6, c, f-h)
 - Induction Programs (Article 8 a, b)
 - Employment (Article 9,e)- CAVEAT: while assigned to iZone Schools, all regular and long-term substitutes are subject to the Articles and Sections set forth in this MOU.
 - Assignments and Transfers (Article 10, a, b, e, f, g, I, j)

- Vacancies (Article 11)
 - Leaves (Articles 15, 16)
 - Fringe Benefits (Article 18)
 - Building Facilities (Article 20)
 - Association and Board Rights (Article 22, f-i, k-l)
 - Teacher-Administrator Liaison (Article 23)
 - Use of School Facilities (Article 24)
 - Dues Deduction (Article 25)
 - Miscellaneous (Article 27)
 - Duration (Article 28)
- b. The foregoing Articles or sections of Articles shall continue to be subject to the Grievance provisions of the Unit 1 CBA. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process set forth below.
- c. The provisions of this Innovation Zone Schools Agreement are not intended to narrow or expand the rights of SCSD or of STA to be less or greater than that provided by law, except as specifically set forth in this MOU. If there is a conflict between a specific provision of this MOU and legal requirements, all other non-conflicting sections of this MOU shall remain in full force and effect.

10. Working Conditions In Each Innovation Zone School:

- a. The matters set forth below shall be reduced to writing in an Election to Work Agreement (EWA) that shall be provided to each Innovation Zone school teacher at the inception of his/her employment at the iZone school and no later than April 15 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the iZone School. In the 2014-15 school year and annually for the remainder of the terms of this Agreement, the EWA shall include the following information:
- i. The length of the instructional day, school day, and workday.
 - ii. The length of the instructional year and work year and school calendars.
 - iii. The amount of time an employee is required to render service, including but not limited to participation in professional development activities, beyond the instructional/school/work year or day set forth in this Agreement.
 - iv. Any additional required duty time, such as during summers, school breaks, etc.
 - v. Elementary planning in the amount of 200 minutes of planning time every (5) days.
 - vi. Secondary planning in the amount of 240 minutes of planning time every (5) days.
- b. In the 2013-14 school year, all employees of Innovation Zone schools will be expected to sign and adhere to the provisions of the "EWA for Cohort 1 Innovation Schools," attached as Appendix A to this document. The EWA will confirm to all signatories that, during the 2013-14 school year, iZone teachers will receive a stipend of (b)(4) in compensation for the following additional work hours: one hour daily of instructional time with students, and the equivalent of one half-hour daily for common planning time and/or other components of the school's professional learning community.
- c. For the 2014-15 school year and annually for the remainder of the terms of this Agreement, a differentiated Addendum to the Innovation Zone EWA may be drafted at each school site by the principals and Turnaround School Teams and will be subject to approval by the Innovation Zone Advisory Council.
- d. The EWA will confirm to all signatories that, during the 2013-14 school year, iZone teachers will be expected to attend and actively engage in fourteen six-hour days of professional development (plus one hour for lunch), ten days of which is anticipated to be delivered prior to the opening day of school in September 2013. Summer professional development will be paid at the hourly rate for summer training, and professional development during the school year will be paid at the hourly rate for the school year.
- e. Notwithstanding the provisions of this section, iZone schools shall, at a minimum, provide at least 180 student instructional days.
- f. Employees in iZone schools will be required to work the full workday/work year (or the proportionate amount required by their less than full-time assignment) and to perform and render service as prescribed by the terms of the approved Innovation Zone school plan as set forth in the EWA.
- g. Any additional time required of teachers in iZone schools, beyond the minimum 180 instructional days for other District schools, shall be compensated at a rate to be negotiated between the parties.
- h. The Turnaround School Team at each iZone school will consist of no more than thirteen members, with one teacher appointed by the principal and twelve teachers selected by their colleague teachers, one teaching

assistant elected by his/her colleague TAs, the school's Say Yes school support specialist, one representative of the local community, as well as the school's principal and a vice-principal. The remaining two members must be parents or family members of current students at the iZone school, one to be chosen by the principal and one to be chosen by sitting members of the Turnaround School Team. The principal holds the tie-breaking vote.

- Turnaround School Team members (with the exception of the principal and vice-principal) cannot serve more than two consecutive years. A Turnaround School Team member (with the exception of the principal) may be dismissed from service by a three-quarters majority vote of the TST.

11. Oversight of Innovation Zone: The Innovation Zone shall be overseen by the Innovation Zone Advisory Council. The iZone Advisory Council shall be comprised of District and STA staff, as well as external stakeholders with a vested interest and commitment to dramatically improving student achievement in the district's lowest performing schools, as follows: the Superintendent and two chief-level officers of SCSD; four representatives of STA, including the President; one representative from SAAS; two parents or family members of current students in iZone schools; and three community representatives, one to be selected by the Superintendent, one to be selected by the President of STA, and one to be agreed upon jointly by both.

Responsibilities of the iZone Advisory Council include: deciding appeals of iZone principals' recommendations to remove staff as put forth in section 8.b., review of EWAs and school-level addenda as put forth in section 10.c, and conducting regular meetings with the Executive Director of Turnaround and/or the Chief Transformation Officer of SCSD to review progress of iZone schools relative to performance goals. In school year 2013-14, the iZone Advisory Council will convene initially during the month of July, then once again during each month of September, October, November, and December, then again during the months of February, April, and June.

12. Support to the Innovation Zone: Innovation Zone schools will be directly supported by the SCSD Office of School Transformation and Innovation (OSTI). The OSTI will work in collaboration with iZone school leadership and Turnaround School Teams to set the school vision, create the annual school-specific Addenda to the iZone Election to Work Agreement, coordinate the Internal Appeals Process, draft aligned school reform/improvement goals and plans, and monitor performance and progress.

13. Internal Appeals Process: Issues related to salary, benefits, and those Articles listed in Section 9.a of this MOU, are to be resolved through the procedures outlined in Article 26 of the CBA: Grievance Procedure.

All other issues should be addressed at the Innovation Zone school sites in a good faith effort to resolve the concern to the mutual satisfaction of all parties. If a dispute related to working conditions cannot be resolved after a reasonable amount of effort, then the iZone Internal Appeals Process (IAP) should be followed. Every iZone school employee will receive a written copy of the IAP, and the IAP shall be posted on the iZone School's website. A "day" for purposes of this IAP is defined as any school day, except Saturdays, Sundays, legal or school holidays, or school breaks.

During any or all steps of the IAP process the iZone school staff member may request that the school's STA building representative, or another colleague or school site representative, accompany him/her to IAP meetings. The member may request that the STA representative or other colleague speak on his/her behalf if so desired. All meetings and documents regarding IAP complaints shall be kept confidential by all participating parties.

The steps of this IAP are as follows:

- a. **The complaint shall be presented in writing to the Innovation Zone school principal.**
- b. **First meeting between the iZone school staff member and school principal:** Within five days after receipt of written complaint, a meeting shall be conducted between the principal and staff member to discuss the matter and attempt in good faith to resolve it.
- c. **Second meeting with Turnaround School Team:** If the complaint is not resolved at the first meeting, within five days the iZone school staff member may request (in writing) a second meeting with the Turnaround School Team. Within fifteen days, the Turnaround School Team will meet with the staff member to review the relevant facts and circumstances of the complaint. The Turnaround School Team will issue a written decision to the staff member within 15 days.
- d. **Third/final meeting with iZone Appeals Committee:** If the complaint is not resolved by meeting with the Turnaround School Team, the iZone school staff member may request (in writing) a final meeting

with the iZone Appeals Committee, which will consist of one member selected by the Superintendent, one member selected by STA, and one member jointly agreed upon by both. The Appeals Committee will convene as needed when it determines that a complaint is worthy of review; the Committee is not required to hear all complaints submitted if it determines by majority that the decision of the Turnaround School Team may stand. The decisions of the iZone Appeals Committee are final and not subject to further appeal.

- e. **The Superintendent's decisions regarding transfers are final and not subject to the Internal Appeals Process.**

14. Duration of MOU:

- a. This MOU shall take effect immediately upon approval by the District and STA and shall remain in effect through June 30, 2016
- b. Thereafter, conditions of this MOU shall be re-negotiated on an annual basis.
- c. Each party may re-open negotiations over this MOU. Negotiations shall commence at the request of either party at any time after January 1, 2016.

GLOSSARY OF TERMS

EWA/ Election-to-Work Agreement	Document signed by teachers/staff agreeing to work under flexible conditions at an Innovation Zone school. For 2013-14, the EWA attached as Appendix A applies to all iZone school employees; differentiated school-specific Addenda may be drafted by Turnaround School Teams and reviewed by the Innovation Zone Advisory Council
IAP/ Internal Appeals Process	The sequence of communications, outlined in Section 13 of this document (the MOU), which outlines how STA members may address and resolve complaints regarding working conditions at iZone schools
Innovation Zone (iZone) Advisory Council	External governance structure for iZone schools, consisting of both internal and external stakeholders, as outlined in section 11 of this document (the MOU)
Innovation Zone (iZone) Appeals Committee	Final authority regarding complaints brought through the IAP, as outlined in Section 13 of this document (the MOU)
MOU/ Memorandum of Understanding	This document, which puts forth terms of agreement between the Syracuse City School District and the Syracuse Teachers Association, with the hope to improve dramatically the educational learning environment and thereby improve student performance in schools designated as Innovation Zone schools
OSTI/Office of School Transformation and Innovation	A newly structured office/department of the Syracuse City School District, designed to report to a Chief Transformation Officer, which will support the iZone schools and monitor their performance
Turnaround School Team (TST)	Internal governance structure for iZone schools, consisting of the school principal and other members as outlined in section 10 of this document (the MOU). The Turnaround School Team drafts school-specific Addenda to EWAs, hears complaints brought through the IAP, and contributes to key leadership decisions on the school level

For the STA:

For the SCSD:

(b)(6)

Kevin Ahern
STA President

Sharon L. Contreras

Sharon L. Contreras
Superintendent

Dated: 1/25/13

Dated: 1/25/13



Competitive Preference Priority 2

Record of Preparing and Supporting Turnaround School Leaders who have Demonstrated Success in Increased Graduation Rates and Academic Growth.

Prepared for:



**SCSD Turnaround Leaders
Pipeline Program**

OUTCOME DATA

As reflected in our case studies, our extensive and diverse leadership development experience in challenging urban environments is a valuable asset to the Syracuse City School District. We are proud of the results that The SUPES Academy's work has sustained in districts long beyond our work.

Our work has been primarily in high poverty districts. Chicago, Detroit and New Orleans districts had poverty levels exceeding 90%. Our consultant staff has experience in primarily high poverty schools and school systems. This is the primary focus of The SUPES Academy. Demographic information for a sample group of our clients is provided below:

- Newark Public Schools
 - Approximate Enrollment: 40,000
 - Low Income Enrollment: 75%
 - Demographics:
 - 59% African American
 - 15% Caucasian
 - 23% Hispanic
- Chicago Public Schools
 - Approximate Enrollment: 400,000
 - Low Income Enrollment: 86%
 - Demographics:
 - 45% African American
 - 9% Caucasian
 - 41% Hispanic
- Detroit Public Schools
 - Approximate Enrollment: 97,000
 - Low Income Enrollment: 77%
 - Demographics:
 - 88% African American
 - 2.4% Caucasian
 - 9.5% Hispanic
- School District of Philadelphia
 - Approximate Enrollment: 160,000
 - Low Income Enrollment: 81%
 - Demographics:
 - 59% African American
 - 14% Caucasian
 - 18% Hispanic
- St. Louis Public Schools
 - Approximate Enrollment: 27,000
 - Low Income Enrollment: 83%
 - Demographics:

- 81% African American
- 13% Caucasian
- 3% Hispanic
- East Baton Rouge Parish Schools
 - Approximate Enrollment: 57,000
 - Low Income Enrollment: 83%
 - Demographics:
 - 72% African American
 - 19% Caucasian
 - 3% Hispanic

SUPES Academy has a proven track record of demonstrated success in increasing student achievement in core content areas, both ELA and Mathematics.

Chester Upland School District

For the 2010-11 school year, Chester Upland School District, a district devastated by budget deficits, recruited the partner organization to provide capacity building strategies at one of its K-8 schools. The work included an audit addressing the school's staff, budget, instructional effectiveness, disciplinary procedures, and operational effectiveness over 12 months. Following the presentation of the audit results, the partner organization developed a capacity building plan that outlined strengths, weaknesses, and concrete recommendations for improvement that were easily measurable.

Through the course of 50 days of on-site collaboration and implementation of the capacity building plan, a cross functional team worked in tandem with school and district level staff to improve teacher effectiveness, school leadership, operational and disciplinary procedures, and overall school climate.

The release of student achievement data in July 2011 provided a wonderful opportunity for the school to celebrate its accomplishments with gains in 8 of 12 Math and Reading subject areas across the school. Some subject areas experienced historic gains in student achievement.

Reading

- In Grade 3, the percentage of students scoring at proficient or advanced **increased** from 81% in 2010 to 84% in 2011.
- In Grade 4, the percentage of students scoring at proficient or advanced **increased** from 43% in 2010 to 85% in 2011.
- In Grade 5, the percentage of students scoring at proficient or advanced decreased from 50% in 2010 to 49% in 2011.
- In Grade 6, the percentage of students scoring at proficient or advanced decreased from 38% in 2010 to 29% in 2011.
- In Grade 7, the percentage of students scoring at proficient or advanced **increased** from 52% in 2010 to 61% in 2011.

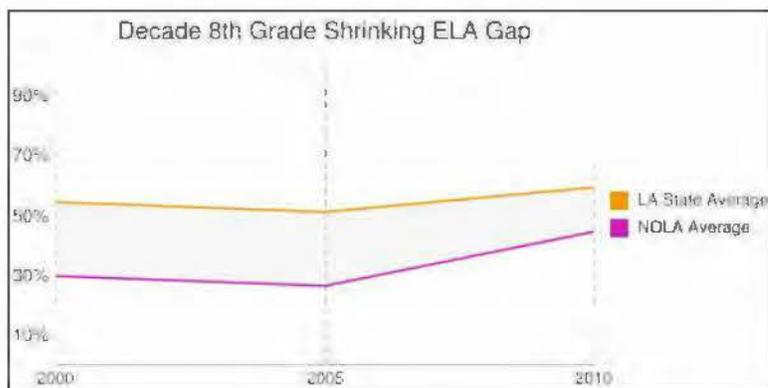
- In Grade 8, the percentage of students scoring at proficient or advanced **increased** from 50% in 2010 to 65% in 2011.

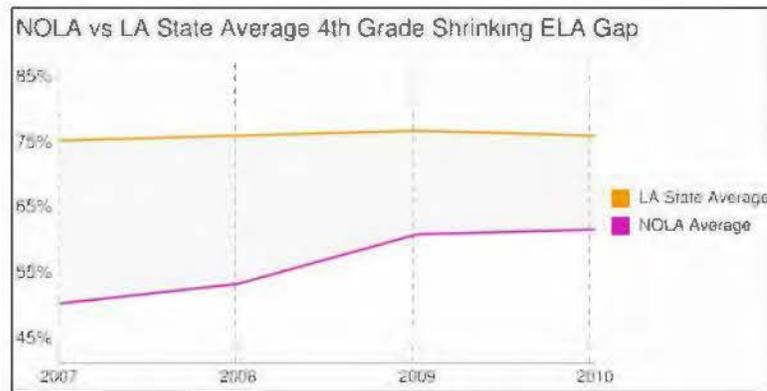
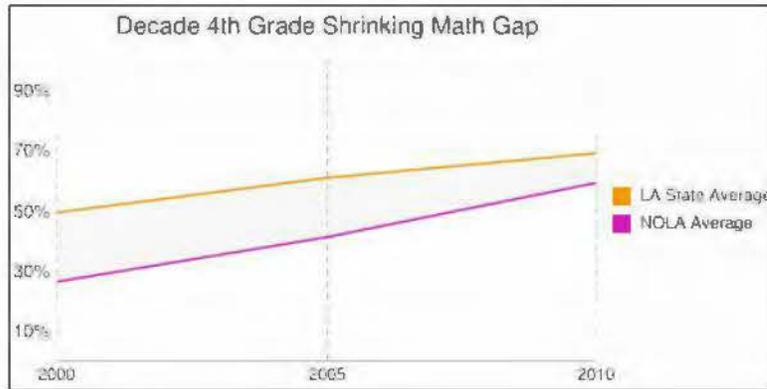
Mathematics

- In Grade 3, the percentage of students scoring at proficient or advanced decreased from 81% in 2010 to 64% in 2011.
- In Grade 4, the percentage of students scoring at proficient or advanced **increased** from 71% in 2010 to 77% in 2011.
- In Grade 5, the percentage of students scoring at proficient or advanced decreased from 75% in 2010 to 53% in 2011.
- In Grade 6, the percentage of students scoring at proficient or advanced **increased** from 56% in 2010 to 62% in 2011.
- In Grade 7, the percentage of students scoring at proficient or advanced **increased** from 42% in 2010 to 49% in 2011.
- In Grade 8, the percentage of students scoring at proficient or advanced **increased** from 22% in 2010 to 33% in 2011

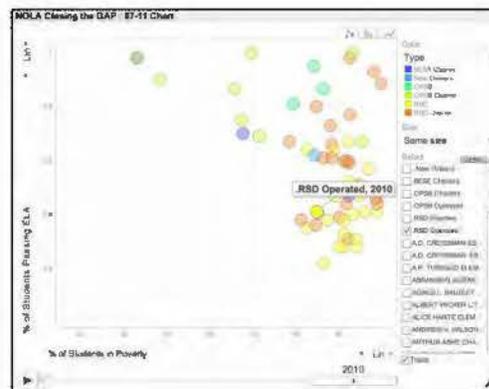
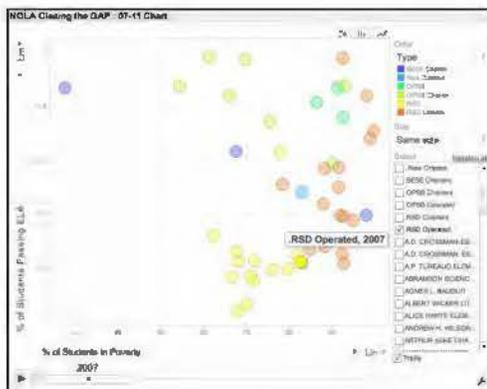
Recovery School District

Another example of this success comes from our work in The Recovery School District in New Orleans, where the impact on student achievement was significant. As reflected in the graphs listed below, our work resulted in both increases in student achievement as well as a narrowed achievement gap for the traditional schools in Recovery School District.





As exemplified in the bubble charts below, our concentrated work in New Orleans' Recovery School District reflects significant growth in achievement, continuing two years beyond the tenure of our work. Increases in district wide ELA passing rates from 21% to 42% show strong growth in capacity.



EAST BATON ROUGE

In August 2008 the East Baton Rouge Parish School System (EBRPSS) had approximately 15 schools in the fourth year of academic underperformance status (AUS 4). Student performance was so low that another year of underachievement would have forced the District to give control of their schools to the Louisiana State government- 4 such schools were turned over to the State in February, 2008.

As a result of the number of schools at risk of being taken over by the State, EBRPSS contracted with the partner to help improve student competency, by providing the District over 1300 days of professional development (75 days per AUS 4 School and over 200 days working with the central office).

In April of 2008, teams entered each school and conducted a quality review in the following areas:

- School leadership
- Parent/community ties
- School climate
- Professional capacity
- Instruction

The firm also spent the better part of a month working with central office staff on policies, best practices, and District mandates. Based on these assessments, the partner was able to work with EBRPSS District level and school level leadership to develop corrective action plans that were implemented throughout the 08-09 school year at each individual school and at the District office level.

The teams worked collaboratively with teachers on the use of instructional data, and on improving their teaching styles. The main focus was literacy, and reading comprehension because current research demonstrates that improved reading ability helps students succeed in all other academic subjects.

The results of the partner organization's work in the East Baton Rouge School District were staggering. Scores on the SPS (School Performance Scores) increased in eleven out of the twelve schools that were of AUS 4 status. SPS scores are calculated based on standardized test performance as well as attendance and dropout rates. All elementary and middle school SPS scores rose, while four of the twelve schools exited AUS4 status. On average, these schools improved 4.9 points.



The raw data for all schools that the partner organization worked with is provided below:

School	08 SPS	09 SPS	+/-	Status Change	Improved?
Banks Elementary	52.4	57.4	+5.0		YES
Capitol Elementary	53.0	59.6	+6.6		YES
Capitol Middle	54.8	55.9	+1.1		YES
Claiborne Elementary	58.1	63.0	+4.9	Off AUS	YES
Crestworth Middle	49.9	51.1	+1.2		YES
Dalton Elementary	54.4	59.0	+4.6		YES
Greenville Elementary	57.9	65.3	+7.4	Off AUS	YES
Kenilworth Middle	55.7	63.3	+7.6	Off AUS	YES
Lanier Elementary	56.6	62.5	+5.9	Off AUS	YES
Park Elementary	49.4	54.8	+5.4		YES
Winbourne Elementary	52.7	53.6	+0.9		YES

DETROIT PUBLIC SCHOOLS

The partner organization also recently provided significant support to the Detroit Public Schools and has had significant success moving schools forward. Below, find the data associated with this work.

Grade	Fall 2002 Scores	Fall 2010 Scores	Change
3	72	69	-3
4	62	64	2
5	57	65	8
6	56	59	3
7	56	52	-4
8	54	62	8
CHANGE			+14

Reading Highlights:

- Largest growth was in 8th grade
- Total Reading increases have exceeded state increases during the same time period
- Detroit scores have met or exceeded state growth in 4 out of 7 grades
- Current 8th grade scores have increased in cohort comparisons over time

Grade	Fall 2008	Fall 2010	Change
3	75	84	9
4	72	75	3
5	49	54	5
6	54	62	8
7	56	63	7
8	47	49	2
Change			+34

Math Highlights:

- Math scores have improved in all six grades
- Total Math increases have exceeded state increases during the same time period
- Detroit improvement have exceeded state scores in 4 of 7 grades
- Improvements in grades 3, 5, and 6 have doubled state improvement percentages

REFERENCES

Chicago Public Schools

Steve Gering, Chief Leadership Development Officer, SGering@cps.k12.il.us, (773) 553-1000

Chicago Public Schools has partnered with the SUPES Academy to create an innovative program to build capacity for our regional superintendents (Chiefs of Schools) to excel in developing the capacity of the principals that they serve. We have worked with the SUPES leadership team extensively and have found them to be responsive to the evolving changes in the district. They have been able to adapt their program design on the fly and still retain the purpose, intent and power of the academy.

They have also been able to bring in some of the nation's most well respected and effective leaders to serve as both mentors to participants, as well as guest teachers. The combination of the planned sessions as well as these national guests has been an effective mix of both group and individualized attention.



The quantitative and qualitative feedback has been very positive for this program. Our Chiefs of Schools see the SUPES Academy as an opportunity to be able to pause their hectic schedules to reflect and re-energize. There is little doubt that the investment in SUPES has increased the leadership capacity of our Chiefs of Schools and consequently we believe this will support increasing the capacity of our principals.

We believe that our work with SUPES was one of the best investments of time and energy for the development of our Chiefs of Schools over the past year. We haven't found another program that has all the elements of the SUPES Academy, and are beginning our planning for expanding their engagement to include additional leaders next year.

Washoe County School District

Stacey Ting, Consulting Principal, STing@washoeschools.net, (775) 348-0200

Heath Morrison, Superintendent, HMorrison@washoeschools.net, (775) 315-9363

The Washoe County School District has partnered with the SUPES Academy to create an innovative program to build capacity for our aspiring leaders to excel in our 21st Century Learning Environment. We met with Gary Solomon in October of 2011 and by November had kicked off our first two sessions of our Academy. I have worked with both Gary and Tom extensively and have found them to be amazing in their knowledge and understanding of the urgency to create high quality professional development for administrators. The national curriculum was built on current research/current topics in educational leadership and all materials were shipped to us within one day. They are quick to respond to our needs and provide information or materials within a couple of hours upon request. I have included a press release that I hope will be helpful to you and I am available day or night to respond to any of your questions (available upon request).

Kansas City (MO) School District

R. Chase Ramey, Chief of Staff (former), chace.ramey@gmail.com, (816) 309.2345

It is my pleasure to write to you on behalf of The SUPES Academy (SUPES) and recommend the program for use in your district. In the Kansas City, Missouri School District we found SUPES a valuable partner as we established and implemented a program to grow leadership talent from within the school district. SUPES provided the framework, guidance, and logistical support needed to operate a superb leadership program. Working together we were able to craft a program that met the specific needs of the school district and the superintendent. After the establishment of the program, SUPES provided a facilitator to assist in the implementation of the program and conduct the sessions. The program far exceeded expectations and helped expedite the process of developing leadership talent. As the Chief of Staff, I acted as the liaison between the district and SUPES. I am happy to provide additional information and can be reached at



816.309.2345. Of any of our outside partners, SUPES provided the greatest benefit for the value and clearly aligned to our mission and goals.

**** Additional references and referrals are available upon request.**

Our work has been primarily in complex, urban, high poverty districts. Our consultant staff has experience in primarily high poverty school systems. This is the primary focus of SUPES Academy.

District	Baltimore County Public Schools
Reference Contact	Dallas Dance, Superintendent
Address	6901 Charles Street Towson, MD 21204
Phone	(410) 887-4281
Description of Solution	Aspiring Principals
Number of Users	30
District	Washoe County Public Schools
Reference Contact	Heath Morrison, Former Superintendent (Currently Charlotte Mecklenburg Superintendent)
Address	425 E. Ninth Street Reno, NV 89412
Phone	(775) 315-9363
Description of Solution	Aspiring Principal Leadership Academy
Number of Users	30
District	-



	Rochester City School District
Reference Contact	Anita Murphy, Deputy Superintendent
Address	131 West Broad Street Rochester, NY 14614
Phone	(585) 353-5154
Description of Solution	Aspiring/LEAD/Inspire Leadership Academies
Number of Users	120
District	Chicago Public Schools
Reference Contact	Barbara Byrd Bennett, CEO
Address	125 S Clark Street Chicago, IL 60603
Phone	(256) 428-6821
Description of Solution	Aspiring and Developing Principals Leadership Academy/Chief of Schools Leadership Academy
Number of Users	600
District	Prince George's County Schools
Reference Contact	Pamela Shetley, Supervisor of Talent Development
Address	14201 School Lane Upper Marlboro, MD 20772
Phone	240-274-8888
Description of Solution	Instructional Director's Academy
Number of Users	30

MEMORANDUM OF AGREEMENT

between
Syracuse City School District
Education First Consulting, LLC
Public Impact, LLC
SUPES Academy

Parties to the Agreement:

This memorandum of agreement is prepared for the purpose of identifying the terms under which Education First Consulting, LLC; SUPES Academy; and Public Impact, LLC (“the Consulting Organizations”) will provide contracted services with the Syracuse City School District (“District”) in relation to the Turnaround School Leaders Program grant from October 1, 2014 to September 30, 2017.

Terms of Agreement:

The Consulting Organizations will provide services according to the Scope of Work included as an addendum to this agreement.

Termination:

This Agreement shall commence on October 1, 2014 and terminate on October 1, 2017 if not previously terminated pursuant to the paragraphs below:

Any party may terminate this Agreement without cause by giving the other party thirty (30) days prior written notice of such termination, and

Any party may terminate this Agreement immediately upon reasonable cause and notice to the other.

Should this agreement be terminated early, the District shall compensate the Consulting Organizations for the value of all unpaid services that have been satisfactorily performed and any reimbursable expenses properly incurred and documented by the Consulting Organizations prior to the effective date of termination.

Description of Services: The Consulting Organizations will provide the following:

Please see Attachment II for Scope of Work outlining detailed services to be provided for Year I (October 1, 2014 – September 30, 2015) of the project. A Scope of Work for Years II and III will be included as an amendment to this agreement prior to October 1, 2015.

Independent Contractors:

Individuals provided by the Consulting Organizations shall be and remain employees of the Consulting Organizations. As such, employees of the Consulting Organizations shall not be considered employees of the District and shall not be eligible for workers' compensation, disability benefits, unemployment insurance, health insurance, retirement benefits and other benefits provided to District employees.

Insurance:

The Consulting Organizations shall be responsible for obtaining insurance coverage that is reasonably necessary to cover potential claims arising out of the performance of this agreement. Upon request, the Consulting Organizations shall provide the District with proof of such coverage.

Indemnification:

The Consulting Organizations agree to indemnify and hold harmless the District from any and all losses, damages or liability arising out of negligence or other malfeasance or nonfeasance by the Consulting Organizations, their employees, agents and servants, upon or in relation to the fulfillment of its responsibilities and obligations under this Agreement, including but not limited to, the provision of Services. Regardless of the nature of the claim, the Consulting Organizations further agree that if any claim or demand is asserted against them which reasonably may result in liability to the District, that the Consulting Organizations shall give prompt notice thereof in writing to the District and shall cooperate in the investigation of the claim and any defenses arising therefrom.

The District agrees to indemnify and hold harmless the Consulting Organizations from any and all losses, damages or liability arising out of negligence or other malfeasance or nonfeasance by the District, its employees, agents and servants, upon or in relation to this Agreement or otherwise which results in loss to the Consulting Organizations, including, but not limited to, the payment for services under this Agreement. Regardless of the nature of the claim, the District further agrees that if any claim or demand is asserted against it which reasonably may result in liability to the Consulting Organizations that the District shall give prompt notice thereof in writing to the Consulting Organizations and shall cooperate in the investigation of the claim and any defenses arising therefrom.

Compliance with Law:

The Consulting Organizations will adhere to all certifications regarding lobbying, debarment, suspension and other responsibility matters, and drug-free work-place requirements.

The Consulting Organizations will comply with all applicable requirements regarding the confidentiality of student records, including the Family Educational Rights and Privacy Act, HIPAA and regulations of the United States and New York State Education Departments.

The Consulting Organizations will ensure that any and all employee(s) or subcontractors of said agencies working with Syracuse City School District (SCSD) students be fingerprinted and registered in compliance with the New York State Department of Education regulations. The Consulting Organizations will maintain documentation of this compliance and provide to the District upon request. Furthermore, the Consulting Organizations assure that no employees will be working with SCSD students until this requirement is met.

Adhere to all requirements set forth in Attachment I.

Dispute Resolution:

It is mutually agreed that should a dispute arise, both parties will informally attempt to resolve such dispute or utilize mediation.

Notices:

Any notices by either party shall be in writing and hand-delivered to the offices below or sent by registered or certified mail to the respective addresses as shown below, or such other address as a party may designate by written notice in accordance with this provision within fourteen (14) days.

Notices shall be effective upon receipt. Facsimile shall not be considered effective delivery of notice.

Sharon L, Contreras, Superintendent of Schools
Syracuse City School District
725 Harrison Street
Syracuse, New York 13210

Jeff Morgan, Chief Financial Officer
Education First Consulting, LLC
PO Box 22871
Seattle, WA 98122

Bryan C. Hassel, Co-Director
Public Impact
504 Dogwood Drive
Chapel Hill, NC 27516

Stephen J Kupfer, Chief Operating Officer
SUPES Academy
1215 Washington Ave, Suite 100
Wilmette, IL 60091

Severability:

If any provision of this Agreement is invalid, illegal or incapable of being enforced, by reason of any rule of law, administrative order, judicial decision or public policy, all other conditions and provisions of this Agreement shall remain in full force and effect. No covenant or provision shall be deemed dependent upon any other covenant or provision unless so expressed herein.

Subsequent Modification:

No modification made after execution of this Agreement shall be enforceable unless it is in writing and signed by both parties to this Agreement.

Merger Clause:

This Agreement contains the entire agreement of the parties, and no representations, inducements, promises or agreements, oral or otherwise, not appearing therein shall be of any force or effect.

Syracuse City School District

Signature Date

Title

SUPES Academy

(b)(6) 5/22/14

Signature Date

President

Title

Education First

(b)(6)

6B5468F1F207417

5/22/2014

Signature Date
Jeff Morgan, CFO, Education First

Title

Public Impact

(b)(6)

Signature

5/22/2014

Date

Co Director

Title

Attachment I

Scope of Work

Summary

The Syracuse City School District Turnaround Leaders Program will create a unique and sustainable approach to developing and implementing a turnaround leadership pipeline by: 1) training and placing a team of strong leaders (principal and teacher leaders) in turnaround schools, and 2) restructuring school staffing and compensation systems so that financial incentives for effective turnaround leaders are not dependent on grant funding to continue. The SCSD Turnaround Leaders Program will use a competency-based selection process to identify leadership team members with turnaround specific competencies, prepare leaders to engage in high leverage turnaround actions, place leadership teams in the district's lowest-performing (SIG and SIG-eligible) schools, provide school level autonomy to leaders, support leadership teams with proven methods of leadership coaching and strong systems for progress monitoring and mid-course adjustments, and use measures of effectiveness including student achievement gains to evaluate and retain or dismiss members of the turnaround leader teams, holding each leader individually accountable for results.

In addition, the process will be documented for replication and data will be collected on the competencies of entering principals and teacher leaders, the personalized development support provided to participants, actions taken by leaders, and results including both leading and lagging indicators. An analysis will be conducted and will be used to drive program improvements. Best practices and lessons learned will be shared locally and nationally to promote and support the implementation of successful and sustainable turnarounds.

Background

Education First, Public Impact and SUPES Academy will work collaboratively to lead this project. Education First is a national education policy and strategy firm that strives to improve public education by helping leaders innovate, think bigger and achieve more on behalf of students. Public Impact is a national education consulting firm dedicated to dramatically improving learning outcomes for all children across the nation. SUPES Academy is a comprehensive leadership development program established to prepare individuals who will be the next generation of school system leaders.

The Turnaround School Leaders Program is administered by the Office of Elementary and Secondary Education of the U.S. Department of Education. The Turnaround School Leaders Program supports projects that develop and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders and leadership teams for schools that have received a School Improvement Grant (SIG schools) and SIG-eligible schools in a school district. The grant, if awarded, will provide funding for the SCSD Turnaround Leaders Program.

SCSD Commitments

To make this work successful, SCSD agrees to:

- Create a working team of staff and/or other consultants prepared to put the project into action. This should include a point person on the SCSD team who is fully accountable for implementation, who also offers a firm commitment to the initiative principles;
- Be the public face of the initiative for local stakeholders, mobilizing staff and/or consultants to inform and engage stakeholders as needed;

Project Plan and Deliverables

The following chart outlines the preliminary project plan and key deliverables to be completed by the Consulting Organizations in fiscal year one. The specific scope for fiscal years two and three will be defined later.

IMPLEMENTATION PLAN		
Year 1 (10/1/2014 – 6/30/2015)		
Date	Activity/Description	Responsible Party
Oct. 2014 – June 2015	Strategic Planning & Program Improvement <ul style="list-style-type: none"> Quarterly in-person advisory group meetings Biweekly check-in calls Conduct 4 school site visits Document process for replication 	Public Impact, Education First, SUPES Academy
Oct. 2014 - Nov. 2014	Strategic Planning <ul style="list-style-type: none"> Articulate program theory of action Identify advisory group Kickoff meeting with client and advisory group Design monthly progress monitoring process 	Public Impact, Education First, SUPES Academy
Nov. 2014 – Jan. 2015	Recruitment & Selection <ul style="list-style-type: none"> Design recruitment and selection process Identify financial incentives for turnaround school and teacher leaders Train interviewers Observe selection process for internal consistency Implement recruitment and selection process 	Public Impact, Education First
Jan. 2014 – Mar. 2015	Training <ul style="list-style-type: none"> Develop summer training content Develop academic year professional development and coaching 	SUPES Academy, Public Impact, Education First
Feb. 2014 – Mar. 2015	Placement <ul style="list-style-type: none"> Provide consulting on design of school leader placement Provide consulting on design of teacher leader placement 	Public Impact, Education First
Mar. 2014 – Apr. 2015	Conditions/Autonomy <ul style="list-style-type: none"> Identify conditions that support turnaround success Develop an MOU for turnaround schools 	Education First
Year 2 (7/1/2015 – 6/30/2016)		
Jul. 2015 – Aug. 2015	Training <ul style="list-style-type: none"> Train turnaround principals and teacher leaders Observe SUPES Academy training 	SUPES Academy, Education First, Public Impact
Aug. 2015 – May 2016	Professional Development/Coaching <ul style="list-style-type: none"> Weekly observations, feedback, and coaching for 	SUPES Academy,

	<ul style="list-style-type: none"> turnaround leadership teams • Bi-monthly executive coaching for turnaround principals • Monthly facilitated progress monitoring and adjustments based on leading indicators • Quarterly PD for teams across schools to learn from effective practices of others 	Education First
Jan. 2016 – Mar. 2016	Training <ul style="list-style-type: none"> • Develop summer training content • Develop academic year professional development and coaching 	SUPES Academy, Public Impact, Education First
Mar. 2016 – May 2016	Program Improvement/Knowledge Sharing <ul style="list-style-type: none"> • Complete leader action assessment forms • Analyze relationships between competencies, leadership actions, program activities, results • Identify and share best practices • Recommend program improvements 	Public Impact, Education First
Year 3 (7/1/2016 – 9/30/2017)		
Date	Activity/Description	Responsible Party
Jul. 2016 – Aug. 2016	Training <ul style="list-style-type: none"> • Train turnaround principals and teacher leaders • Observe SUPES Academy training 	SUPES Academy, Education First, Public Impact
Aug. 2016 – May 2017	Professional Development/Coaching <ul style="list-style-type: none"> • Weekly observations, feedback, and coaching for turnaround leadership teams • Bi-monthly executive coaching for turnaround principals • Monthly facilitated progress monitoring and adjustments based on leading indicators • Quarterly PD for teams across schools to learn from effective practices of others 	SUPES Academy, Education First
Jan. 2017 – Mar. 2017	Training <ul style="list-style-type: none"> • Develop summer training content • Develop academic year professional development and coaching 	SUPES Academy, Public Impact, Education First
Mar. 2017 – May 2017	Program Improvement/Knowledge Sharing <ul style="list-style-type: none"> • Complete leader action assessment forms • Analyze relationships between competencies, leadership actions, program activities, results • Identify and share best practices • Recommend program improvements 	Public Impact, Education First
Continuation of Activities After Grant End Date (10/1/2017 –)		
Date	Activity/Description	Responsible Party
July 2017 –	Principals and Teacher Leaders will be identified using the	SCSD in

going forward	selection process designed and implemented in the grant program. Financial incentives will continue using Opportunity Culture models for restructuring staffing and providing additional pay to effective leaders and teacher leaders in turnaround schools. Evaluations and ongoing placement decisions will be based on APPR and student assessment results.	consultation with partners
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WILLIAM C. HORWATH

(b)(6)

EXPERIENCE

EDUCATION FIRST

Consultant

Houston, TX
2012 to present

- Manage teacher and leader effectiveness technical assistance content development for Race to the Top states as a part of the Reform Support Network
- Working with Syracuse (NY) City School District to create career pathways and teacher leadership opportunities in four of their turnaround schools
- Led project to identify and disseminate effective strategies in promoting teacher evaluation rating accuracy
- Facilitated redesign of educator licensure requirements with the Tennessee Department of Education to support teacher and leader quality efforts
- Provided transition support to Ohio education leaders rolling out changes in evaluation systems, assessments and standards
- Identified strategies to develop a pipeline of turnaround school leaders for the New Jersey Department of Education
- Working with cross-industry experts to design and share innovative strategies for states to employ to more equitably distribute their teachers
- Facilitating working group of six states designing evaluation data dashboards and scorecards

HOUSTON INDEPENDENT SCHOOL DISTRICT (HISD)

Assistant Superintendent for Accountability and Rewards

Houston, TX
2010 to 2012

- Managed multiple cross-functional project teams in the design and implementation of new human capital systems aligned with district's Strategic Direction
- Drove system-wide initiative to transform teacher evaluation system for 12,000 educators, tying performance to student results and other key measures in order to place an effective teacher in every classroom
- Initiated and led system redesign for differentiated teacher compensation system and clear career pathways based on performance
- Managed overhaul of school leader evaluation system for 700 school leaders as a part of Effective Principal Initiative, including rollout of new performance standards and measures of student learning tied to school leader accountability
- Oversaw performance management for the school system, including development and rollout of balanced scorecards currently used by over 80% of central office departments
- Managed multi-million dollar grant budgets and key external partnerships with organizations such as The Parthenon Group, Mid-continent Research for Education Learning (McREL), the Broad Center and Education Pioneers to initiate and drive strategic reform

BOSTON PUBLIC SCHOOLS (BPS)

Assistant Superintendent for Human Resources

Boston, MA
2008 to 2010

- Led staff of 30 and budget of \$2.4 million to create a best-in-class, customer-focused system to recruit and retain over 9,000 district employees
- Member of the Superintendent's Executive Leadership team - served in broad range of strategic district-wide, cross-functional initiatives
- Led initiative to recruit and select talent for 12 turnaround schools
- Oversaw critical elements of district's Acceleration Agenda, including compensation reform, evaluation re-design and dual licensure programs
- Led creation and implementation of BPS Management Institute, a management training program for mid-level central office managers, in response to identified district need for more strategic leadership training
- Partnered with Boston Teacher Residency and Teach for America to expand alternative certification pipeline of teachers into the district
- Managed impact of severe budget cuts, using creative solutions, strategic decision-making and high-impact customer service to minimize impact on teaching and learning

Director of Staffing 2005 to 2008

- Broad Resident in urban education; highly-selective management development program that recruits and trains emerging leaders for senior management positions in public education
- Oversaw all aspects of hiring and staffing for school-based and central office hiring, addressing issues including salary, licensure, and budgeting
- Key member of innovative HR leadership team charged with “re-inventing” all aspects of HR district services - led and coordinated change management, customer service restructuring within the Staffing team to better align HR managers with school-level leaders as a single point of contact
- Built strong labor relationships and served as member of district negotiating team charged with negotiating major union contracts, including with the Boston Teachers Union

DELOITTE CONSULTING Deerfield, IL
Senior Consultant, Public Sector Practice 2000 to 2005

- Managed operations and client relationships with over 200 school districts to support annual student health service reimbursements totaling \$20 million to districts
- Designed and administered relevant training and technical support for more than 800 district-level personnel
- Led cross-functional team of eight specialists and oversaw combined budget of \$2 million to develop and implement new services to district- and state-level clients

WORLDTEACH Latacunga, Ecuador
English Professor 1997 to 1998

- Taught English as a second language to 120 Ecuadorian engineering and business students

COLLEGEBOUND Washington, DC
Program Coordinator 1996 to 1997

- Coordinated student support initiative to promote college access and readiness for Washington DC public high school students for 70+ students
- Recruited and managed volunteers and students for program participation

EDUCATION

UNIVERSITY OF CHICAGO Chicago, IL
Graduate School of Business and Harris School of Public Policy 2001
Master of Business Administration, with Honors
Master of Public Policy

DUKE UNIVERSITY Durham, NC
Bachelor of Arts, cum laude, in Public Policy Studies with minor in History 1996

Brandan R. Keaveny, Ed.D.

(b)(6)

STATEMENT OF QUALIFICATION

Experienced educator with skills to perform complex data analysis, both in the instructional and operational domains, as demonstrated through multiple embedded system roles as a special education teacher, college professor, and school district administrator.

EDUCATION

05/2007 **Doctor of Education, School Administration**, University of Rochester, Margaret Warner Graduate School of Education and Human Development, Rochester, NY
05/2003 **Master of Science, School Administration**, University of Rochester, Margaret Warner Graduate School of Education and Human Development, Rochester, NY
12/1998 **Bachelor of Science, Special Education and Elementary Education**, State University of New York, College at Geneseo, School of Education, Geneseo, NY

PROFESSIONAL CERTIFICATIONS

09/2007 **School District Administrator**, New York State Education Department, Permanent Certification
09/2003 **Special Education - Grades K-12**, New York State Education Department, Permanent Certification
09/2003 **Elementary Education - Grades pre K-6**, New York State Education Department, Permanent Certification, 2003

CERTIFICATES OF ADVANCED STUDY

08/2010 **Participant**, *The Institute for Policy Research at Northwestern University's Workshop on Quasi-Experimental Design and Analysis*. Institute of Educational Sciences and Northwestern University, Evanston, IL
12/2009 **Black Belt, Lean 6 Sigma**, Rochester Institute of Technology, Rochester, NY
07/2009 **Participant**, *NAEP Database Training Seminar*, US Department of Education, Washington, DC
05/2009 **Green Belt, Lean 6 Sigma**, Rochester Institute of Technology, Rochester, NY

PROFESSIONAL EXPERIENCE

10/2012- PRESENT **Chief Accountability Officer**
Office of Shared Accountability, Syracuse City School District, Syracuse, NY
Leader of the Office of Shared Accountability consisting of 53 team members in the Department of Technology; Department of Testing; Branch of Business Information Systems; Branch of Student Information Systems; Data Analytics, Evaluation and Research Team; and the State Longitudinal Data Systems Team. Specific responsibilities include but are not limited to:

- Managing evaluative practices in the areas of student and program research, performance measurement, and reporting practices district wide to support timely and reliable monitoring of district, departmental, and school based administrative/instructional programs utilizing data driven decision methodologies.
- Facilitating the district assessment program and serving as the superintendent's designee as the LEA testing coordinator for state and federal assessments such that all regulatory practices for the administration of said assessments is met.
- Coordinating the district's data activities and serving as the superintendent's designee as the State's LEA District Data Coordinator.
- Developing and facilitating the implementation a of 5 year district wide transformation technology plan that complements the goals of the District's Strategic Plan.
- Coordinating of the district's activities around the use of Big Data and implementation of business information systems and/or data visualization tools to facilitate data decision making across all departments and schools.

09/2008-09/2012 **Director of Accountability**
Office of Accountability, Rochester City School District, Rochester NY
Supervised a team of educators, programmers and data specialists to collect, verify, report, and

analyze New York State reportable data for 40,000 students system wide. Management responsibilities involved interaction with all 64 building principals and cabinet level district administrators to insure compliance with data governance procedures. Regularly analyzed student performance data and subsequently author analysis briefs for the Chief of Accountability, Superintendent of Schools, and the Board of Education using both qualitative and quantitative methodologies.

09/2007-09/2008

Assistant Director/Program Evaluator Specialist

Office of Accountability, Rochester City School District, Rochester, NY

Managed the evaluations of district based programs using quantitative and qualitative designs. Working with program offices, analyzed need of programs for the collection of unique data sets for evaluative purposes and supervised department staff in the creation of databases to house and facilitate analysis for program owners.

08/2005-08/2007

Lecturer/Associate Faculty

School of Education and Human Development, State University of New York College at Brockport, Brockport, NY

Designed and taught courses at the graduate and under graduate level in research and instructional methodology. Procedures for conducting research pertinent to the professional practices of teachers were emphasized in every course. All graduate course work involved an action research project where candidates were mentored on how to link data collection methods in the classroom to the pedagogy of data analysis and research design learned through coursework.

01/2003-05/2003

Administrative Intern

Department of Research Evaluation and Testing, Rochester City School District, Rochester NY

Performed quantitative analysis of state performance data in English Language Arts, mathematics, science, and social studies. Findings from analysis were organized into reports used to communicate both status and trends of student performance to district stakeholders. Managed and designed the materials used in the training of building administrators regarding newly enacted No Child Left Behind Act requirements.

09/2001-08/2006

Teacher of Students with Special Needs

Rochester City School District, Rochester NY

Provided instruction to 415 students in grades K-8 at Schools 30, 34 and James Madison School of Excellence. Settings included blended classrooms, resource room, and instructional support. Managed the school behavior committee and enacted a school based data collection/analysis initiative to measure progress in school-wide behavioral interventions. As a member of the Learning Strategies Team, provided quantitative and qualitative data collection and analysis for students who were potential candidates for the Committee on Special Education. Managed and analyzed the functional behavioral analysis process for students building wide and facilitated the development of behavioral intervention plans (BIP) with classroom teachers that included coaching on collecting data to monitor the implementation of the BIP.

01/2000-09/2001

Teacher of Students with Special Needs

Manchester-Shortsville Central School District, Shortsville, NY

Managed the development of an early intervention program for 150 students in grades K and 2. Performed analysis of student achievement through data collection tools developed for the early intervention program. Worked collaboratively with 6 classroom teachers on how to analyze and develop instructional programming for students based on performance through intervention. Managed and developed instructional programming for 50 students in grades 3 and 5 in both a blended classroom and resource room delivery models.

09/1999-01/2000

Teacher

St. Mary's School, Diocese of Rochester, Canandaigua, NY

Managed and developed an instructional technology program for 195 students in grades K-8. Managed and facilitated the delivery of instruction for 30 students in grades 6-8 who were at risk of failing mathematics.

04/1999-08/2002

Teacher

Huntington Learning Center, Pittsford, NY

Responsible for one-on-one teaching of students in a skills building program in reading and mathematics. Age range of clientele varied from pre-kindergarten to college levels. Additional responsibilities included preparing students for the SAT and ACT, as well as, providing organization and direction for teaching staff.

CONSULTATIVE EXPERIENCE

- 12/2007-12/2010 **Education Specialist**
New York State Education Department, Albany, NY
- Content writer for the New York State Grade 4 Science Examination
 - Trained in the Office of State Assessment's procedure for writing exam questions for NYS Science Exams
- 09/2007-12/2008 **Subject Matter Expert**
Computer Sciences Corporation, Alexandria, VA
- Evaluator of school safety professional development
 - Developed research based strategies to assist students with disabilities in the crisis planning process

SCHOLARLY CONTRIBUTIONS AND PRESENTATIONS

- Panelist, Urban School Improvement Alliance Membership Panel, a presentation to the Northeast Regional Educational Laboratory Governing Board's October 2012 Meeting, Boston, MA, October 23-24, 2012.
- Facilitator, New York State Fall 2012 Test Scoring Meeting, October 17 and 18, 2012.
- Co-Presenter, *The Data-Informed District: Research on Using Data to Inform Practice*, webinar hosted by the Northeast Regional Educational Laboratory, September 20, 2012.
- Member, The United States Department of Education/Institute for Educational Sciences Northeast Region Information Laboratories' Urban School Improvement Alliance, March 2012-Present
- Facilitator, New York State Spring 2012 Test Scoring Meeting, March 2012.
- Presenter, *Beyond a Needle in a Haystack*, 25th Annual MIS Conference 2012, NCES, San Diego, CA, February 2012.
- Member, Governing Board, New York State Education Department's School District Management System Certification Center, November 2011-Present
- Presenter, *District Safeguards to Protect Privacy and Support Race to the Top*, 57th Annual Education Law Conference 2011, Educational Law Association, Chicago, IL, November 2011.
- Facilitator, New York State Fall 2011 Test Scoring Meeting, October 2011.
- Member, New York State Accountability Workgroup, September 2011-Present
- Chair, New York State Student Identification System (NYSSIS) Workgroup, July 2011-Present
- Member, New York State Educational Data Portal Workgroup, April 2011-Present
- Co-Presenter, *Mining for Relationships*, 24th Annual MIS Conference 2011: Deep in the Heart of Data, NCES, Austin, TX, February 2011.
- Co-Presenter, *Navigating the Race to the Top: Moving Achievement Forward with "Datitudinal" Direction*, 2010 STATS-DC 2010: Educate with Data. NCES Summer Data Conference, Bethesda, MD, July 2010.
- Evaluator/Scorer of New York State School District Leadership Exam, Albany, NY, December 2009
- Author: Keaveny (2009). Building and sustaining an educational intelligence agency (EIA) in your school district. *Seventh Commonwealth Education Law Conference*. Alexandria, VA: LexisNexis.
- Executive Mentor for Executive Leadership Doctoral Program, St. John Fisher College, Rochester, NY, Fall 2008
- Author: Keaveny (2008 February). Preparing students with disabilities for protective action drills. *Department of Defense Education Activity's Safe Schools Newsletter*, 8(6), 4.
- Presenter of *Preparing for Natural Disasters*, 2006 Association for Supervision and Curriculum Development (ASCD) National Conference, Chicago, April 2006
- Presenter of *Mathematics and Literacy*, as Guest Lecturer for Intermediate Literacy Instructional Methods, an undergraduate course at St. John Fisher College, Rochester, NY, April 2006
- Presenter of *Children with Disabilities*, to Mid-Level Emergency Medicine Providers at Strong Memorial Hospital, Rochester, NY, June 2005
- Lead Presenter, *School Safety Assessment*, 2005 Association for Supervision and Curriculum Development (ASCD) National Conference, Orlando, April 2005
- Co-presenter, *Construction of a Functional Behavioral Assessment and A Behavior Intervention Plan*, presented to the faculty of School No. 30, Rochester City School District, Rochester, NY, January 2005
- Presenter of *School Security Readiness*, 2004 Association for Supervision and Curriculum Development (ASCD) National Conference, New Orleans, March 2004

PROFESSIONAL AFFILIATIONS

- American Association of School Administrators (AASA), 2008-2010
- International Society for Technology in Education (ISTE), 2013-Present
- New York State Middle Level Liaisons, 2007-2010
- American Educational Research Association (AERA) 2004-2007, 2010-Present
- Association for Supervision and Curriculum Development (ASCD), 2004-2007
- Education Law Association(ELA), 2011
- Society for Research on Educational Effectiveness (SREE), 2008

COMMUNITY AFFILIATIONS

- Board Member, Rochester Children's Scholarship Fund, 2012

JEREMY GRANT-SKINNER

(b)(6)

EDUCATION

- 08/05 – 05/08 **UNIVERSITY OF MARYLAND SCHOOL OF LAW** Baltimore, MD
Juris Doctor (Law)
- Awarded University of Maryland Leadership Scholarship and Public Interest Grant
 - Worked in Juvenile Law, Children's Issues, and Legislative Advocacy Clinic for 2 years
 - Served as Vice President of Maryland Public Interest Law Project (MPILP) Board of Directors
- 06/01 – 05/03 **JOHNS HOPKINS UNIVERSITY** Baltimore, MD
Master of Arts in Teaching (Elementary Education)
- 08/98 – 05/01 **NEW YORK UNIVERSITY** New York, NY
Bachelor of Arts (Politics with Minor in Mathematics)
- Graduated in 3 years, cum laude, with Honors; Trustees Scholar; University Honors Scholar
 - Named Harvard University John Kenneth Galbraith Scholar (Program in Inequality/Social Policy)
 - Thesis: "Poverty Measurement in the United States: A Review of the Orshansky Method"

PRIMARY EDUCATIONAL LEADERSHIP EXPERIENCE

- 02/13 – **SYRACUSE CITY SCHOOL DISTRICT** Syracuse, NY
Executive Director of Talent Management
- Serve on 6-member executive team for district with 21,000 students, 33 schools, and 3,800 staff
 - Lead division responsible for recruiting, developing, supporting, and retaining top talent
 - Supervise Recruitment & Selection, Educator Effectiveness, and Employee Services teams
 - Manage labor relations with 10 collective bargaining units; negotiated new evaluation systems
 - Hired 170 new teachers in 2013, including 35% more minority teachers and 25% more males; staffed 7 Innovation Zone schools with 400 teachers through new mutual consent process
 - Created new Syracuse Aspiring Leaders Academy to develop internal school leader pipeline
 - Developed recruitment brand ("All In") and user-friendly online applicant tracking systems
 - Implement Teacher Incentive Fund, providing highly effective teachers with \$6,000 bonuses
 - Manage partnership with Public Impact and AFT to design and pilot new career pathway models
 - Use meaningful teacher evaluation data to drive ongoing teacher development and management
 - Identify and correct inefficient human resource processes; launched Employee Self Service tool
 - Serve on Advisory Council overseeing turnaround of 7 historically low-performing schools
- 02/12 – 02/13 **TNTP (THE NEW TEACHER PROJECT)** Washington, DC
Project Director, Emerging Services
- Led projects with TN Achievement School District, Philadelphia School District, and DC charters
 - Designed innovative teacher compensation and career pathways model for the ASD, a state turnaround district, allowing the best new teachers to double base salary within 5 years
 - Enabled teacher leaders to earn over \$90,000, while capping salary for lower performers
 - Identified high-priority teacher leadership roles and created selection materials and criteria
 - Conceptualized and facilitated a working group responsible for knowledge management related to compensation and career pathways based on national research and practice across contracts
 - Provided resource allocation recommendations to help the Philadelphia Public Schools provide better school-based support to teachers amidst a budget deficit of nearly \$300 million
 - Compared charter school resource allocation in DC charters and a small national charter sample
 - Managed, developed, and evaluated Analyst and Site Manager staff across multiple projects
 - Supported revitalization of TNTP's Teacher Talent Toolbox, sharing best charter school practices
 - Developed communication plans and materials; led ASD teacher information sessions

- 3/09 – 02/12 **OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)** Washington, DC
Deputy Assistant Superintendent, Elementary and Secondary Education
- Coordinated all pre-K to Grade 12 grant programs and initiatives, including Race to the Top
 - Led policy development and strategy for DC's comprehensive ESEA Flexibility request
 - Oversaw implementation of "turnaround" models in 16 lowest-performing schools in 2 districts
 - Served as state director of Title I, Title II, Title III, School Improvement Grants, and State Fiscal Stabilization Fund programs; managed \$200 million in federal funding for 10 grants in one year
 - Earned team average rating of 5.5/6.0 on effectiveness in survey of LEAs: 80% rated service as better than OSSE overall (including over 50% as "much better"); 100% rated as average or better
 - Coordinated team and individual performance management for 9 departments with 50 staff
 - Resolved nearly 100 past monitoring/audit findings to support removal from "high-risk" status
 - Developed and implemented policies improving application approval timeline by 10 months
 - Increased 6-month federal grant drawdown rates by 400% over 1 year and 1700% over 2 years
 - Implemented policy for consolidation of funds, allowing flexibility implemented by 50% of all LEAs
- 06/01 – 07/05 **TEACH FOR AMERICA/BALTIMORE CITY PUBLIC SCHOOLS** Baltimore, MD
Teacher
- Taught first and fifth grade classes of up to 32 students in all subjects at two schools
 - As Team Leader, led first grade to highest assessment scores ever – 90th percentile citywide
 - Surpassed state average in Maryland School Assessment fifth grade reading scores
 - Chaired School Improvement Team; served as liaison to parent-teacher organization
 - Initiated and managed schoolwide implementation of math program, training 40 teachers
 - Successfully advocated for safe schools regulation before MD State Department of Education

ADDITIONAL EDUCATIONAL LEADERSHIP EXPERIENCE

- 01/05 – 02/09 **TNTP (THE NEW TEACHER PROJECT)** Washington, DC
Fellow/Resident Advisor and Selector
- Managed 14 DC Teaching Fellows in 2009 and 13 Baltimore City Teaching Residents in 2005
 - Led sessions to develop mastery of key competencies with average survey rating of 3.51 out of 4
 - Interviewed and made recommendations for 200 prospective teachers over 8 selection seasons
- 08/06 – 05/08 **JUVENILE LAW CLINIC/BALTIMORE FREEDOM ACADEMY** Baltimore, MD
Law Clinic Teaching Assistant and Student Attorney
- Managed Law Clinic partnership with Baltimore Freedom Academy (BFA), a charter high school
 - Directed team of 7 law students, providing instructional support including weekly feedback
 - Planned, delivered, and assessed weekly law classes in two courses to tenth grade students
- 04/07 – 07/07 **TEACH FOR AMERICA** Philadelphia, PA
Corps Member Advisor
- Supervised 12 teachers in pre-service training, earning average rating of 6.3 out of 7.0
 - Managed teachers in 4 classrooms with over 70 students; evaluated teachers using rubric
 - Generated final average of 94% rubric proficiency, surpassing Institute-wide goal of 80%

OTHER WORK EXPERIENCE

- 05/06 – 08/06 **AMERICAN CIVIL LIBERTIES UNION OF MARYLAND** Baltimore, MD
Summer Law Clerk
- 09/05 – 04/06 **COMMITTEE TO ELECT JEREMY E. SKINNER** Baltimore, MD
Candidate for State Delegate
- 01/00 – 05/01 **FOX NEWS CHANNEL** New York, NY
Research Assistant, Election/Polling Unit
- 09/98 – 12/99 **NYU PUBLIC INTEREST LAW CENTER** New York, NY
Assistant to Coordinator
- 06/99 – 08/99 **EDWARD M. KENNEDY FOR U.S. SENATE** Washington, DC
Campaign Intern

JOHN M. LUCZAK

(b)(6)

PROFESSIONAL EXPERIENCE

Principal, Education First, Chicago, IL

Jan 2013-present

- Lead Quality Evaluation Rollout (QER) work group that provides technical assistance to Race to the Top states implementing new educator evaluation systems, focusing especially on educator engagement, communications, feedback loops, linkages to new standards and assessments, rater accuracy, training, data analytics, principal capacity and better linking professional growth opportunities to new evaluations
- Won a competitive NY grant application for Education First and Public Impact to develop new career pathways and teacher leadership opportunities in Syracuse City School District
- Lead Gates Foundation project to develop a series of policy briefs for state and district policymakers with practical advice on key evaluation implementation topics
- Helped New York City develop metrics to evaluate the effectiveness of its Teacher Incentive Fund grant which developed two teacher leader roles in 80 pilot schools
- Led Education First team working with New Jersey Department of Education to determine turnaround principal needs in lowest-performing schools and recruited partner organizations to develop new principals in participating districts
- Worked with Delaware Department of Education, Governor's Office and Rodel Foundation to develop Delaware's human capital program and policy priorities through 2017, including staffing and budgeting options
- Led Education First team that developed the 2013 teacher and leader evaluation framework, guidelines and state model in Connecticut (CT's System for Educator Evaluation and Development (SEED))
- Help lead Education First's Teacher and Leader Effectiveness practice area and business planning, including business development projections, knowledge sharing and thought leadership targets and metrics
- Advise philanthropic leaders, state-level education advocacy groups and teacher voice organizations on educator evaluation and educator effectiveness issues

Education Program Manager, The Joyce Foundation, Chicago, IL

June 2008-Dec 2012

- Set the foundation's strategy in education grantmaking and invest \$(b)(4) per year in grants aimed at improving district, state, and federal education policies (focus issue areas are improving teacher and principal quality, early childhood education, and innovations)
- Manage budget and staff of three plus several consultants, hone expertise in focus issue areas, identify promising organizations to fund, cultivate high-impact projects, represent foundation on panels, and network with other funders and policymakers, especially district and state superintendents, Governor's offices, and federal officials
- Oversee eighty grants that have helped secure more than \$100 million in additional funds for Joyce-backed projects
- Designed *Teacher Quality: What You Need to Know* and *Improving Teacher Quality: Here's How* guidebooks to help parents, legislators, and others understand how we can better recruit, support, evaluate, and reward teachers
- Led strategic review of 2004-08 grantmaking and made case for 2009-2011 program priorities with board of directors

Advisor to Illinois Governor Pat Quinn, Chicago and Springfield, IL

Dec 2009-Feb 2010

- Requested by Governor Quinn to help lead state's 5th place Phase 1 Race to the Top application – helped write application, prepare state team presentation, develop new staffing plans, and made strategic Joyce evaluation grants
- Built coalition of legislators, state policymakers, union, management, and reform leaders to pass two education bills
- Helped develop and pass the Performance Evaluation Reform Act (PERA), the state's historic legislation that requires student growth to be a significant factor in all teacher and principal evaluations
- Helped devise alternative certification legislation that allows additional training programs to certify teachers
- Continue to advise Governor and Deputy Chief of Staff on education issues

- Senior Program Officer**, The Joyce Foundation, Chicago, IL Dec 2007-June 2008
- Helped launch Advance Illinois, a new statewide organization promoting a world-class education system in Illinois, after commissioning analyses of Illinois landscape and effective advocacy organizations around the country
- Education Program Officer**, The Joyce Foundation, Chicago, IL August 2004-Dec 2007
- Built a coalition of Illinois policymakers to help design new statewide induction program for beginning teachers
 - Worked with superintendent and local funders to bring New Leaders for New Schools, the New Teacher Project, and the New Teacher Center to Milwaukee
 - Helped Chicago and Ohio win \$20 million+ federal grants for performance pay for teachers in high-need schools
 - Designed *From Here to Excellence*, a policy forum for Illinois legislators with Gates Foundation and Chicago Tribune
- Director of Policy**, National Commission on Mathematics and Science Teaching for the 21st Century, U.S. Department of Education, Washington, DC July 1999-Dec 2000
- Identified research-based policy recommendations and model programs, commissioned papers and potential presenters for this high-profile Commission chaired by John Glenn
 - Facilitated advisory groups to determine the content and agendas for Glenn Commission meetings
 - Conducted outreach with education groups, ex-officio members, and Hill staffers on potential recommendations
- Special Assistant to the Deputy Secretary**, U.S. Department of Education, Washington, DC July 1997-July 1999
- Advisor to Secretary, Deputy Secretary, and Director of Math Initiative (America Counts) on policy-related matters
 - Developed background materials for mathematics events conducted by Secretary Riley and President Clinton
 - Researched and devised policy options and programs, including teacher quality options for ESEA reauthorization
 - Helped states and districts better coordinate their federal, state, and local dollars to improve mathematics achievement
- Education Policy Analyst**, SRI International, Washington, DC Aug 1994-July 1997
- Qualitative and quantitative researcher on National Science Foundation math and science education reform efforts
 - Helped create new policy division, marketing strategy, and budgeted projects and proposals of up to \$1.5M
- Special Assistant to the Superintendent**, Ravenswood City School District, East Palo Alto, CA Sept 1993-June 1994
- Analyzed low-income district's performance on statewide CLAS test results and wrote CLAS report for School Board
 - Researched and wrote the Ravenswood Improvement Program (court-mandated desegregation report)
 - Wrote several grant applications, developed district's public relations plan, and edited district's quarterly newsletter
- High School Social Studies Teacher**, Providence, RI Sept 1990-Dec 1991
- Taught U.S. history classes at Central High School and Hope High School
 - Worked at Coalition of Essential Schools and Volunteers in Providence Schools to support tutoring programs

PUBLIC SERVICE

- Board member, **Teach Plus**, Boston, MA Jan 2009-present
- Serve on Board of Directors for teacher voice organization that boosts retention of excellent early career teachers by providing them with enhanced leadership opportunities, higher rewards, and a voice in the policymaking process
- Member, **Governor's P-20 Council**, Chicago and Springfield, IL Dec 2009-present
- Appointed by Governor to serve on Council with local and state officials that makes state-level P-20 education policy recommendations to Governor; member of teacher and leader effectiveness subcommittee
- Member, **Performance Evaluation Advisory Council (PEAC)**, Bloomington, IL March 2010-present
- Appointed by Illinois State Board of Education to Council that meets monthly to implement state's new performance evaluation legislation, including developing the state default teacher evaluation model and guidelines for districts developing their own models; member of teacher evaluation and communications subcommittees

Board member, **Foundation 65**, Evanston, IL Dec 2005-Dec 2011

- Served on local education foundation that funds innovation, literacy, and community partnerships to support the District 65 Evanston/Skokie K-8 schools
- Helped raise \$100K+ in my first year on Board to support an Executive Director position
- Chair of the Board development subcommittee and member of strategic planning committee

Executive Board member, **Illinois New Teacher Collaborative**, Champaign, IL Dec 2006-Dec 2012

- Supported INTC as it provided statewide leadership for promoting new teacher induction and mentoring programs
- Provided guidance on all INTC activities and policy decisions

EDUCATION

Stanford University, Stanford, CA August 2004
Ph.D. in Education Policy Analysis

Advanced coursework in statistics, quantitative analysis, and statistical programming at USDA, Johns Hopkins University, and SAS Institute, respectively May 1995-April 1997

Stanford University, Stanford, CA December 1994
M.A. in Education Administration and Policy Analysis

Brown University, Providence, RI December 1991
B.A. in History and Education
Credentials: Certified to teach social studies, grades 7-12 (RI)

Evanston Township High School, Evanston, IL June 1987

KATE SULLIVAN

(b)(6)

EDUCATION

- Princeton University** | *Princeton, NJ* Jun. 2011
Master of Public Affairs, Woodrow Wilson School of Public and International Affairs
- University of Kansas** | *Lawrence, KS* Jun. 2005
Bachelor of Arts, English and American Studies. Minor in History of Art.
Honors: Departmental Honors in American Studies. Phi Beta Kappa. Graduated with Highest Distinction.

EXPERIENCE

- Education First Consulting** | *Washington, D.C.* Jan. 2013 – Present
Policy Analyst
- Serve as research lead on project teams; gather, organize and synthesize research from multiple sources and methods to advance team and client decisions
 - Develop and present client-ready presentations, policy memos, positioning and communications options, briefs, reports, strategy documents and other products.
- TNTP** | *Washington, D.C.* Jun. 2011 – Dec. 2012
Training and Effectiveness Manager, DC Teaching Fellows
- Set ambitious goals for the effectiveness of all DC Teaching Fellows and TNTP Academy participants and developed teachers toward meeting goals via individual coaching and management of high-quality seminars
 - Managed an instructional team of four full-time coaches and 30 part-time Seminar Instructors and ensured that staff met all program and individual performance goals
- Site Manager, TNTP Academy*
- Tracked and analyze teacher performance to inform programmatic changes, including strategically piloting new approaches under a quick timeline in order to produce a cohort of effective teachers
 - Oversaw the design and implementation of TNTP Academy seminars and Assessment of Classroom Effectiveness, an evaluation tool used to make certification decisions for all teachers in TNTP Academy
- NYC Department of Education** | *New York, NY* Summer 2010
Education Pioneer, Division of Performance and Accountability
- Created a program evaluation tool to measure the effectiveness of five pilot programs being implemented in the 2010-11 school year to inform the launch of the Common Core State Standards for 2011-12 school year
 - Assisted with development of a strategic plan to introduce Common Core State Standards to all schools in NYC DOE
- District of Columbia Public Schools** | *Washington, D.C.* Jan. 2008 – Aug. 2009
Project Manager, Office of Youth Engagement
- Collaborated with Office of Information Technology to improve mechanisms for attendance entry and the dissemination of attendance data for analysis by school and district leaders
 - Managed a team to provide technical assistance to schools in an effort to improve attendance and attendance entry, resulting in an increase in attendance entry from 47% in 2008 to 96% in 2009
 - Rewrote district policy on attendance and truancy in conjunction with other district agencies, including the Executive Office of the Mayor, Office of the State Superintendent, and DC Superior Court
- Project Assistant, Chief of Schools*
- Assisted Chief of Schools in closing and restructuring over 50 schools in the district
 - Coordinated professional development program for 50 summer interns
- Alliance for Excellent Education** | *Washington, D.C.* Sep. – Dec. 2007
Fordham Fellow

- Organized a colloquium on the topic of teacher distribution involving experts and stakeholders
- Drafted a policy brief with recommendations for congressional reauthorization of Title II (Preparing, Training, and Recruiting High Quality Teachers and Principals) of the Elementary and Secondary Schools Act

Teach For America | *Media Academy High School, Oakland, Calif.*

Jun. 2005 – Jun. 2007

Teacher (Corps Member), Secondary English Language Arts

- Successfully prepared 100% of seniors to pass the California High School Exit Exam by July 2006
- Increased student achievement on 4 of 5 ELA strands of the California Standards Test in 2006-07
- Designed and implemented the first Advanced Placement English class at Media Academy

Teach For America | *Long Beach, Calif.*

Summer 2004, 2007

School Operations Manager

- Assisted in managing a summer institute that trained 700 corps members, supported 100 faculty and staff members, and served 2,500 summer school students
- Developed and implemented successful operational systems at summer school site

RECOGNITION

- **Phi Beta Kappa**, University of Kansas, 2005
- **Nelson Scholar**, English Department, University of Kansas, 2004
- **Undergraduate Research Award**, University of Kansas, 2004: Study of San Francisco Public School District's efforts to diversify its schools
- **University Scholar**, University of Kansas, 2003-05

PUBLICATIONS

“Exchanging Writing and Difference” in Kent, R., *21st Century Writing: New Directions for the Secondary Classroom*. Portsmouth, NH: Heinemann. 2007.

“Improving the Distribution of Teachers in Low-performing High Schools.” Alliance for Excellent Education. April 2008.

“Tipping the Scales: Strategies for Changing How America’s Children Eat.” Report for Robert Wood Johnson Foundation. Princeton University. 2011.

Bryan C. Hassel, Ph.D.

(b)(6)

EXPERIENCE

Public Impact, Chapel Hill, N.C.

1995--present

Founder and Co-Director

- Manage a national education policy consulting and research firm
- Work with leading organizations to design innovative approaches to improving public education
- Conduct research and develop publications for policymaker, practitioner, and academic audiences

Areas of Expertise:

School accountability and governance systems. Author of major publications on school accountability systems and district and state governance reform. Lead consultant to Mayor of Indianapolis's effort to build a new system of public charter schools. Advisor to leading charter school authorizers and their national association. Co-leader of national project to help districts and states use chartering as a response to low-performing schools.

School turnaround. Co-author of several research studies on turning around low-performing organizations in education and other sectors. Advisor to large school districts and other organizations on carrying out successful turnarounds.

Human capital in education. Leader of and contributor to multiple projects on redesign of human capital systems, including teacher compensation, teacher and leader hiring and selection, and extending the reach of the best teachers.

New schools. Designer of innovative technical assistance programs for charter schools. Author and co-author of numerous publications on charter school facility financing.

Public policy toward schools. Advisor to state and federal policymakers on numerous areas of education policy. Author of major research studies and policy briefs on a range of school policy issues including school finance, special education, and school choice.

Center for Community Self-Help

1990--1993

(North Carolina's statewide nonprofit community development financial institution)

Coordinator of Partnership Programs

- Managed Self-Help's partnership lending programs, in which Self-Help worked cooperatively with other nonprofits or government agencies to extend loans to hard-to-reach populations
- Led design team for microenterprise lending program for N.C. cities

- Served on nine-member national task force of experts devising recommendations for U.S. president's community development banking initiative

EDUCATION

Harvard University, Ph.D. in Public Policy. Thesis: *The Politics of Charter School Programs*. Concentrations: education policy, leadership, management. **1997**

Oxford University, M.Phil. in Politics. Rhodes Scholar. **1990**

University of North Carolina at Chapel Hill, B.A. in History with Highest Honors and Highest Distinction. Award for best senior thesis in department. Student body president. Morehead Scholar. **1988**

APPOINTMENTS

President's Commission on Excellence in Special Education. Appointed to 19-member national commission by President George W. Bush **2001–2002**

Numerous advisory committees for research studies and organizational development initiatives.

SELECTED PUBLICATIONS

Books

The Charter School Challenge: Avoiding the Pitfalls, Fulfilling the Promise. Washington, DC: The Brookings Institution, 1999.

Learning from School Choice. Paul E. Peterson and Bryan C. Hassel, eds. Washington, DC: The Brookings Institution, 1998.

Picky Parent Guide: Choose Your Child's School with Confidence (co-authored with Emily A. Hassel). Ross, CA: Armchair Press, 2004.

Published Articles

"A better charter school debate: We need to figure out how to expand the best models" (co-authored with Emily Ayscue Hassel). *New York Daily News* (April 14, 2011).

"Balancing Acts: What Charter Schools Teach Us About Government-Nonprofit Contracting." *Nonprofit and Voluntary Sector Quarterly*. Vol. 26, No. 4 (December 1997): 442-465.

"The Big U-Turn: How to bring schools from the brink of doom to stellar success," by Emily Ayscue Hassel and Bryan C. Hassel, *Educational Next*, Vol. 9, No. 1 (Winter 2009):

20-27.

"The Case for Charter Schools," in Peterson and Hassel, eds., *Learning from School Choice* (above).

"Charter-Granting Agencies: The Challenges of Oversight in a Deregulated System," by Bryan C. Hassel and Sandra Vergari. *Education and Urban Society*. Vol. 31, No. 4 (August 1999): 406-428.

"Charter Schools in North Carolina: Confronting the Challenges of Rapid Growth," by Michelle Godard McNiff and Bryan C. Hassel, in Sandra Vergari, ed. *The Charter School Landscape*. University of Pittsburgh Press, 2002.

"Charter Schools: Policy and Practice in Four States," in Peterson and Hassel, eds., *Learning from School Choice* (above).

"Charter Schools: A National Innovation, an Arizona Revolution," in Robert Maranto et al., *School Choice in the Real World: Lessons from Arizona Charter Schools*. Boulder, CO: Westview, 1999.

"Choosing to Fund Choice: Philanthropy and School Choice in K-12 Education" (co-authored with Amy Way). In Frederick M. Hess, *With the Best of Intentions: How Philanthropy is Reshaping K-12 Education* (Cambridge: Harvard Education Press, 2005), pp. 177-198.

"Cultivating Success through Multiple Providers," by Bryan C. Hassel and Michele E. Sherburne, in Frederick M. Hess, Andrew J. Rotherham, and Kate Walsh, eds., *A Qualified Teacher in Every Classroom?* Cambridge: Harvard Education Press, 2004.

"Cutting-Edge Strategies from Other Sectors," [insights for K-12 from uses of "data mining" and other ideas from leading organizations] in Marci Kanstoroom and Eric Osberg, eds. *A Byte at the Apple: Rethinking Education Data for the Post-NCLB Era* (Washington, DC: Thomas B. Fordham Institute, 2008).

"Effectiveness and Accountability in Special Education (Part 1): The Compliance Model, by Patrick J. Wolf and Bryan C. Hassel, in Chester E. Finn, Jr., Andrew J. Rotherham, and Charles R. Hokanson, Jr., Eds. *Rethinking Special Education for a New Century*. Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute, 2001: 53-76.

"Effectiveness and Accountability in Special Education (Part 2): Alternatives to the Compliance Model, by Bryan C. Hassel and Patrick J. Wolf, in Chester E. Finn, Jr., Andrew J. Rotherham, and Charles R. Hokanson, Jr., Eds. *Rethinking Special*

Education for a New Century. Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute, 2001: 309-334.

"Friendly Competition [a study of supply challenges confronting charter school policies]." *Education Next*. Vol. 3, No. 1 (Winter 2003): 8-15.

"Remedies in Action: Four Restructuring Schools" (co-authored with Julie Kowal). In Frederick M. Hess and Chester E. Finn, *No Remedy Left Behind: Lessons from a Half-Decade of NCLB* (Washington, DC: AEI Press, 2007), pp. 267-289.

Policy Briefs and White Papers

3X for All: Extending the Reach of Education's Best (co-authored with Emily Ayscue Hassel). Public Impact, 2009. Sponsored by the Charles and Helen Schwab Foundation.

Better Pay for Better Teaching: Making Teacher Compensation Pay Off in an Age of Accountability. Washington, DC: Progressive Policy Institute, 2002.

Boosting Performance and Containing Costs through Mayoral Academies. Cumberland, RI: Cumberland Local Education Fund, 2008.

Charter Districts: The State of the Field (co-authored with Todd Ziebarth). Denver, CO: Education Commission of the States, 2002.

Charter Schools: A Policy Success Story Begins to Emerge. Washington, DC: Progressive Policy Institute, 1999.

Financial Incentives for Hard-To-Staff Positions, by Julie Kowal, Bryan C. Hassel and Emily Ayscue Hassel, *Center for American Progress*, November 2008.

Florida Charter Schools: Hot and Humid with Passing Storms (co-authored with Julie Kowal and Michelle Godard Terrell). Washington, DC: Education Sector, 2006.

Fund the Child: A 100% Solution (the case for "weighted student funding," co-authored with Matt Arkin). Washington, DC: The Thomas B. Fordham Institute, 2006.

High Stakes: A National Study of Life-or-Death Decisions by Charter School Authorizers (co-authored with Meagan Batdorff). Chapel Hill, NC: Public Impact, 2003.

How Can Virtual Schools Be a Vibrant Part of Meeting the Choice Provisions of the No Child Left Behind Act?(co-authored with Michelle Terrell). Washington, DC: U.S. Department of Education, 2004.

Jumpstarting the Charter School Movement: A Guide for Donors (co-authored with Katie Walter). Washington, DC: The Philanthropy Roundtable, 2003.

Improving Teaching through Pay for Contribution (co-authored with Emily Ayscue Hassel). Washington, DC: National Governor's Association, 2007.

Opportunity at the Top: How America's Best Teachers Could Close the Gaps, Raise the Bar, and Keep our Nation Great (co-authored with Emily Ayscue Hassel). Public Impact, 2010. Sponsored by the Joyce Foundation.

Paying for the Charter Schoolhouse: Policy Options for Charter School Facilities Financing. St. Paul, MN: Charter Friends National Network, 1998.

The Rugged Frontier A Decade of Public Charter Schools in Arizona (co-authored with Michelle Godard Terrell). Washington: DC, Progressive Policy Institute, 2004.

School Restructuring Under No Child Left Behind: What Works When? Editor of this series of publications. Washington, DC: Center for Comprehensive School Reform and Improvement, 2005-06.

School Turnarounds: Cross-Sector Evidence on Dramatic Organizational Improvement (co-authored with Emily Ayscue Hassel, Lauren Morando Rhim, and Julie Kowal). Lincoln, IL: Center on Innovation and Improvement, 2007.

The School District Superintendent: New Leadership for New Times. Greensboro, NC: SERVE, 1996.

Shifting Risk to Create Opportunity A Role for Performance Guarantees in Education (co-authored with Daniela Doyle). Washington, DC: American Enterprise Institute, 2010.

State Policymaker's Guide to Alternative Authorizers for Charter Schools (co-authored with Todd Ziebarth and Lucy Steiner). Denver, CO: Education Commission of the States, 2005.

Starting Fresh: A New Strategy for Dealing with Chronically Low Performing Schools (co-authored with Lucy Steiner). Chapel Hill, NC: Public Impact, 2003.

Strategies for Scale: Learning from Two Successful Educational Innovations. Cambridge, MA: Harvard University/Ford Foundation Program on Innovation in American Government, 2001.

Turning the Corner to Quality: Policy Guidelines for Strengthening Ohio's Charter Schools (co-authored with Louann Bierlein Palmer and Michelle Godard Terrell). Washington, DC: National Alliance for Public Charter Schools, National Association of Charter School Authorizers, and Thomas B. Fordham Institute, 2007.

Technical Assistance Resource Guides and Toolkits

Building Excellence in Charter School Authorizing: Critical Design Issues, Illustrations, and Case Studies (multiple authors). Alexandria, VA: National Association of Charter School Authorizers, 2003.

Charter School Accountability: Issues and Options for Charter Authorizers (co-authored with Paul Herdman). Baltimore, MD: Annie E. Casey Foundation, 2000.

The Charter School Review Process: A Guide for Chartering Entities. Washington, DC: US Department of Education and SERVE, 1998.

Charting a Clear Course: A Resource Guide for Building Successful Partnerships between Charter Schools and School Management Organizations (co-authored with Margaret Lin). St. Paul, MN: Charter Friends National Network, 1999.

A Community Action Guide to Teacher Quality (co-authored with Katie Walter). Washington, DC: Public Education Network, 2003.

Making Good Choices: A Guide for Schools and Districts [on selecting an appropriate comprehensive school reform model]. Oak Brook, IL: North Central Regional Education Laboratory, 1998.

Making Good Choices: Districts Take the Lead [on redesigning a school district to support comprehensive school-level reform, co-authored with Katie Walter and Debra Banks]. Oak Brook, IL: North Central Regional Educational Laboratory, 2000.

Out of the Box: Facilities Financing Ideas for Charter Schools. St. Paul, MN: Charter Friends National Network, 1999.

School Finance Toolkit: How to Create a Community Guide to Your School Budget. Washington, DC: Public Education Network, 1998.

Teacher Compensation in Charter and Private Schools: Snapshots and Lessons for District Public Schools (co-authored with Julie Kowal and Emily Ayscue Hassel). Washington, DC: Center for American Progress, 2007.

For links to many of these publications see www.publicimpact.com

Jeanette P. Cornier, Ph.D.

(b)(6)

EXPERIENCE

Public Impact, Chapel Hill, N.C.

2013–present

Senior Policy Fellow

- Consults nationally on school turnarounds, strategic school design, and leadership development at this national education policy consulting firm dedicated to research-based guidance for policymakers, practitioners, and academic audiences

Learning System Solutions, Denver, C.O.

2010–2013

Education Transformation Advisor/Learning System Solutions Founder

- ***Executive Coaching of School Principals***
 - Denver Public Schools, Lead in Denver Program
 - Colorado Association of School Executives, Leadership Coach Cadre
- ***School Design and Planning***
 - Legacy Options School, New Intensive Pathways School, DPS
 - Wyatt Academy Charter School, Restructuring Plan, DPS
 - Trevista K-8, Turnaround School Innovation Plan, DPS
 - Grant Beacon Middle School, Innovation Conversion, DPS
 - High Tech Early College, New School Innovation Plan, DPS
 - Creativity Challenge Community, New Performance School, DPS
 - Noel Community Arts School, New School Innovation Plan, DPS
 - NCIS at Ford, New School Innovation Plan, DPS
- ***School Quality Reviews***
 - School Application Review Teams, Denver Public Schools
 - Charter School Site Visits, Denver Public Schools
 - Innovation School Site Visits, Denver Public Schools
- ***Successful Grant Writing***
 - Teacher Incentive Fund Grant, US Department of Education, DPS, \$28 million
 - District-Charter Collaborative, Bill and Melinda Gates Foundation, \$4 million
 - School Improvement Grant, DPS, Grant Beacon Middle School, \$500,000
 - Innovation Grant, Walton Family Foundation, Noel Community Arts, \$300,000
- ***Leadership Professional Development***
 - Focal Point, Patterson School District Teacher & Leader Evaluations
 - REACH, Leadership Coaching and Emotional Intelligence Workshop
 - Get Smart Schools, Innovation Schools Training
 - University of Denver, Buell Early Childhood Leadership Development

- **Leadership Preparation**
 - Adjunct Faculty, Jones International University
 - EDU547: Building Relationships: K-12 Schools and Families
 - EDU600: Teaching & Administering in Colorado and the States
 - Content Alignment Review, JIU M.Ed. Education Leadership & Administration Program
 - Content Development, EDU556: Instructional Leadership and Teacher Effectiveness

Colorado Department of Education 2007–2010

Assistant Commissioner, Office of Teaching and Learning

- Managed Title I School Improvement, Colorado Reading First, 21st Century, Ed Tech, CBLA, Read to Achieve, Early Childhood, Standards, and Educational Leadership initiatives
- Led design of the statewide system of accountability and support
- Launched initiatives for school turnaround and closing achievement gaps
- Created a system of academic standards and content support
- Facilitated concept design for the state’s school leadership academy
- Oversaw the content review of teacher and leader preparation programs
- Participated in the writing of federal grants, state guidelines, and policy briefs
- Managed a \$65 million annual budget
- Recruited, hired, and supervised a staff of 40 employees

Colorado Department of Education 2004–2007

Principal Consultant, Office of Learning and Results

- Conducted revision of Colorado content standards in math and science
- Produced math, science, and literacy papers on effective practices
- Developed guidelines for administration of Colorado Basic Literacy Act
- Established a system for reviewing literacy content of teacher preparation
- Showcased schools and districts making gains and beating the odds
- Participated in design of state Response to Intervention (RTI) framework

Colorado Department of Education 2000–2004

Senior Consultant, Exceptional Student Services Unit

- Developed guidelines for serving students with learning disabilities
- Established a consortium of expert trainers in reading and math interventions
- Coordinated statewide PD in research-based reading and math interventions
- Managed multiple special education projects and associated budgets
- Monitored special education programs in Northeastern Colorado

Sheridan School District, Sheridan, Colorado 1999–2000

Assistant Principal, Sheridan Middle School

Multi-Sensory Reading Trainer and Instructional Coach 1998–1999

Special Education Teacher, Alice Terry Elementary School 1996–1998

Manchester School District, Manchester, N.J. Student Liaison, Manchester Township High School	1995-1995
Preferred Behavioral Health, Lakewood, N.J. Program Manager, Adolescent Partial Care Program	1993-1995
Collection Clothing Corporation, New York, N.Y. Manager, Transportation Department	1990-1993

EDUCATION

University of Denver , Ph.D. in Educational Administration	2005
Trenton State College , M.A. in Teaching, major in special education	1995
San Francisco State University , B.A. in Industrial Arts	1989

BOARDS AND COMMISSIONS

National Center for Learning Disabilities RTI Advisory Council
CASE Leadership Coach Cadre Member
Colorado Literacy Council Co-Chair
Colorado School Leadership Academy Board Member
Early Childhood Leadership Commission Member
Turnaround Schools Committee Co-Chair - CO Race to the Top
Governor's P-20 Council; P-3 Subcommittee Member

SELECTED PUBLICATIONS

P-3 successful practices: A guide to curriculum, instruction and assessment. Colorado Department of Education, November 2008.

The state's look at literacy: A report on the performance of our state's reading and writing standards and recommendations for stronger achievement in literacy. Colorado Department of Education Annual Standards Review, May 2007.

The state's formula for success: A report on the performance of our state's science standards and recommendations for stronger science achievement. Colorado Department of Education Annual Standards Review, May 2006.

The state's prime numbers: A report on the performance of our state's math standards and recommendations for stronger math achievement. Colorado Department of Education Annual Standards Review, May 2005.

Lucy Dell Steiner

(b)(6)

EXPERIENCE

Public Impact, Chapel Hill, N.C.

1997–present

Consulting Manager

- One of two consulting managers at a national education policy consulting firm dedicated to research-based guidance for policymakers, practitioners, and academic audiences.
- Leads complex projects, manages and develops other consultants, and serves on firmwide management team.

Areas of expertise:

- **Human capital.** Co-author publications and lead state and national presentations on using competency-based selection practices to hire turnaround teachers and leaders.
- **Extending the reach of excellent teachers.** Lead Public Impact’s consulting with Charlotte-Mecklenburg Schools’ Project L.I.F.T. to implement the firm’s Opportunity Culture initiative.
- **School turnaround.** Develop publications advising schools, school districts, and states on school restructuring options.
- **Charter school policy.** Manage policy and management research on charter school oversight. Advise foundations on charter school investment.
- **Teacher professional development.** Author and co-author publications and give presentations on how to design effective professional development programs for teachers.

Maine Township High School West, Chicago, Ill.

1993–1996

English Teacher

- Taught ninth-grade Core English, a special program to remediate students with reading scores at least three grade levels behind their peers
- Taught regular sophomore English
- Awarded a summer research grant to redesign school’s sophomore English curriculum

English-Speaking Union

1991–1992

Executive Director

- Managed daily operation of nonprofit cultural organization which funds international student exchanges and rewards excellence in English teaching

The English Institute, Bern, Switzerland

1990–1991

Instructor

- Taught English as a foreign language

EDUCATION

Northwestern University, M.S. Education and Social Policy; Secondary English Certification

1993

University of North Carolina at Chapel Hill, B.A. English with Highest Honors

1988

Morehead Scholar, 1984-1988

SELECTED PRESENTATIONS

“Blended Learning in Charter Schools: Reimagining Traditional Models.” (webinar). National Charter School Resource Center, 2012. Available: <http://www.charterschoolcenter.org/webinar/blended-learning-charter-schools-reimagining-traditional-models>

“Leading School Turnarounds: Competencies for Success.” (webinar). National Charter School Resource Center. 2010. Available: http://www.charterschoolcenter.org/webinar-05/OPEN_ME.HTM

“School Turnaround Leaders: Actions and Competencies for Success.” (webinar). Center on Innovation and Improvement Pacesetter Academy, 2010.

“What is the End Game? Defining and Measuring Success in Turnaround.” (moderator). Driving Dramatic School Improvement conference sponsored by FSG Social Impact Advisors and Stanford Social Innovation Review, 2010.

“Rapid Retry: Multiplying the Success Rate of the Charter Sector.” (facilitator). National Association of Charter School Authorizers National Conference, 2009.

“School Turnaround Leaders: Competencies for Success” (workshop facilitator). University of Virginia School Turnaround Specialist Program, 2009.

“Effective Professional Development: What Do We Know?” (workshop facilitator). Richland County School District One-Columbia, South Carolina, 2009.

“Human Capital Project: How do Gates Grantees Increase Recruitment and Retention of High-Quality Teachers and Principals?” Bill and Melinda Gates Foundation, 2006.

“Putting It Into Practice.” Principals’ Executive Program, Center for School Leadership Development, University of North Carolina, 2005.

SELECTED PUBLICATIONS

"Turnaround Principal Competencies: A Process for Hiring the Most Skillful Leaders for Changing the Fortunes of the Most Troubled Schools," co-authored with Sharon Keschull Barrett. *School Administrator* magazine, August 2012. Available: <http://www.aasa.org/content.aspx?id=24052>

Fulfilling the Compact: Building a breakthrough, results-driven public charter school sector, co-authored with Joe Ableidinger, Angie Spong, and Bryan C. Hassel. The National Alliance for Public Charter Schools, 2012. Available: http://publiccharters.org/data/files/Publication_docs/Fulfilling%20the%20Compact_2012_20120629T130356.pdf

Building Family and Community Demand for Dramatic Change in Schools, co-authored with Dana Brinson. Public Impact, 2012. Available: http://www.publicimpact.com/building_demand_for_dramatic_change_in_schools-public_impact.pdf

Teacher and Staff Selection, Development, and Evaluation Toolkit. Public Impact, 2012. Available: http://opportunityculture.org/wp-content/uploads/2012/05/Selection_Development_Evaluation_Toolkit-Public_Impact.pdf

Connecting the Dots: Building a System that Improves Teacher Quality (working paper), co-authored with Julie Kowal and Mary O'Connell. Public Impact, 2012. Available: <http://www.charterschooltools.org/tools/TeacherQuality.pdf>

Developing Education Talent Pipelines for Charter Schools: A Citywide Approach, co-authored with Daniela Doyle. National Charter School Resource Center, 2011. Available: http://www.charterschoolcenter.org/sites/default/files/1044%20NCS%20WtPaper_DevEdTalent%20final.pdf

Developing City-Based Funding Strategies: Investments to Create a Robust Charter Sector, co-authored with Daniela Doyle. National Charter School Resource Center, 2011. Available: http://www.charterschoolcenter.org/sites/default/files/1042%20NCS%20WtPaper_Philanthropyfinal.pdf

Leading Approaches to Philanthropic Investment in the Charter Sector: A Scan of Four Cities, co-authored with Daniela Doyle. Public Impact, 2011. Available: <http://publicimpact.com/four-cityscan-leading-approaches-in-four-cities>

Incubating High-Quality Charter Schools: Innovations in City-Based Organizations, co-authored with Joe Ableidinger. National Charter School Resource Center, 2011. Available: http://cee-trust.org/upload/news/0930110158_Incubating%20High%20Quality%20Charter%20Schools%20-%20Public%20Impact%20for%20NCSRC%20-%20FINAL.pdf

Using Competencies to Improve School Turnaround Principal Success, co-authored with Emily Ayscue Hassel. University of Virginia's Darden/Curry Partnership for Leaders in Education, 2011. Available:

http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/UVA_School_Turnaround/School_Principal_Turnaround_Competencies.pdf

Using Competency Based Evaluation to Drive Teacher Excellence: Lessons from Singapore. Public Impact, 2010. Available: http://opportunityculture.org/images/stories/singapore_lessons_2010.pdf

Tough Decisions: Closing Persistently Low-Performing Schools. Center for Comprehensive School Reform and Improvement., 2009. Available: http://www.centerii.org/survey/downloads/Tough_Decisions.pdf

School Turnaround Leaders: Competencies for Success, co-authored with Emily Hassel. The Chicago Public Education Fund, 2008. Available: <http://www.publicimpact.com/turnaroundcompetencies.php>

School Turnaround Leaders: Selection Toolkit, co-authored with Emily Hassel. The Chicago Public Education Fund, 2008. Available: <http://www.publicimpact.com/turnaroundcompetencies.php>

School Turnaround Teachers: Competencies for Success, co-authored with Emily Hassel. The Chicago Public Education Fund, 2008. Available: <http://www.publicimpact.com/turnaroundcompetencies.php>

School Turnaround Teachers: Selection Toolkit, co-authored with Emily Hassel. The Chicago Public Education Fund, 2008. Available: <http://www.publicimpact.com/turnaroundcompetencies.php>

Salvaging Assets: Considering Alternatives to School Closure, co-authored with Bryan Hassel. Center on Reinventing Public Education, 2008. Available: http://www.crpe.org/cs/crpe/view/csr_pubs/235

Principal as Instructional Leader: Designing a Coaching Program That Fits, co-authored with Julie Kowal. Washington, DC: The Center for Comprehensive School Reform and Improvement, 2007. Available: <http://www.centerforcsri.org/files/CenterIssueBriefSept07Principal.pdf>

Instructional Coaching, co-authored with Julie Kowal. The Center for Comprehensive School Reform and Improvement, 2007. Available: <http://www.centerforcsri.org/files/CenterIssueBriefSept07Coaching.pdf>

Building Collective Efficacy: How Leaders Inspire Teachers to Achieve, co-authored with Dana Brinson. Washington, DC: The Center for Comprehensive School Reform and Improvement, 2007. Available: <http://www.centerforcsri.org/files/CenterIssueBriefOct07.pdf>

Supporting Charter School Excellence through Quality Authorizing, co-authored with Julie Kowal. Washington, DC: The U.S. Department of Education, 2007. Available: <http://www.ed.gov/nclb/choice/charter/authorizing/authorizing.pdf>

Assessment of Charter Schools Program Dissemination Funding. Washington, DC: The U.S. Department of Education, 2006. Available:

<http://publicimpact.com/publications/USDOE%20Charter%20Schools%20Program%20Dissemination%20Assessment.pdf>

School Restructuring Options under No Child Left Behind: State Takeovers of Individual Schools. The Center for Comprehensive School Reform and Improvement, 2006. Available:
<http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues1StateTakeovers.pdf>

ECS Issues Brief: A State Policymakers Guide to Alternative Authorizers of Charter Schools. co-authored with Bryan Hassel and Todd Ziebarth. Education Commission of the States, 2005. Available:
<http://www.ecs.org/clearinghouse/64/69/6469.pdf>

New Schools Venture Fund Evaluation. co-authored an evaluation of the first year of a federally funded NewSchools Venture Fund initiative to provide capacity-building investments for "Charter Management Organizations" (CMOs) that are seeking to scale-up successful school models in multiple locations. Public Impact, 2005.

Stimulating the Supply of New Choices for Families in Light of NCLB: The Role of the State, co-authored with Bryan Hassel. Education Commission of the States, 2004. Available:
<http://www.ecs.org/clearinghouse/54/26/5426.htm>

Guide to Working with External Providers. Learning Point Associates, 2004. Available:
<http://www.ncrel.org/csri/tools/gwep.pdf>

Starting Fresh: A New Strategy for Responding to Chronically Low Performing Schools. Public Impact, 2003. Available: <http://www.publicimpact.com/high-stakes/startingfresh.pdf>

The John Edward Porter Professional Development Center, developed content for website and research base for services, 2003 [On-line] Available: <http://www.portercenter.org/index.html>

Literacy Learning on the Net: An Exploratory Study, co-authored with Bryan Hassel and Mary McNabb. North Central Regional Educational Laboratory, 2000. Available:
<http://www.readingonline.org/articles/mcnabb/>

Elevating Teaching to a Year-Round Profession, developed content, 1999 [On-line] Available:
<http://www.ed.gov/inits/teachers/teacherstalk/summaries.html>

Strategies for Scale: Learning from Two Successful Educational Innovations, co-authored with Bryan Hassel. John F. Kennedy School of Government, Harvard University, 1999. Available:
<http://ksg.harvard.edu/innovations/>

Professional Development: Learning from the Best, contributed, 1999 [On-line] Available:
<http://www.ncrel.org/pd/toolkit.htm>

Professional Development: Staff Learning for Student Results, developed content, 1999 [On-line]
Available: <http://www.ncrel.org/pd/>

Nataki Reynolds

(b)(6)

SUMMARY OF QUALIFICATIONS

Goal- and data-directed administrator with wide-ranging experience in teaching, leadership, professional development, educational technology, management, strategic planning and education research in secondary schools. Works closely with multiple stakeholders to improve educational outcomes for students, with a particular focus on equity – in race, ethnicity, class and gender. Merges knowledge of local school experiences with national and international efforts, producing research-based initiatives that drive student achievement.

EXPERIENCE

District of Columbia Public Schools, Washington, DC

Director of Leadership Development

February 2010 – present

Develop and implement strategy for leadership development and professional learning for school leaders serving in DCPS schools. Work closely with superintendents to deepen and elucidate the Leadership Framework as a definition of the District perspective on what leaders should know and be able to do. Design, develop and coordinate monthly Principals' Academies and Assistant Principals' Academies, with a focus on transformative learning rooted in consistent school improvement. Develop a comprehensive system for the smooth, coordinated movement of information between schools and the central office. Generate and implement the roadmap to meeting the District's leadership development goals, including onboarding for new principals and a pipeline for aspiring leaders.

New Leaders for New Schools, Washington, DC

Director of School Support

September 2008 – February 2010

Provided direction and support to the ongoing professional learning structure and school support of over 90 NLNS Residents and post-Residents working in charter and District schools across Washington, DC. Restructured the Residency curriculum to be more need-based, differentiated and grounded in core problems affecting school leaders in the city. Redeveloped the coaching structure to more closely respond to the problems faced by school leaders at various stages in their tenure. Created structures for comprehensive data reviews across all New Leaders and all New Leader-led schools.

MAPCS/DCPS Partnership High School, Washington, DC

Principal

June 2004 – July 2008

Maya Angelou—Evans, which opened in September 2004, is a partnership between the District of Columbia Public Schools and Maya Angelou Public Charter School. The school serves 200 students who have experienced failure and continue to struggle with issues of juvenile justice, foster care and weak academic performance. Maya Angelou offers a comprehensive set of strategies (small classes, literacy/math focus, career preparation, socio-emotional and transition support) to students who need them the most.

Key Accomplishments: Developed comprehensive data collection and review strategy, resulting in stronger student academic performance. Spearheaded quarterly interim assessments in all subject areas. Established the structure, systems and processes necessary to start a school and run it effectively. Led development of standards-based curricula across all content areas, with a focus on reading, writing, problem-solving, differentiation and reading. Student achievement results from Year 1 to Year 4: 20% increase in student performance in reading and math on state standardized assessment; average growth in interim scores of 35 percentage points across all subject areas. One of only two high schools in the District to receive Silver Gain award through the Effective Practices Incentive Community, funded by USDOE. Worked closely and responsively with Boards of Directors, funders and the DC Public Charter School Board, with a constant focus on improving student achievement.

Bell Multicultural Senior High School, Washington, DC

Maya Angelou Public Charter School, Washington, DC

Resident Principal

July 2003 – June 2004

Bell Multicultural is a comprehensive high school with over 700 students that serves a large number of English-language learners hailing from over fifty countries and operates with a focus on student achievement, through standards-based curriculum and performance-based assessment. Maya Angelou PCS (MAPCS) is a small, alternative high school offering comprehensive support (small classes, socio-emotional, vocational) to students who have experienced failure.

Key Accomplishments: Constructed tools for measuring data on student understanding and for assessing school-wide standards implementation at Bell. Served in Administration and Leadership team meetings at Bell to implement broad curriculum reform. Developed school design strategy for second campus of MAPCS, including curriculum, instruction, assessment, recruitment and hiring.

Council of Opportunity in Education/International Society for Technology in Education, Washington, DC

Faculty Member

December 2001-December 2004

Key Accomplishments: Created and led professional development sessions for over 100 TRIO directors and staff from all over the country at annual technology conferences and assisted participants in the development of action plans designed to guide technology integration efforts.

Cardozo Senior High School, Washington, DC

Technology Coordinator/Teacher

March 1999-July 2003

Cardozo serves more than 700 diverse students, including 25% with special needs, 20% English language learners and 80% qualifying for free or reduced lunch.

Key accomplishments: Created and implemented a long-term school-wide technology strategy, which supported professional development in technology integration for more than 80 teachers; comprehensive upgrades of technology equipment and peripherals, including new computers in every classroom, resulting in a 1:3 computer-student ratio; and alignment of school technology policies with District requirements. Taught standards-based technology courses for students in multimedia, graphic and web design (with Adobe and Macromedia programs), resulting in a student-developed and managed school website. Provided user support for entire faculty and staff. Taught DC History and Social Studies elective courses for students at all grades.

George Washington University, Washington, DC

Adjunct Instructor and Guest Lecturer

August 1997-December 2001

Taught student educators in the Urban Initiative cohort the courses *Teaching and Learning Seminar Diagnostic* and *Technology Seminar*, and assisted Literacy Coordinator in leading *Teaching of Reading*. Taught the course *Perspectives in American Education* for student educators in the Elementary Education cohort.

Research Associate, The Urban Initiative (UI), Cardozo Senior High School

August 1997-March 1999

Provided technology observation and supervision and technology integration training and support to George Washington University teacher interns at Cardozo SHS. Supervised upgrade of 9th grade technology laboratory and managed daily activities. Served as liaison between GWU, Cardozo SHS and DCPS technology administration with particular focus on improving reading achievement for general and special education Cardozo students through the integration of technology and advances in technology in Literacy classes.

Enidlee Consultants, Inc., Milwaukee, WI

Consultant

June 1996 - June 1999

Provided contract consultant services to fifteen Milwaukee Public Schools on issues of race and diversity. Provided workshops to teachers and parents on strategies for increasing educational equity among all MPS students. Conducted focus groups with students, parents and teachers to identify and respond to problem areas in MPS. Co-facilitated *Putting Race on the Table*, system-wide workshops for educators on the issue of equity. Prepared/demonstrated sample lessons.

Network of Educators on the Americas (NECA) (now Teaching for Change), Washington, DC

Assistant Director

March 1996 - July 1997

Co-taught and developed curriculum for pilot Youth Leadership course at Cardozo Senior High School. Co-facilitated *Teaching for Equity* course for District of Columbia teachers on issues of equity, race, and class. Assisted director in development of anti-racist, multicultural curricula. Aided in development of proposals for long-term foundation funding of NCEA projects. Oversaw national distribution process of critical education materials.

United States Agency for International Development

Program Development Officer

February 1993 - June 1996

Provided comprehensive oversight and management responsibilities to primary education and population projects in West Africa, designed to improve primary education outcomes for children and raise awareness of sexually transmitted diseases and safe sex practices among adults. Prepared scopes of work for contractors. Worked in Bénin on project design team. Performed site visits to Bénin, Ghana, Burkina Faso and Côte d'Ivoire to perform mid-term and final project evaluations. Represented Bénin and Côte d'Ivoire missions in Washington for budget and program reviews.

EDUCATION AND PROFESSIONAL DEVELOPMENT

Master of Science in Education Administration

2004

Trinity College, Washington, DC (through a year long residency with New Leaders for New Schools)

Doctor of Education, Curriculum and Instruction

2003

The George Washington University, Washington, DC

Area of specialization: Educational Technology Leadership

Dissertation: New Media in Old Buildings: A Critical Ethnography of Students and Computers in Urban Schools

Master of Arts, International Development

1996

The American University, Washington, DC

Area of specialization: International Education

Thesis: A Development Model from Africa: Nonformal Education Experiences in Africa and their Applicability in a Local Environment, the Washington, DC Public School System

Bachelor of Arts, Foreign Affairs

1993

Bachelor of Arts, French

The University of Virginia, Charlottesville, VA

Abelardo Saavedra, Ph.D

(b)(6)

PROFILE

On August 31, 2009, Dr. Abelardo Saavedra retired from the Houston Independent School District as Superintendent of Schools. Dr. Saavedra's retirement was the culmination of 36 years as an educator in the public schools of Houston and Corpus Christi. Since his retirement, Dr. Saavedra has continued to serve on the boards of several non-profit organizations and has continued his involvement in education by working as a consultant/contractor serving various entities including the District Management Council, the Broad Center, Westat, SUPES Academy, Education Service Center-Region 4, and others. On September 1, 2010, Dr. Saavedra started work as a Clinical Professor of Education Administration with Texas A&M University.

EXPERIENCE

Superintendent of Schools, Houston Independent School District (HISD)— 2004-2009

Served as chief education officer of the largest school district in Texas. HISD is the seventh largest school district in the country serving approximately 200,000 students with an annual budget of \$1.7 billion. Major initiatives included the establishment of the largest pay for performance program for teachers in the United States and the development of a value-added data base to assess teacher performance.

Executive Deputy Superintendent for School Support, Houston Independent School District (HISD) — 2002-2004

A direct report to the Superintendent of Schools with the responsibility of overseeing the work of the departments of Special Education, Guidance and Counseling, Athletics, Parent Engagement, and Health Services.

South East District Superintendent, Houston Independent School District (HISD)— 2001-2002

Served as one of thirteen area superintendents in the HISD. Responsible for 17 schools serving approximately 12,000 students.

Superintendent of Schools, Corpus Christi Independent School District (CCISD) — 1993-2000

Served as chief education officer in an urban district serving approximately 42,000 students with a budget exceeding \$200,000,000. Major initiatives included the development and implementation of academic performance standards in all schools in the district. Modified student report cards to include student performance on the performance standards.

Associate Superintendent for Business Support Services, Corpus Christi Independent School District (CCISD) — 1986-1993

Served as chief business officer for the school district. Responsible for all business operations of the school district including the Budget Office, Maintenance Department, Purchasing and Procurement, Transportation Department, Food Service, Construction Office, and the Police Department.

Assistant Superintendent for School Management, Corpus Christi Independent School District (CCISD)- 1985-1986

Responsible for the supervision and accountability of all elementary and secondary school principals in CCISD.

Director of Secondary School Management, Corpus Christi Independent School District (CCISD)-1984-1985

Responsible for the supervision and accountability of all secondary school principals in CCISD.

Junior High School Principal, Corpus Christi Independent School District (CCISD)-1979-1984

Served as principal of Cunningham Junior High and Baker Junior High. Baker Junior High was a school within a school setting serving neighborhood students and gifted students from throughout CCISD.

Junior High School Assistant Principal, Corpus Christi Independent School District (CCISD)-1976-1979

Served as assistant principal at Baker Junior High and South Park Junior.

Classroom Teacher, Corpus Christi Independent School District (CCISD)-1972-1976

Taught social studies at Driscoll Junior and at South Park Junior High. Also taught Distributive Education at Ray High School.

Other Experience

Faculty Advisor, Broad Superintendents Academy, 2006-present

Principal Mentor and Adjunct Professor of School Finance and Organizational Theory, University of Houston, Main Campus and Clear Lake Campus, 2002-2004

Adjunct Professor for School of Education, Texas A&M, Corpus Christi, 1978-1991 and 1998-2000

Education Consultant/Contractor, 2009-present

Clinical Professor of Education Administration, Texas A&M University, College Station, 2010-present

EDUCATION

University of Michigan, Ann Arbor — Ph.D in School Administration, 1976

Texas A&I University, Kingsville - Masters of Science in School Administration, 1974

Texas A&I University, Kingsville - Bachelors of Science with majors in physical education and history, 1972

Del Mar Junior College, Corpus Christi, 1969-1970

CERTIFICATION

Texas Provisional High School Certificate

Texas Professional Life Administrator Certificate

Texas Principal Certificate

Texas Superintendent Certificate

STATE AND NATIONAL ACTIVITIES

Region 4 Superintendent of the Year, 2008

Advisory Board Member with the District Management Council, 2009-present

Participant with the Aspen Institute, 2005-2009

Broad Superintendents Academy, 2002

NAEP Ambassador, 2010

Resume

Zheadric Barbra, Ed. D

(b)(6)

PERSONAL

Current Address

(b)(6)

Contact Phone

Objective

To obtain the position in a school district that would enable me to provide the leadership and vision necessary to create, promote and sustain positive district culture and foster a high quality instructional program that supports the teaching and learning potential of all staff to improve student outcomes.

EDUCATION

Abilene Christian University, Abilene, TX, 2012, School Superintendent Certification

Georgia Southern University, Statesboro, GA, 2006, Doctorate of Education, Educational Leadership

Jacksonville State University, Jacksonville, AL, 2003, Education Specialist, Educational Administration

Jacksonville State University, Jacksonville, AL, 2002, Master of Sciences, Educational Administration

Jacksonville State University, Jacksonville, AL, 2001, Bachelor of Arts, Elementary Education

CERTIFICATIONS

- Georgia Educator Certificate-Administration(P-12) Type L-7, #438934, Exp. 6/2016
- Georgia Educator Certificate-Elementary Education (P-8) Type T-7
- Illinois Educator Certificate-Superintendent License(P-12) Type L, #2496536, Exp. 6/2014
- New York Educator Certificate-School District Leader, Professional #1403383, Permanent

CHRONOLOGY OF EMPLOYMENT

August 2012 Executive Director of School Turnaround-Syracuse City School District

School Supervision, Instruction and Culture

- Responsible for supervising a total of 8 schools comprised of one K-8, 2 middle, and 5 elementary schools with an enrollment of 4700 students and approximately 480 staff.
- Supervise, coach and evaluate school principals according to SCSD School Leader Framework.
- Recruit, screen and select principals and assistant principals.
- Develop and guide principal and leadership teams in their roles as instructional leaders and managers.
- Support the implementation of Common Core Standards and evaluate implementation with the use of the Danielson Rubric.
- Support principals to ensure high quality implementation of the schools' educational designs, including standards, assessments, instructional guidelines and school culture.
- Assist principals in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with schools' missions, core values, academic standards and strategic goals.

Zheadric E. Barbra, Ed. D

- Support principals in creating coherency in instructional practice/routines within schools.
- Work with principals to interpret data and create action plans for school improvement.
- Assist principals in planning and training for data-driven instruction.
- Assist principals with on-boarding of new teachers and staff.
- Ensure that schools are implementing special education services in accordance with the law.
- In partnership with the principals, ensure that each school develops and maintains a positive, engaging culture of excellence through college and career focus.
- Support principals in creating coherency in culture and routines within schools.
- Work with the principals to field all questions and concerns from key stakeholders.
- Meet with parents to listen and address concerns regarding their students.
- Work with principals to ensure procedures are in place to provide safe/orderly school environments.
- Review and approve all disciplinary hearing requests submitted by principals.

July 2011-July 2012 Director of School Reform-Syracuse City School District, Syracuse, New York

Primary responsibility was to monitor school improvement in Tier I, II and III schools in the district.

- Successfully coordinated and completed over 16 Joint Intervention Team visits, School Quality Reviews and NYSED Curriculum Audits during the 2011-2012 school year.
- Worked with NYSED representatives, administrators in District Departments and School Leadership Teams.
- Participated in monthly SIG update teleconference meetings led by NYSED Associate Superintendent of School Accountability.
- Verified and approved expenditures for more than 7 million dollars in SIG funds.
- Attended superintendent leadership meetings weekly.
- Collaborated with the Director of Grants and school principals to create budgets for PLA schools.
- Worked with principals in the district's 7 PLA schools to update the Redesign Plans.
- Coordinated on-site, including internal site reviews and external NYSED monitoring visits.
- Facilitated and monitored the development and implementation of school improvement planning.
- Collaborated with Instructional Directors to facilitate targeted professional development in alignment with each school's comprehensive education plan; analysis of student and school data to inform instruction and programming evaluation; supported the implementation of the growth model in evaluation of teachers and administrators.
- Participated in District wide committees: Student Code of Conduct; Innovation Zone Task Force, and Net Work Teams.

May 2008-August 2011, Principal-Carson Middle School, Greene County Public Schools, Greensboro, GA

Responsible for recruitment, hiring, training, and evaluation of personnel which include 40 staff members consisting of teachers, secretaries, instructional coaches, custodial staff, and SRO.

School Achievements and Initiatives

- Carson Middle School Makes AYP 2010 (First time in 4 years)
- Decreased Achievement Gap to 6% in Math and 3% in ELA/Reading from 2008 to 2010
- Carson Middle School makes Absolute Bar in 7 of 10 areas measured by CRCT in 2010
- GMWA Scores increase from 58% Meets/Exceeds in 2009 to 84% Meets/Exceeds in 2011
- Implemented School-wide One-to-One Net book Initiative in 2010
- Honorable Mention as a "High Flying School" from the National Youth at Risk Committee 2010
- Recognized by Superintendent Cox for Distinguished Improvement in 6th/7th Grade Science (2009)
- Authorized as International Baccalaureate World School (IB MYP) in May 2011
- Implemented Chinese 360 Mandarin Language Program for group of CMS students (2010)
- Developed and Implemented System-Wide Standard Code of Dress 2008
- Decreased discipline referrals by 64% between 2008-2010 school years. (From 702 to 475 to 254)
- Decreased the amount spent on substitute pay by over 60% from 2007-08 to 2010-11 school years

June 2004-June 2008 Assistant Principal-Carver Middle School, Walton County Public Schools

Responsibilities and duties included; supervision and evaluation of teachers, facilitation of professional learning sessions with teachers; addressing student discipline; presented cases for student tribunal hearings; supervised the custodial staff; trained teachers to administer state, local and federally mandated tests for student achievement; screened and interviewed potential teachers and support staff; responsible for ensuring Full Time Equivalency (FTE) data were submitted; managed professional conduct and instructional effectiveness with Georgia Teacher's Duties Responsibilities Instrument(GTDRI) and Georgia Teacher Observation Instrument(GTOI); participated in manifestation hearings for students with disabilities. Served as School Level Testing Coordinator, Buildings & Grounds Coordinator, SACS Chair, served on the Emergency Management Team and the district Diversity Recruitment Committee.

School Level Accomplishments and Initiatives:

- Increased 8th grade GMWA from 71% in 2003-04 to 90% in 2005-06
- Helped CMS to make (AYP) for the first time since passing of NCLB in 2006
- Helped CMS make absolute bar in ELA/Reading for grades 6-8 on 2006 CRCT
- Developed school-wide Saturday Writing Symposium (GMWA)
- Implemented school-wide rotating schedule allowing extended planning time for teachers
- Reduced discipline referrals for three consecutive years from 2004 to 2006
- Reduced Juvenile Complaints from 150 in 2004 to 27 in 2006

July 2001-June 2004 Science Teacher 5th Grade-Canby Lane Elementary, DeKalb County Schools

Presented and delivered science standards to fifth grade students in an interactive manner and provided real world relevance for application of the concepts in students' everyday lives. Challenged students to produce projects and collaborated with other teachers regarding science standards. Developed unit/lesson plans and established a learning environment conducive to learning.

August 1993-November 2001 U. S. Army Reserves/Alabama National Guard

Responsible for moving troops and equipment to deployment area for specified training. Established and maintained shower facilities and laundry units for troops in the field. Completed Basic Training at Ft. Jackson, South Carolina. Trained in land navigation, leadership, physical fitness, First Aid and CPR.

Evidence of Professional Growth and Research

- Dissertation Proposal: *Georgia School Principals Perceptions of the Impact of School Facilities on Student Achievement*, May 2006
- Roundtable Presentation for Educational Specialist, Jacksonville State University, 2003: "Reducing the Number of Student Tardies at Canby Lane Elementary School"
- Completed Heads of School/IB Coordinators Training (Level 1 and 2) June 2009, June 2010
- Completed GLISI's Leadership Base Camp and Leadership Summit, Stone Mountain, GA 2008
- Completed GLISI's Power of 100 Leadership Initiative, February 2011
- Completed NABSE's Aspiring Superintendent's Institute, Chicago, June 2011
- Completed Victoria Bernhardt's Data Analysis Institute, July 2011
- Completed Reeve's Leadership Evaluation Training, November 2011
- Completed Danielson's Teacher Evaluation Training, March 2012
- Completed Vanderbilt University's Peabody Summer Institute, Nashville, July 2012
- Completed AUSL Institute for School Turnaround, Chicago, October 2012
- Completed AFT's School Improvement Leadership Institute, New York City, January 2013

Professional Affiliations

- A member of Association for School Curriculum Development(ASCD)
- A member of Alpha Phi Alpha Fraternity; Inc.
- A member of National Association for the Advancement of Colored People (NAACP)
- A member of National Alliance of Black School Educators (NABSE)
- A member of the International Society for School Planning (ISEP)
- A member of Association of Teacher Educators(ATE)
- A member of the Association of Middle Level Education(AMLE)
- A member of Syracuse Administrator's Association of New York (SAAS)
- Jacksonville State University Alumni, Jacksonville, AL
- Georgia Southern University Alumni, Statesboro, GA

Honors and Awards

- ATE Award of Appreciation, August 2013
- National Principal of the Year, NABSE, November 2011
- Carson Middle School, P.T.S.O. Appreciation Award, August 2011
- Carson Middle School Principal Award, August 2011
- "Outstanding Dissertation of the Year", International Society of Educational Planning, 2006
- Lamp of Learning Award, Canby Lane Elementary School 2002
- (GTAS) Science Teacher of Year Nominee 2001
- Brother of The Year-Xi Xi Chapter of Alpha Phi Alpha Fraternity; Inc. 2001
- Certificate of Recognition-Special Education-Canby Lane Elementary 2004
- Certificate of Recognition-Cedar Grove Middle School- Counseling Department 2004
- Certificate of Honorable Discharge-U. S. Army Reserves, 2001

Professional Presentations/Speaking Engagements

- Paper Session Facilitator, "*Rethinking the Standards Approach to Accountability: Planning and Advocating for Real Change*", International Society for Educational Planning, Niagara Falls, New York, October 3, 2013
- Keynote Presentation, Association of Teacher Educators(ATE) Summer Conference, Capitol Hill, Washington, D.C. on August 4, 2013
- "*Two Brother's, One Dream*" Presentation, University United Methodist Church, May 18, 2013 Syracuse, NY
- Paper Session Facilitator, "*Rethinking the Standards Approach to Accountability: Planning and Advocating for Real Change*", Association of Teacher Educator(ATE) Winter Conference in Atlanta, GA, February 18, 2013
- Keynote Speaker at Alpha Phi Alpha Founder's Day Luncheon, Syracuse, NY, December 2012, "*Getting Back to Basics: Educating and Inspiring Black Males*"
- Guest Lecturer at Niagara University, ADS "*Leading Organizational Diversity*", September 2012
- Guest Speaker at Music and Youth Convention, Syracuse University, May 2012
- Presenter at Boy's to Men Program, Fairmount School District #89, Fairmont, IL, May 2012, "*Growing from Boys to Men*"
- Keynote Presentation at Boy's to Men Program, Fairmont School District #89, Fairmont, IL May 2012, "*Two Brother's, One Dream: Our Journey from Poverty to Promise*"
- Guest Speaker: Leadership Conference, Delta Sigma Theta Sorority, LeMoyn College, March 24, 2012
- Guest Panelist: Black Males, Black Dreams, Syracuse University, January 25, 2012
- Panelist: Antioch Missionary Baptist Church, College Preparation Program, November 2011
- Speaker: Corcoran High School, Boy's Mentorship Program, October 2011
- Presenter at National Middle School Association Annual Conference, Baltimore, MD, November, 2010, "*Strategies and Tools to Successfully Turn Around Schools*"
- Presenter at Georgia Department of Education Annual Title I Conference, Atlanta, GA, June 14, 2010, "*Are You Turning up the Heat? Technology Utilization to Increase Student Achievement*"

- Guest Lecturer: Dekalb Technical College, ECCE 101, *"Examination of Cultural Diversity in the Learning Environment"*, October 29, 2007
- Presenter at Annual Conference of International Society for Educational Planning, Pittsburgh, PA, October 2006, *"Georgia School Principal's Perceptions of School Facilities Impact on Student Achievement"*
- Presenter at Georgia Southern University: Ethics and Diversity in Educational Leadership/Administration, Statesboro, GA, June 2005 *"Recruitment of School Personnel to Improve Diversity"*
- African American Leadership Links (AALL) Summer Conference 2006 *"The Story of How Carver Middle School Achieved Exemplary Status on the Georgia Middle Grades Writing Assessment"*
- Presenter at New Teacher Induction Program, Greene County, GA, June 23, 2010 *"Managing Your Classroom with Heart"* and *"How Teacher Expectations Can Close the Achievement Gap"*

State Single Point of Contact

New York State has chosen not to participate in the intergovernmental review process, and thus has not designated a Single Point of Contact (SPOC). The Syracuse City School District, located in New York State, is therefore authorized to send application materials directly to the Federal awarding agency.

Thank you.

SCSD has engaged stakeholders in extensive discussions about how the district will recruit, develop, support, and retain effective teachers and school leaders as part of the development of the district's strategic plan. As a result of that input, the district has launched several talent development initiatives including: the Syracuse Aspiring Leaders Academy in partnership with SUPES Academy, Opportunity Culture multi-classroom leaders, Career Ladders with differentiated roles for teachers and principals, and now the Turnaround Leaders Pipeline Program (TLPP). Principals and teacher leaders were involved in the design and implementation of iZone and Opportunity Culture schools, creating the initial foundation for the design of the Turnaround Leaders Pipeline Program. Additionally, during the 2013-2014 school year, teacher teams from several schools engaged in discussions around teacher leadership opportunities over four full-day sessions; a design team of principals, principal managers, and other district administrators spent four months discussing ways to leverage effective principals to help train and support new principals; and the Innovation Zone Advisory Council--composed of union and community partners--regularly discussed needs of school leaders and school leadership teams in monthly meetings. Finally, specific feedback on the TLPP was solicited in small group and individual conversations with principals, aspiring principals, and members of the district leadership team.

Further the Syracuse City School District enlists the meaningful involvement of parents and other stakeholders in the planning and development of all education initiatives, including the leadership pipeline plan. Such involvement includes Board of Education operations and work sessions, STLE activities, and development of the *Strategic Plan*.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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The Syracuse City School District (SCSD) is requesting **\$1,594,458** to design and implement an innovative Turnaround Leaders Pipeline Program that will recruit, select, prepare, place, support, and retain school leadership teams in School Improvement Grant (SIG) or SIG-eligible schools and serve as a national proof point for urban school reform efforts.

The majority of the program costs are allocated to one-time investments in: 1) designing systems for recruitment, selection, placement, retention, and compensation of school turnaround leaders (principals and teacher leaders) based on research based competencies; 2) developing training materials for turnaround leader teams that prepare principals and teacher leaders to take the necessary actions to dramatically improve student achievement in persistently low performing schools; 3) training teams of effective principals and teachers with high levels of turnaround competencies to broaden the leadership capacity of the district; and 4) documenting, evaluating, and disseminating information on program successes and challenges to inform and accelerate turnaround reform efforts across the nation. The district will assign oversight of the project to the Director of Talent Management. Other key district personnel will be assigned to participate in quarterly Advisory Board meetings, as an in kind contribution to the program. Costs associated with participant compensation and performance-based incentives will be covered by the district using Opportunity Culture¹ models to redesign funding structures at the school level. Each of the partner organizations will assign a project manager to oversee project work and coordinate with the other partners and the district.

¹<http://opportunityculture.org/opportunity-culture/>

The project will be implemented over 36 months. Project year 1 begins October 1, 2014 and ends June 30, 2015 (9 months). Project Year 2 begins July 1, 2015 and ends June 30, 2016 (12 months). Project year 3 begins July 1, 2016 and ends September 30, 2017 (15 months). The first year of the project is focused on designing systems and structures, developing leadership team training materials, selecting principals and teacher leaders to participate, and placing leadership teams in schools. The second year of the project includes training and coaching a cohort of four to five leadership teams (approximately 20 leaders) through implementation of turnaround action plans, monitoring progress, and making adjustments to improve the program. The third year of the project includes training and coaching a second cohort of four to five leadership teams using improved training materials, monitoring progress, and making mid-course adjustments to improve the program. The last three months of the third year will focus on publishing the documentation of the project training materials and processes, evaluating the impact of the project, analyzing the factors that contributed to successes and challenges, and disseminating information nationally. Detailed descriptions of costs by category are provided below:

Personnel: The Project Director will be the Executive Director of Talent Management, who will dedicate approximately half of his time to the project ($\$120,000 \times 0.5 = \$60,000$). As Project Director, he will oversee all operations of the project, including coordinating the activities of the external partners. Other responsibilities include reviewing and approving all expenditures, reviewing project progress, and making adjustments to the project as necessary.

Fringe Benefits: The fringe benefit rate is 26.5%, including the expenses of Retirement, Social Security, Medicare and Workers' Compensation. An additional \$8,563 covers Health, Dental and Unemployment Insurance for .5 FTE of the Project Director's salary.

Travel: Participant travel is not included as part of the SCSD Turnaround Leaders Pipeline Program.

Equipment: Equipment is not included as part of the SCSD Turnaround Leaders Pipeline Program. SCSD and partner organizations have all of the equipment necessary to carry out the program.

Supplies: Supplies in the amount of \$5,000/year, which are necessary for project success, will be purchased. Such supplies may include published professional resources, markers, poster paper, visual aids, books, CDs, DVDs, and other materials. Supplies will assist in the implementation of professional development activities.

Contractual: SCSD will leverage existing relationships with three partner organizations (SUPES Academy, Public Impact and Education First) to develop, execute, and evaluate an innovative and effective turnaround leadership pipeline focused on building leadership teams with the capacity to dramatically improve achievement for students in persistently low performing schools. Contracts with each of the partner organizations will be for the full 36 months of the grant. SCSD has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36. A description of the services to be provided by each partner organization and the basis for cost estimates are provided below.

SUPES Academy

The mission of the SUPES Academy is to identify, develop, and support a new generation of transformational leaders for America's school systems—leaders who will provide children with the skills they need to live as successful adults in a world of global competition. SUPES Academy has a proven track record of success developing leadership pipelines that have resulted in achievement gains in low performing schools (Other Attachment B: Documentation).

SUPES Academy will expand on their current SCSD program for aspiring principals, creating a program for turnaround leadership teams including effective principals and teacher leaders.

SUPES will: develop training, in consultation with experts from Public Impact and Education First; recruit and select program participants; deliver training prior to and during the school year, provide job-embedded coaching and mentoring, and coordinate communications among partner organizations.

The total estimated cost of the SUPES Academy contract is \$654,500 over the three years of the grant. In the first year, SUPES will spend approximately 500 hours developing training content, recruiting and selecting participants, and participating on the program advisory board. In the second year and third year, SUPES will spend approximately 1,675 hours each year delivering approximately 16 days of training and providing on-site mentoring for leadership teams and bi-monthly executive coaching for principals.

Public Impact

Public Impact's mission is to dramatically improve learning outcomes for all children in the U.S., with a special focus on students who are not served well. Public Impact is uniquely qualified to work as a partner with SCSD on the development, implementation, and evaluation of innovative turnaround leadership pipeline approaches with expertise in turnaround schools, leadership selection and development, and redesigning schools to extend the reach of the most effective teachers and leaders. Public Impact's experience includes a combination of turnaround leadership topics, ranging from research to facilitating implementation in high-poverty schools:

- Competency-based selection and development of school turnaround leaders/teachers
- School turnaround success elements and leading indicators
- Evaluation of school turnaround efforts

- New school models that include sustainable designs for performance-based incentives
- School turnaround planning and implementation support

The U.S. Department of Education selected Public Impact to lead school turnaround technical assistance for Race to the Top winning states. In addition, Public Impact has partnered with numerous states, districts, and individual turnaround schools to provide assistance on the range of issues leaders face in turnaround work.

Public Impact's turnaround publications include:

- Turnaround Principal Competencies, School Administrator Magazine
- Using Competencies to Improve School Turnaround Principal Success
- The Big U-Turn: How to bring schools from the brink of doom to stellar success
- Successful School Turnarounds: Seven steps for district leaders
- School Turnarounds: Doing What Works – video interviews
- School Turnaround Leaders: Competencies for Success
- School Turnaround Leaders: Selection Toolkit
- School Turnarounds: Actions and Results
- Using Competency-Based Evaluation to Drive Teacher Excellence: Lessons from Singapore
- Importing Leaders for School Turnarounds: Lessons and opportunities
- Guide to Working with External Providers
- Financial Incentives for Hard-to-Staff Positions: Cross-sector lessons for public education
- Performance-Based Dismissals: Cross-sector lessons for school turnarounds
- Leading Indicators of School Turnarounds: How to know when dramatic change is on track
- New Orleans-Style Education Reform: A Guide for Cities
- School Turnarounds in Colorado: Untangling a web of supports for struggling schools

- Fordham Institute and Education Next debate – video webcast
- School Turnarounds: A review of the cross-sector evidence on dramatic organizational improvement
- Breaking the Habit of Low Performance: Successful school restructuring stories
- Starting Fresh in Low-performing Schools
- Starting Fresh: A new strategy for responding to chronically low-performing schools
- Tough decisions: Closing persistently low-performing schools

The total estimated cost of the Public Impact contract is \$329,920 over the three years of the grant. In the first year, Public Impact will spend approximately 112 hours assisting the district in redesigning SIG school staffing and compensation models to extend the reach of effective teachers and leaders and increase the financial incentives for program participants, developing training content aligned with turnaround research, training SUPES and district personnel on competency-based recruiting and selecting processes, developing systems for documenting program activities and gathering program evaluation data, and participating on the program advisory board. In the second year and third year, Public Impact will spend an estimated 528 hours each year revising training content; advising on creating leadership development plans based on turnaround competencies; revising systems for data collection and progress monitoring; documenting and evaluating program activities, leadership actions, and outcomes; recommending program improvements; participating on the program advisory board, and publishing and sharing best practices.

Education First

Education First strives to improve public education by helping leaders to innovate, think bigger and achieve more on behalf of students. Education First’s vision is that a child educated in

America will be well-prepared for a world of constant change, learning and opportunity; that income and ethnicity will no longer determine the quality of education students receive; and that the nation's public education and postsecondary systems can—and will—prepare every student for success in college, careers and life.

With a team of nearly 40 consultants across the country, Education First has deep expertise in four key reform areas: teacher and leader effectiveness; college and career readiness; STEM strategies; and postsecondary completion. Education First supports and partners with its clients across the country to accomplish strategic planning, policy and program development, communications and advocacy, and effective grant making to reach important outcomes for students.

In its work with various state and district clients including Syracuse City School District, Education First has provided thought leadership, policy research, facilitation and implementation support in building a pipeline of strong school leaders who can turn around the lowest-performing schools in a state or district. Education First is helping state and local education leaders, funders, union leaders and reform advocates:

- Establish comprehensive educator evaluation systems that differentiate effectiveness, include student learning growth and other indicators of excellent teaching, and focus on results and consequences
- Work in partnership with union leaders to ensure educators receive on-time supports and professional development targeted to specific areas of strength and weakness, as identified in their evaluations
- Reward educators based on effectiveness, skills and assignment with enhanced compensation, increased responsibilities and tenure

- Innovate with ways to maximize the impact and influence of those who are most highly effective
- Align district policies and practices in all areas of a teacher’s career—from preparation to induction to professional development to evaluations and rewards—with district goals

The total estimated cost of the Education First contract is \$296,280 over the three years of the grant. In the first year, Education First will spend approximately 416 hours assisting the district in designing MOUs that provide turnaround leaders in SIG schools with autonomy in programming, scheduling, staffing, and budgeting, redesigning school models, providing feedback on training content, recruiting and selecting participants, developing systems for documenting program activities and gathering program evaluation data, and participating on the program advisory board. In the second year and third year, Education First will spend an estimated 440 hours each year revising training content; recruiting and selecting participants; developing MOUs for autonomy in participating schools; revising systems for data collection and progress monitoring; documenting program activities, leadership actions, and outcomes; and participating on the program advisory board.

Other: Other costs are not included as part of the SCSD Turnaround Leaders Pipeline Program budget. All other costs associated with the program will be the responsibility of the district.

Total Direct Costs: The total direct costs of the proposed SCSD Turnaround Leaders Pipeline Program are **\$1,571,754**.

Indirect Costs: The Syracuse City School District indirect cost rate is 4.4% of the direct cost base, which excludes the amount over \$25,000 for each contract with partner organizations (See Attachment D in Other Attachments for the most recent approved indirect cost agreement.)

Total Costs: The total costs of the proposed SCSD Turnaround Leaders Pipeline

Program are **\$1,594,458**, broken down as follows:

CATEGORY	PROGRAM COSTS YEAR 1 10/1/14 – 6/30/15	PROGRAM COSTS YEAR 2 7/1/15 – 9/30/16	PROGRAM COSTS YEAR 3 7/1/16 – 9/30/17	TOTAL
1. Personnel	\$60,000	\$60,000	\$60,000	\$180,000
2. Fringe	\$32,018	\$32,018	\$32,018	\$96,054
3. Travel	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$5,000	\$5,000	\$5,000	\$15,000
6. Contractual	\$284,720	\$495,990	\$499,990	\$1,280,700
7. Construction	N/A	N/A	N/A	N/A
8. Other	\$0	\$0	\$0	\$0
9. Total Direct	\$381,738	\$593,008	\$597,008	\$1,571,754
10. Indirect Cost	\$7,568	\$7,568	\$7,568	\$22,704
11. Training Stipends	N/A	N/A	N/A	N/A
	\$389,306	\$600,576	\$604,576	\$1,594,458

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Syracuse City School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	60,000.00	60,000.00	60,000.00			180,000.00
2. Fringe Benefits	32,018.00	32,018.00	32,018.00			96,054.00
3. Travel						
4. Equipment						
5. Supplies	5,000.00	5,000.00	5,000.00			15,000.00
6. Contractual	284,720.00	495,990.00	499,990.00			1,280,700.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	381,738.00	593,008.00	597,008.00			1,571,754.00
10. Indirect Costs*	7,568.00	7,568.00	7,568.00			22,704.00
11. Training Stipends						
12. Total Costs (lines 9-11)	389,306.00	600,576.00	604,576.00			1,594,458.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): NEW YORK STATE EDUCATION DEPARTMENT

The Indirect Cost Rate is 4.40 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Syracuse City School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Michael		Puntschenko	

Address:

Street1:	725 Harrison Street
Street2:	
City:	Syracuse
County:	
State:	NY: New York
Zip Code:	13210-2395
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
315-435-5840	315-435-4025

Email Address:

mpuntschenko@scsd.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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